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BAYPOINT PREPARATORY ACADEMY- SAN DIEGO

Inspiring Excellence for a Better Future



Charter Renewal Petition Respectfully Submitted to the
San Marcos Unified School District
Charter Petition for a Seven-Year Term:
July 1, 2026 - June 30, 2033

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ASSURANCES

As the authorized lead petitioners, we hereby certify that the information submitted in this seven-year renewal petition for a California public charter school named Baypoint Preparatory Academy San Diego (“BPA-SD” or “Charter School”), formerly authorized by the State Board of Education (“SBE”), with oversight from the CDE (“CDE”), is true to the best of our knowledge and belief; we certify that we deem this seven-year renewal petition to be complete; we also certify that this seven-year renewal petition does not constitute the conversion of a private school to the status of a public charter school.

BPA-SD has been designated a High-Performing charter school by the CDE, the highest recognition for charter renewal eligibility under AB 1505 for the past two years. This designation is based on the school's performance on the California School Dashboard and its indicators. BPA-SD will fully comply with all renewal requirements outlined in the Education Code.

The Charter School Performance Category Data File published by the CDE in March of 2024:

835 Vista Springs Charter	SBE - Vista Springs Charter	San Diego	K-12 Schools (Public)	Middle Performing
836 College Preparatory Middle	SBE - College Preparatory Middle	San Diego	Intermediate/Middle Schools (Public)	High Performing
837 Baypoint Preparatory Academy - San Diego	SBE - Baypoint Preparatory Academy San Diego	San Diego	Elemen Schools In 1 School Dist. (Public)	High Performing
838 KIPP Bayview Academy	San Francisco Unified	San Francisco	Intermediate/Middle Schools (Public)	Middle Performing
839 KIPP San Francisco Bay Academy	San Francisco Unified	San Francisco	Intermediate/Middle Schools (Public)	Middle Performing

The Charter School Performance Category Data File published by the CDE in March of 2025:

847 0137323 UD	DF	Vista Springs Charter	SBE - Vista Springs Charter	San Diego	K-12 Schools (Public)	Middle Performing
848 0137356 MS	DF	College Preparatory Middle	SBE - College Preparatory Middle	San Diego	Intermediate/Middle Schools (Public)	High Performing
849 0138099 ES	DF	Baypoint Preparatory Academy - San Diego	SBE - Baypoint Preparatory Academy San C	San Diego	Elemen Schools In 1 School Dist. (Pub	High Performing
850 0101337 MS	DF	KIPP Bayview Academy	San Francisco Unified	San Francisco	Intermediate/Middle Schools (Public)	Middle Performing
851 0101352 MS	DF	KIPP San Francisco Bay Academy	San Francisco Unified	San Francisco	Intermediate/Middle Schools (Public)	Middle Performing

Further, we understand that if this charter is renewed, BPA-SD will follow any and all federal, state, and local laws and regulations that apply to Charter Schools, including but not limited to:

- BPA-SD will meet all statewide standards and conduct the student assessments required, pursuant to Education Code § 60605 and § 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code § 47605(d)(1)]
- BPA-SD is deemed the exclusive public school employer of the employees of BPA-SD for purposes of the Educational Employment Relations Act. [Ref. Chapter 10.7 (commencing with § 3540) of Division 4 of Title 1 of the Government Code; Education Code § 47605(c)(6)]
- BPA-SD will be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code § 47605(e)(1)]
- BPA-SD will not charge tuition. [Ref. Education Code § 47605(d)(1)]
- BPA-SD will admit all students who wish to attend BPA-SD, and who submit a timely application, unless BPA-SD receives a greater number of applications than there are spaces

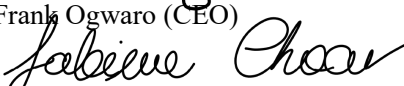
for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to BPA-SD will not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code § 47605 (d)(2)(A). Preference in the public random drawing will be given as required by Education Code § 47605(e)(2)(B). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code § 47605(e)(2)(A)-(C).

- BPA-SD will not discriminate on the basis of the characteristics listed in Education Code § 220 (actual or perceived disability, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code § 47605(e)(1)]
- BPA-SD will adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- BPA-SD will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations § 11967.5.1(f)(5)(C)]
- BPA-SD will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes and regulations in the same manner as a governing board of a school district. The Charter School will have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.[Ref. Education Code § 47605(l)]
- BPA-SD at all times will maintain all necessary and appropriate insurance coverage.
- BPA-SD will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code § 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves BPA-SD without graduating or completing the school year for any reason, BPA-SD will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. Education Code § 47605(e)(3)]
- BPA-SD will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code § 47612.5(a)]

- BPA-SD will on a regular basis consult with parents and teachers regarding BPA-SD's education programs. [Ref. Education Code § 47605(d)(2)]
- BPA-SD will comply with applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code § 47605 § 47605.1]
- BPA-SD will comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code § 47612(b), § 47610]
- BPA-SD will provide students with 2 nutritionally adequate school meals per day [Ref. Education Code § 49531].
- BPA-SD will comply with all aspects and requirements of the Education Equity: Immigration and Citizenship Status Act. [Ref. AB 699, Ref. Education Code § 49531]
- BPA-SD will comply in accordance with applicable federal and state requirements for the Elementary and Secondary Education Act (ESSA), as amended and reauthorized by the Every Student Succeeds Act.
- BPA-SD will comply with the Public Records Act.
- BPA-SD will comply with the Family Educational Rights and Privacy Act.
- BPA-SD will comply with Education Code § 47604.1 and be subject to the Ralph M. Brown Act, the Public Records Act, the Political Reform Act, and Government Code § 1090 et seq., as they may be amended from time to time.
- BPA-SD will comply with the reporting and plan development guidelines regarding the Local Control and Accountability Plan (LCAP). [Ref. Education Code § 47606.5].
- BPA-SD will meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations § 11960].

On behalf of the Leadership Team of BPA-SD:



Frank Ogwaro (CEO)


Sabina Chaar (Executive Director)

6/16/2025

Date
6/16/2025

Date

Lead Petitioners
Baypoint Preparatory Academy-San Diego

INTRODUCTION

Overview of Baypoint Preparatory Academy-San Diego Mission, Vision, and 7-year Charter Renewal Purpose

Baypoint Preparatory Academy–San Diego is a **College-Preparatory Program** that integrates **Blended-Learning, Station-Rotation**, and a **Looping Model**. Centered on **Individualized Instruction**, it takes a comprehensive approach to student growth by combining rigorous academics with personalized learning pathways and fostering consistent, long-term teacher-student-family relationships.

BPA-SD is committed to delivering a rigorous, college-preparatory education for students from transitional kindergarten through eighth grade in a flexible, student-centered environment. Its mission is grounded in promoting academic achievement and personal development through strong partnerships among students, families, staff, and the broader community.

This 7-year charter renewal aims to highlight core achievements and ongoing improvements since BPA-SD initial approval in March 2018, as well as to reaffirm BPA-SD dedication to delivering high-quality education tailored to diverse student needs.

MISSION

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

VISION

Fostering BPA-SD Students' Academic and Personal Excellence

Curriculum Enhancement:

Continuously refine and enhance the college preparatory curriculum for TK-8 students to ensure it remains rigorous, relevant, and aligned with educational best practices.

Innovative Learning Environment:

Foster a dynamic and flexible student-centered learning environment that incorporates innovative teaching methods, technology, and personalized learning experiences.

Collaborative Partnerships:

Actively engage in partnerships with educational partners (students, families, staff, and the broader community) to create a collaborative and supportive network. Encourage open communication to strengthen the educational partners' community.

Academic Support Programs:

Develop and implement targeted academic support programs to address individual student needs, ensuring that every student receives the necessary resources to achieve academic success.

Parental Involvement:

Establish initiatives to involve parents/guardians in their student's education, providing them with the tools and information needed to actively participate in their student's academic journey.

Community Outreach and Inclusivity:

Expand community outreach efforts to promote inclusivity and diversity, ensuring that the educational environment reflects the broader community and celebrates individual differences.

Student Goal Setting:

Implement a structured framework for students to set and track both academic and personal goals. Provide resources and guidance to help students achieve these goals throughout their educational journey.

Continuous Professional Development:

Prioritize ongoing professional development for instructional staff to stay current with educational advancements, teaching methodologies, and technology trends to enhance the overall quality of education.

Data-Driven Decision Making:

Emphasize the use of data to inform decision-making processes, allowing for the continuous assessment and improvement of educational programs, student outcomes, and overall school performance.

Holistic Student Development:

Foster a holistic approach to student development, emphasizing academic achievement and the cultivation of essential life skills, character development, and a sense of responsibility to society.

BPA-SD Motto: *Inspiring Excellence for a Better Future*

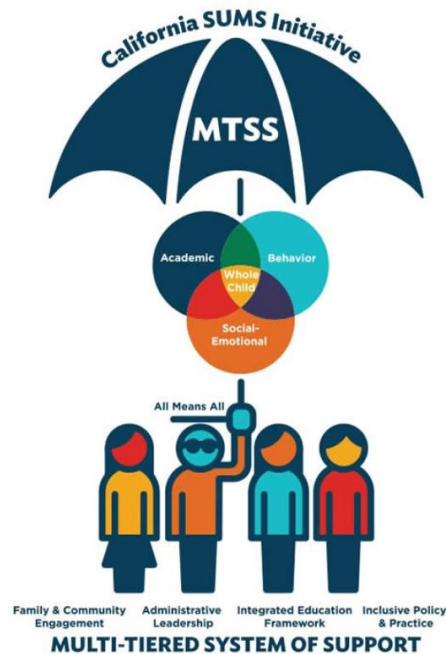
By pursuing excellence, BPA-SD, both a classroom-based and independent study academy, aims to fulfill its mission of delivering high-quality, student-focused education while fostering a supportive community dedicated to academic success and personal growth.

Enrollment

BPA-SD is a Transitional Kindergarten through Eighth Grade school committed to providing a college-preparatory education to all students who seek it, while maintaining a strong community; family-like, school environment. With a deliberate enrollment plan to ensure quality and personalized instruction, the school is set to grow gradually from 312 students in the 2026–27 academic year to a projected enrollment of 496 students by 2029–30. This expansion coincides with the use of three additional classrooms and a return to a targeted student-teacher ratio of 20:1 to 28:1. Importantly, for TK and any grade level exceeding the 24:1 student-teacher ratio, a

dedicated academic coach will be assigned to support the classroom. Each grade level is expected to reach optimal enrollment capacity by 2030–31, with steady increases across the elementary and middle school years. Additionally, BPA-SD currently serves a student population in which approximately 60% are SED backgrounds, a figure that is expected to grow in coming years. This demographic alignment reflects the school’s mission to provide equitable access to a rigorous academic program for all students.

ENROLLMENT BY GRADE							
Projected Student Enrollment							
Grade Level	2026-27	New Buildout 2027-28	New Buildout 2028-29	New Buildout 2029-30	New Buildout 2030-31	New Buildout 2031-32	New Buildout 2032-33
TK	40	40	40	40	40	40	40
Kinder	48	48	48	48	48	48	48
1st Grade	45	48	48	52	52	52	52
2nd Grade	28	48	48	52	52	52	52
3rd Grade	28	48	48	52	52	52	52
4th Grade	28	48	48	52	52	52	52
5th Grade	28	48	48	52	52	52	52
6th Grade	28	48	48	52	52	52	52
7th Grade	24	24	48	48	48	48	48
8th Grade	15	24	34	48	48	48	48
Totals	312	424	458	496	496	496	496
	3 existing additional rooms to be used	With the new expansion school will revert to max 24:1-26:1 ratio					
Current UPP @ 62%	Projected 60%	Projected 60%	Projected 60%	Projected 60%	Projected 60%	Projected 60%	Projected 60%



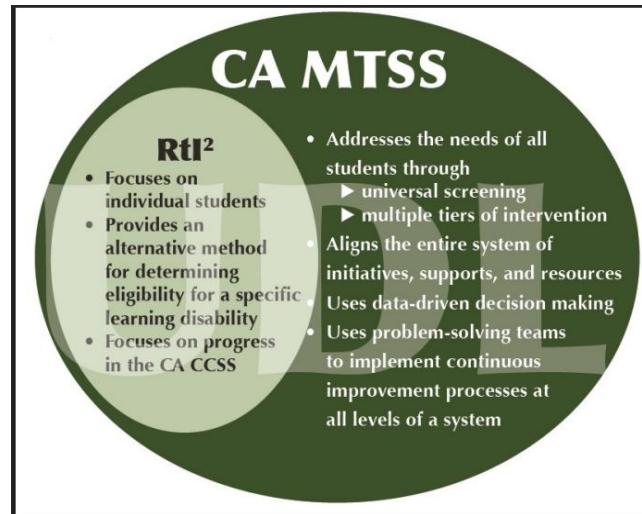
Core Achievements and Improvements

Since its inception, BPA-SD has made significant strides in several areas:

Expanded Educational Offerings: Initially serving grades TK-6, BPA-SD has successfully broadened the program to encompass grades TK-8. This expansion has been supported by an innovative blended-learning, station-rotation, and the looping model, which accommodates the diverse learning styles and needs of all BPA-SD students with an emphasis on the most vulnerable student populations (socio-economically disadvantaged (SED): low-income students, English learners (EL), foster youth, homeless students, students with Learning Differences (LD), disengaged students, and students working toward grade-level proficiency).

Holistic Student Development: BPA-SD commitment to the Whole Child approach has led to the integration of academic, social, and emotional learning. This model emphasizes academic achievement, character development, essential life skills, and community responsibility, ensuring that students are healthy, safe, engaged, and supported.

Data-Driven Practices: Based on the 2023 and 2024 [California School Dashboards](#) (Dashboard), BPA-SD is recognized as a high-performing charter school for two consecutive years. By leveraging Dashboard data to inform decision-making, BPA-SD has consistently assessed and improved its educational programs and student outcomes. Through the strategic implementation of a Multi-Tiered System of Support (MTSS: RtI), the school delivers targeted academic and social-emotional interventions, along with culturally responsive professional development (PD). This comprehensive approach ensures that all students, particularly the most vulnerable populations are supported in reaching their full academic and personal potential.



Continuous Professional Development: BPA-SD instructional staff has benefitted from ongoing PD, keeping them informed of educational advancements and innovative teaching methodologies. This commitment to professional growth directly impacts the quality of education BPA-SD provides.

Student Goal Setting Framework: BPA-SD have implemented a structured framework that empowers students to set and track both academic and personal goals. This initiative fosters accountability and encourages students to take ownership of their educational journeys.

Community Engagement: BPA-SD has cultivated strong relationships with educational partners and the San Marcos community, as well as neighboring communities, fostering a culture of collaboration that enhances student learning experiences. BPA-SD cultural community events and healthy lifestyle initiatives further support the mission of developing well-rounded individuals.

BPA-SD is dedicated to excellence in education, ensuring that all students including the most vulnerable students are equipped with the tools they need for academic success and personal fulfillment. BPA-SD's commitment to a college-preparatory culture from the earliest grades instills a mindset that motivates students to exceed state standards and pursue higher education.

With the continued support of educational partners, BPA-SD is committed to serving its community while building on its successes and meeting the evolving needs of the BPA-SD, and the families it serves in San Marcos, Carlsbad, Escondido, Fallbrook, Oceanside, Poway, San Diego, Valley Center, Vista, and beyond.

Baypoint Students by Race

American Indian or Alaska Native: 0%

Asian: 4.94%

Black or African American: 3.7%

Filipino: 2.47%

Hispanic or Latino: 55.56%

Other Asian: 1.8%

White: 28.4%

Students by Ethnicity

Hispanic: 58.6%

Not Hispanic: 41.4%

Students off Gender

Female: 45.7%

Male: 53.7%

Non-binary: 0.6%

Student Total: 162

Socio-economically
Disadvantaged: 59.9%

Special Education: 11.1%

English Learners: 14.8%

Foster/Homeless Youth: 4.9%

Migrant: 0.0%

Staff Total: 20

Black or African American: 9.5%

Asian: 9.5%

Hispanic: 9.5%

White: 71.43%

Female: 76.19%

Male: 23.81%

THE PETITIONER'S FISCAL, GOVERNANCE & ACCOUNTABILITY TRACK RECORD

In addition to consistently meeting or exceeding academic goals, BPA-SD has maintained a strong track record in fiscal management, governance, and accountability, demonstrating the petitioners' ability to successfully implement and operate the school. Furthermore, BPA-SD has been recognized as a high-performing school for two consecutive years, highlighting its commitment to excellence and student success. Financial evidence supporting this stability is presented in the Second Interim Budget Reports.

The petitioners' track record shows clean annual audits. This fiscally soundtrack record of the petitioners has been accomplished through the implementation of realistic financial and operational plans. This involves continuous review and improvements to the operational and financial procedures and policies.

With the support and encouragement of the San Marcos and North County communities, BPA-SD respectfully submits this charter seven-year renewal petition for the district's consideration.

As an established blended-learning, technology-centered, classroom-based charter school serving transitional kindergarten through eighth grade, BPA-SD remains committed to providing a rigorous, college-preparatory education.

Building on the success of BPA-SD's college-prep blended-learning programs, the school will continue to implement a technology-driven curriculum and proven best practices that enhance student learning and achievement. This petition outlines the comprehensive educational programs that are currently implemented at BPA-SD.

Thank you for your consideration,

Baypoint Preparatory Academy-San Diego Leadership Team

ELEMENT 1

Educational Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to § 52052, to be achieved in the state priorities, as described in subdivision (d) of § 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals.

A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

California Education Code § 47605(b)(5)(A)(i) - (ii)

Within the realm of education, the California Common Core State Standards (CCSS) and the California Frameworks stand as two pillars that support the mission and vision of students' learning. Together, they form a cohesive system designed to guide BPA-SD educational partners toward achieving a shared goal of a meaningful and effective educational experience.

Mission: The California Common Core State Standards

At the core of California's educational "mission" lies the CCSS. These standards represent a definitive set of learning objectives that outline specifically what BPA-SD students should know and be able to do by the time they graduate from each grade level. It ensures that every student, regardless of their background or location, has access to a consistent and high-quality education. By establishing clear expectations in all core subjects, the CCSS provides a foundation for achievement that is rigorous, balanced, and equitable. This mission serves BPA-SD's educational partners, ensuring that students gain the essential knowledge and skills needed to thrive in an increasingly complex and ever-evolving world.

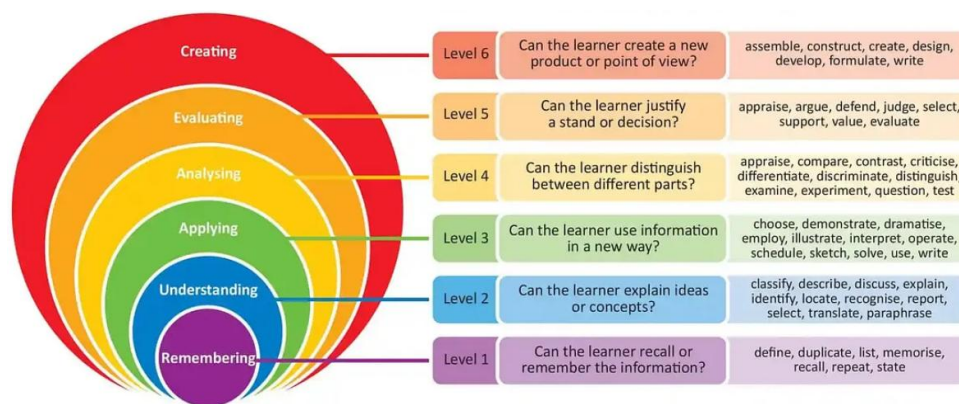
Vision: The California CCSS Framework

The California CCSS Framework embodies the vision of education in action. While the CCSS articulates the goals of what students need to learn, the Framework provides a comprehensive blueprint for how educators can implement these standards in the classroom. It outlines instructional strategies, assessment practices, and resources that guide BPA-SD teachers to engage students meaningfully. The Framework encourages creativity, innovation, and motivates teachers to adapt their teaching methods to meet the diverse needs of their students. It emphasizes the importance of fostering critical thinking, collaboration, and technology integration skills that are essential for success in the 21st century.

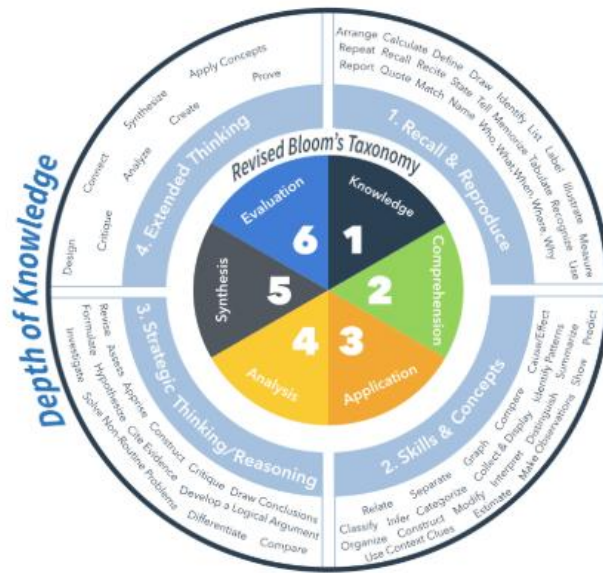
Guided by the CCSS and educational frameworks, BPA-SD has developed a mission that places students at the center of the educational experience. Recognizing that education is a shared responsibility, BPA-SD fosters a collaborative partnership between school staff and parents/guardians, embracing a co-parenting approach to support each student's growth and success.

The CCSS provides a solid foundation for academic expectations, while the Framework encourages teachers to develop dynamic instruction and learning environments. Within this framework, BPA-SD educators utilize Universal Design for Learning 3.0 (UDL) principles to facilitate access to both the CCSS and the Frameworks. This approach ensures that all students can meaningfully engage with the curriculum through flexible pathways tailored to their diverse cultural needs. These elements work together to create an inclusive and effective educational environment. This collaborative approach promotes equity, enhances student agency, and empowers all students to take an active role in their education. UDL guidelines are adaptable across disciplines, ensuring that every BPA-SD student has access. By reducing barriers to learning, the UDL approach empowers teachers to create supportive classrooms where students feel valued, are encouraged to take risks, and actively participate in discussions that honor their cultural backgrounds. This is achieved through the application of UDL's three core principles: Engagement, which focuses on motivating students to learn; Representation, which ensures information is presented in diverse and accessible ways; and Action & Expression, which provides multiple avenues for students to demonstrate their understanding. Together, these principles guide BPA-SD teachers in designing inclusive learning environments that meet the needs of all BPA-SD students in all core subjects and beyond.

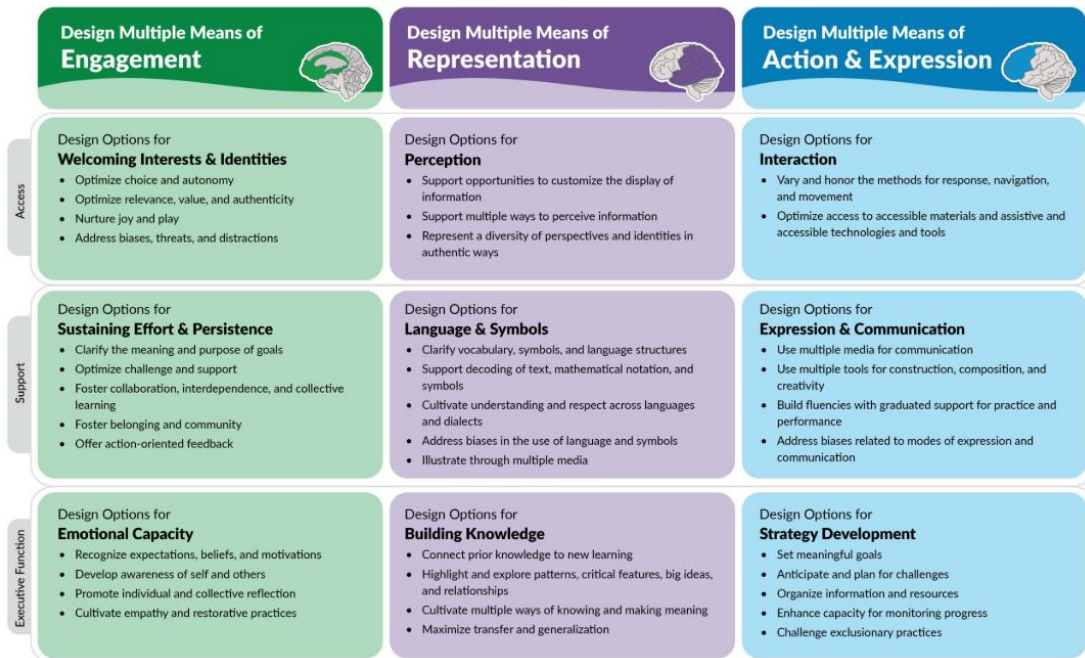
In TK–8 classrooms at BPA-SD, teachers intentionally integrate Bloom's Taxonomy (BT), Depth of Knowledge (DOK), and UDL to deliver rigorous, inclusive instruction that meets the needs of all students. Teachers use the BT framework to provide the foundation for designing structured learning objectives that move students from foundational recall to higher-order thinking, such as evaluation and creation.



Building on this, the teacher employs the DOK framework to deepen instructional design by focusing on the complexity and depth of student understanding, ensuring that tasks challenge learners to think critically and meaningfully. Finally, teachers utilize the UDL principles and CCSS framework to combine both approaches by offering multiple means of engagement, representation, and expression, removing barriers to access and allowing each student, regardless of background, ability or learning style, to demonstrate mastery in a way that works for them.



In practice, UDL is executed through the BPA-SD blended-learning, station rotation model, where students engage in a rigorous, college-preparatory curriculum aligned to the CCSS and rooted in the BPA-SD's mission, vision, and Schoolwide Learner Outcomes. Students rotate between independent work, collaborative tasks, and small-group instruction, supported by cutting-edge technology and tailored scaffolds. This dynamic approach empowers BPA-SD teachers to differentiate instruction, evaluate learning through both cognitive complexity and depth, and ensure every student, especially the most vulnerable, has equitable access to meaningful, high-quality education.



Further, BPA-SD is a unique, personalized learning school committed to nurturing all students' educational goals. BPA-SD is able to deliver a standards-based learning program tailored to each student's learning abilities. Even though a challenging curriculum and program model can be compelling, BPA-SD's instructional staff is the key component to student success. All teachers are supported and encouraged to use innovative instructional methods. Each student has the opportunity to reach their individual educational goal with the assistance of the teacher, the staff, and the educational partners.

In the Independent Study (IS) program, families who enroll in BPA-SD are paired with a supervising teacher. This teacher provides families with tailored curriculum and lesson timelines for each subject. The curriculum is selected and provided by the school. The majority of the curriculum is textbook-based, with interactive subject books or assignments to go along with the curriculum. Although BPA-SD utilizes technology programs for additional practice and support for the students, the IS program is not based online. All of the lessons are taught to the student by the parent(s)/guardian(s) at home. If the parent/guardian has questions or needs support the supervising teacher is available to provide suggestions and ideas.

IS students in grades TK-3rd are provided daily synchronous instruction and asynchronous learning by the supervising teacher. Students in grades 4th - 8th are provided daily live interaction, weekly synchronous instruction, and asynchronous learning by the supervising teacher. During these meetings, the students receive instruction in grade-level English Language Arts (ELA), Mathematics (Math), Social Studies (SS), and Science (SCI) skills to help support their learning at home. The supervising teacher also provides opportunities to ask questions and offers additional support with assignments and online learning programs. In the virtual meetings, the students have opportunities to interact with BPA-SD staff and collaborate with other students within their grade-level instructional groups.

Further, BPA-SD has adopted a transformative looping model that allows teachers to follow the same class of students for multiple years. This approach creates a consistent and enriched learning experience, fostering effective instruction and deeper connections for students, teachers, and families.

To effectively address the needs of the Whole Child, BPA-SD collaborated with educational partners to deliver integrated services that promote high expectations in a positive school climate, all of which are necessary for students to thrive. BPA-SD's Whole Child approach to education is to equitably prepare students to reach their full potential by creating a school culture of connection and collaboration among educational partners and communities at large. Further, the BPA-SD program inspires college-destined culture early on, starting in TK and continuing through 8th grade. When students develop a college-destined mindset early, they are motivated to work toward meeting and exceeding state standards at each grade level.

School-wide 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.

As this century unfolds, the nation increasingly requires a citizenry who have not only mastered the learning process, but also the skills to work cooperatively amongst their peers. Change and growth are a core characteristic of the 21st century. As knowledge continues to expand, critical thinking, information acquisition, management, collaboration, creativity, technology and communication are key tools for success (UDL 3.0). BPA-SD's vision is to enable students to become self-motivated, creative, and analytical contributors to society. Such a citizenry is characterized by student conduct. BPA-SD expects students to:

Be respectful
Address adults appropriately.
Use courteous and polite language and behavior.
Safeguard school property and the property of others.
Be responsible.
Be on time and prepared to learn.
Be accountable for completion of work.
Demonstrate excellence at all times.
Demonstrate integrity in all things.
Acknowledge and take responsibility for actions.
Follow all school expectations.
Comply with the dress code.

Therefore, at BPA-SD, students are taught and mentored to be DRIVEN a reflection of the core values the school upholds:

Determined-We persevere through difficult challenges to reach our goals.
Respectful-We treat others, ourselves, and our school with care.
Inclusive-We embrace and celebrate our differences.
Visionary-We plan for our futures.
Empowered-We take pride in our learning and actions.
Notable-We leave a positive impact on our community

At BPA-SD, Positive Behavioral Interventions and Supports (PBIS) are used to encourage positive behaviors in all students, empowering them to be DRIVEN to EXCELLENCE!

BPA-SD believes that students learn best in a safe, positive environment in which they are respected, accepted, valued, and challenged to achieve their full potential. To that end, BPA-SD is committed to offering instruction that is tailored to a student's unique needs. Student learning is maximized when instruction is individualized in terms of pace, content, sequence, and style. BPA-SD believes that learning best occurs in a school that successfully implements the following features:

- Common Focus.
- High Standards and Performance-based Assessment.
- Personalization.
- Continuous Relationships.
- Authentic Curriculum.
- Adaptive Pedagogy.
- Knowledgeable and Skilled Teachers.
- Devoted staff time to collaborate and develop professionally.
- Family and Community Connections.
- Democratic Decision-making.

All BPA-SD teachers are encouraged to use innovative instructional methods. High expectations and personalized choices encourage students to become actively engaged, passionate learners. At BPA-SD, students are equipped with essential foundational skills that lay the groundwork for future success in high school, college, and career. From an early age, they are prepared to thrive in collaborative settings, pursue higher education, navigate complex social dynamics, and value service to their communities. BPA-SD is committed to developing students into competent, confident, and adaptable individuals, ready to make meaningful contributions to society.

Educational Program

BPA-SD is committed to providing an intimate, friendly academic environment that recognizes and values a student's unique learning profile, defines clear expectations, sets appropriate yet challenging goals, and celebrates the achievement of these goals. BPA-SD believes that when students are actively engaged in their educational journey, they develop self-direction and a growth mindset empowering them to embrace challenges, receive feedback, learn from setbacks, and become lifelong learners.

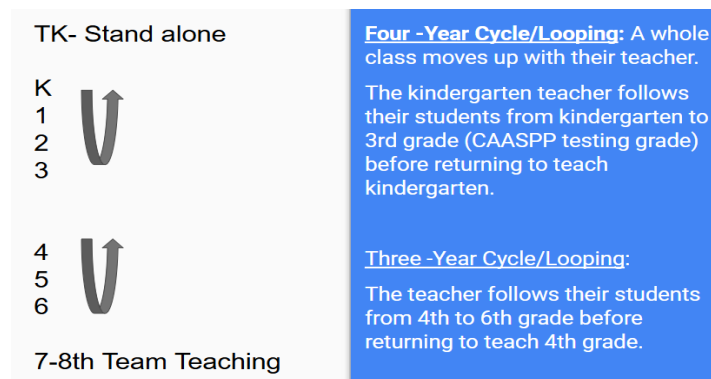
BPA-SD strives to prepare students to become responsible global citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are held to the highest academic standards, yet given the nurturing required to reach those standards. Students learn in an integrated,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

At the foundation of the BPA-SD educational program is a partnership between students, parents/guardians and teachers. To this extent, parents are encouraged to contribute 10 hours per school year in support of BPA-SD. However, no parent/guardian involvement is required for

admission to, or continued enrollment at BPA-SD. High expectations and individualized choices encourage students to become actively engaged, passionate learners. As the students transition to local high schools, they will be prepared not only to succeed academically but also to engage effectively across diverse genders and races. BPA-SD is dedicated to mentor its students in becoming adults who are competent, confident, productive, and adaptable, with the skills and attitudes to enable them to successfully contribute to society.

The Looping Model

The Four and Three-Year Cycles: A Cohesive Learning Journey



BPA-SD has implemented a K–6 looping model, in which teachers follow the same group of students over multiple years. This continuity fosters stronger relationships, deepens instructional impact, and ensures a consistently personalized learning experience for students, teachers, and families. It saves valuable time each academic year by reducing the need for the traditional “getting to know the student” phase. Additionally, teachers are able to strategically plan at the end of the academic year for the year ahead, allowing instruction to begin effectively on the very first day of school.

Looping From Kindergarten to 3rd Grade

The journey begins in kindergarten, where the teacher not only lays the foundational skills for young learners but also forms the basis of a strong, supportive relationship with both students and their families. As the teacher progresses with students through to 3rd grade when they take the California Assessment of Student Performance and Progress (CAASPP), the teacher has the unique opportunity to cultivate a deep understanding of each student’s strengths and needs. This continuity not only helps ease the typical anxiety that accompanies transitioning to new teachers but also enables students to thrive in a stable environment where expectations and routines are well established.

After completing the journey from kindergarten to 3rd grade, the teacher returns to teach kindergarten, welcoming a new class of students who have recently graduated from transitional kindergarten (TK). In the final months of the TK year, the teacher has the opportunity to engage with these students, fostering familiarity and ensuring a seamless transition into kindergarten. At the same time, the newly promoted 3rd graders are introduced to their new 4th grade teacher during the last weeks of their 3rd grade year. This early introduction helps facilitate a smooth transition as well, allowing the new 4th grade teacher to continue guiding students through to 6th grade. This sustained engagement enables teachers to build on the academic momentum established in earlier years. Students benefit significantly from having the reassuring presence of a known teacher as they navigate critical learning milestones. The deep bonds formed over these years enhance trust and engagement, creating a classroom environment where students feel safe, valued, and ready to explore their potential.

At BPA-SD, the middle school program blends the supportive structure of a self-contained classroom with the increasing independence of a departmentalized model to prepare students for the transition to high school. While students remain primarily with one teacher, fostering a strong sense of stability, relationship-building, and emotional security, they are gradually introduced to subject-specific instruction through co-teaching and team-based collaboration among the 6-8 grade teachers. This approach allows students and teachers to benefit from the depth and focus on the content-area while maintaining the comfort and consistency of a self-contained environment. By carefully balancing academic rigor with social-emotional readiness, BPA-SD ensures students are well-prepared for high school both academically and developmentally.

Looping Collaborative Teaching in 6th, 7th, and 8th Grade

As students transition into middle school, BPA-SD's model shifts to a team-teaching approach for 6th, 7th and 8th grades. Collaboration among teachers fosters an even richer learning environment, enhancing student engagement and providing varied perspectives on subjects. Uniquely, the 6th grade teacher collaborates with the 7th and 8th grade teachers through a team-teaching model. However, the extent of 6th grade participation in this model is determined by student data and readiness. While 6th graders are officially part of the middle school, the 6th grade teacher's primary goal is to support their successful transition from an elementary to a middle school learning environment. Depending on student needs, the teacher may choose to maintain elements of a self-contained classroom, particularly in one or two core subjects, to provide a more gradual and supportive shift toward the subject-specific structure of middle school. The collective effort of multiple educators working closely together further enriches the educational experience, promoting a sense of community and shared responsibility for each student's success.

The BPA-SD looping model presents numerous advantages for students. Familiarity among teachers, peers, and families fosters a supportive community that encourages collaboration and friendship. With the stress of adapting to new teachers each year significantly reduced, students can focus on their learning. They experience a safe, creative environment that nurtures emotional well-being and supports their social development. Tailored teaching strategies allow for personalized instruction, meeting individual needs effectively and leading to academic growth.

Moreover, students enter each new year prepared and excited to learn, with a strong understanding of classroom procedures and expectations. The stability provided by having the same teacher over multiple years contributes to improved attendance and reduced behavioral challenges, allowing for a more productive classroom atmosphere and environment

BPA-SD teachers experience profound benefits from this looping model. By developing strong connections with their students and families, they gain valuable insights that inform their instructional practices. Each year, teachers can strategically utilize diagnostic assessments (triannually: Fall, Winter, Spring), interim assessments such as Focused Interim Assessment Blocks (FIABs), Interim Assessment Blocks (IABs), and Interim Comprehensive Assessments (ICAs), as well as CAASPP data including ELPAC and CAST interim results. The final CAASPP results (including ELPAC and CAST) are further carefully analyzed and incorporated into planning for the next academic year, ensuring instruction is relevant, data driven, and tailored to meet student needs. To ensure ample time for this thorough preparation, teachers are provided non-student days at the end of the academic year to plan for the upcoming year, allowing them to tailor instruction to student needs more effectively.

With established relationships, teachers maximize their time for instruction, minimizing the two months typically spent on acclimating to new students. This sustained momentum allows them to build on previous learning, enhancing both academic and behavioral outcomes. Additionally, working with the same group of students fosters cultural competence, enabling teachers to address diverse backgrounds and needs more effectively.

Professional growth is another key aspect of this model, as teachers gain experience across multiple grade levels. Internal PD is supported by guidance from experienced colleagues during transitions, fostering a collaborative environment that enhances teaching practices. By building strong relationships with students and families, teachers gain valuable insights into individual needs and can celebrate student progress. This familiarity enables more informed planning, as teachers can use diagnostic and state assessments results from the end of each year to prepare effectively for the next academic year. With established relationships, teachers can focus on instruction from day one, minimizing the time typically spent getting to know students. Continuing with the same group of students allows teachers to sustain momentum, building on previous learning to improve both academic and behavioral outcomes. Additionally, working with students over multiple years gives teachers a deeper understanding of diverse backgrounds, enhancing their cultural competence and allowing for more tailored support. Further, teachers experience professional growth, gaining expertise across grade levels and expanding their ability to teach and address a wide range of student needs. Furthermore, the support and guidance of experienced colleagues during transitions foster internal PD, contributing to collaborative growth within the teaching community within multiple grade levels.

Consequently, the BPA-SD looping approach not only enriches the educational journey for students, it empowers teachers to develop their practice and strengthen their impact. By fostering strong relationships, creating a stable and engaging learning environment, and supporting both academic and social-emotional growth, BPA-SD is laying the foundation for success that extends beyond the classroom.

Transitional Kindergarten/Kindergarten through Fifth Grades

TK-5 students participate in learning and instruction in a variety of ways, including: whole group direct instruction, small group instruction and independent learning tasks. A key component of the TK-5 program is to foster teacher-student-parent/guardian relationships where: student learning goals are established, communication is fluid, and a strong community supports the student in becoming a lifelong learner. English learners, students with learning differences, and those who are recognized as academically high performing or students working toward grade-level proficiency are provided with additional targeted instruction as outlined in the specific plans listed in the sections below.

Transitional Kindergarten (TK) serves as a developmental bridge between preschool and kindergarten, thoughtfully designed to support young learners who may benefit from an additional year of foundational learning. TK builds upon preschool milestones by fostering growth in early literacy, math, social-emotional, and fine motor skills, while introducing modified California Common Core Kindergarten Standards in an age-appropriate, play-based, and hands-on environment. This unique blend ensures students are not only academically prepared, but also socially and emotionally ready to thrive in a full-day kindergarten program.

TK is a two-year Kindergarten program that aims to increase academic and social maturity in younger students. Transitional Kindergarten allows time for students to develop early skills- such as literacy, math, number sense, fine motor, communication/ conflict resolution skills; as well as developing tools to self-regulate. Transitional Kindergarten serves as a proactive measure helping to support students in meeting learning goals at their own pace; allowing them to take agency of their learning, and overall leading to long term academic success. This program helps reduce the need for student retention by supporting well-rounded growth in both academic skills and social-emotional development

Transitional Kindergarten/Kindergarten (TK-K) operates on a full-day schedule, with a focus on language arts and math. The instructional day for these grades includes a two-hour Language Arts block each morning. Students have a 15-minute recess and return to their classroom for 90 minutes of the remaining language arts or mathematics instruction. After lunch, all elementary students participate in Drop Everything And Read (DEAR), where the teacher may engage them in a read-aloud with developmentally appropriate questions. Students may also choose to look through different books on their own or read their leveled readers with a buddy. Afternoons are designated for social studies, science, fine arts, physical education (PE), enrichment and/or intervention. During intervention time, TK-K teachers create targeted small-group centers at the teacher table to support the success of all learners, with a strong focus on language development. Using scaffolds such as visual aids, manipulatives, and peer-supported comprehension strategies, teachers provide intentional instruction tailored to students' individual needs. During this time, EL students receive targeted support designed for English learners, along with specialized instruction catered to both high performing and students working toward grade-level proficiency. Additionally, teachers have opportunities to collaborate and co-teach in science and social studies. Additionally, our team engages in weekly vertical planning to collaboratively support student growth and ensure a smooth transition to the next grade level across all academic areas.

At BPA-SD, all elementary teachers deliver academically challenging, thought-provoking lessons aligned with the CCSS and their associated frameworks. Instruction is delivered through a blended-learning, station-rotation model that supports personalized, engaging, and flexible learning experiences.

In this model, teachers combine direct instruction with digital academic programs, allowing students to rotate through various learning stations within the classroom. These stations include teacher-led small group instruction, independent or collaborative activities, and technology-enhanced learning experiences. BPA-SD's station rotation approach fosters a dynamic learning environment that supports effective classroom management by incorporating movement, variety, and differentiated instruction. Teachers are able to work closely with small groups, tailoring instruction to meet individual student needs. Simultaneously, other students engage in meaningful, self-directed tasks or interactive digital content that allows them to work at their own pace and deepen their understanding.

Further, this model offers students a balance of direct instruction, collaboration, and independent learning. Through guided reading and other targeted strategies, teachers provide instruction at each student's level, ensuring access to similar activities that are appropriately challenging for all learners. Additionally, the integration of technology into daily routines promotes digital literacy, equipping students with essential skills for both academic success and real-world readiness.

In the classroom, the overarching theme of the lesson is introduced, vocabulary is taught, and students are provided with an initial overview of the content. This prepares them for more focused, intensive learning during small group instruction. The small group instruction is presented through the station rotation model where students are placed in small groups (3-5 students) that are based on similar ability levels, cooperative groupings of mixed abilities, or peer tutoring. This allows teachers to meet the individual needs of all students.

During the station rotation, students are introduced to more advanced concepts that build on the foundational ideas presented during whole group instruction. Small group instruction is facilitated by the classroom teacher or an AC. The AC serves as a classroom support to enhance students' learning outcomes. In addition to the small group instruction, students practice skills independently while still in their assigned groupings. These stations include technology based learning (i.e. web-based programs, tablet applications), hand-on activities, collaborative projects, and pencil and paper assignments.

ELA instruction provides students with daily opportunities to engage in activities that allow them to understand and appreciate literature, informational text, foundational reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension), writing (descriptive, expository, narrative, persuasive, and creative), speaking, and listening. Teachers use a variety of techniques to help students make connections between prior knowledge and the learning at hand, while making connections across content areas when applicable.

Students in the early grades begin with concepts such as, however not limited to, recognizing and naming letters, producing sounds for consonants and vowels, reading high frequency words, understanding concepts of text, asking and answering questions about a text, comparing texts,

printing uppercase and lowercase letters, spelling phonetically, and beginning to write sentences and paragraphs with a topic and supporting details. As students mature, they will develop skills to decode word meanings, synthesize information from multiple texts on similar topics, accurately apply parts of speech, interpret figurative language, conduct research to support their arguments, and utilize the writing process to create clear and coherent writing.

McGraw-Hill Wonders is the foundation of the BPA-SD ELA program for elementary grades. Wonders is a TK-5 research based, Common Core aligned Language Arts program that incorporates literature and informational anchor texts, close reading routines, and leveled readers in order to introduce and engage students in word study, phonics, foundational reading skills, writing, language, speaking, and listening skills. Wonders allows the students to expand their understanding of the world through literacy. This evidence-based program is designed to empower learners, enabling them to actively engage in their educational journey. With Wonders, literacy becomes a vital tool for comprehension, crossing boundaries of time, place, and culture, helping students recognize and embrace their role in shaping the world around them.

Sample ELA Scope and Sequence

Grade 3 • Unit 1 • Scope and Sequence									
Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar
Text Set 1: Weeks 1 and 2 Essential Question: How do people from different cultures contribute to a community? Genre: Narrative Nonfiction <i>Differentiated Genre Passages available</i>	Interactive Read Aloud: "Faith Ringgold: Telling Stories Through Art" Genre: Narrative Nonfiction Lexile: 490L ELL: Scaffolded Shared Read available	"Room to Grow" Genre: Narrative Nonfiction Lexile: 490L ELL: Scaffolded Shared Read available	Anchor Text Gary the Dreamer Genre: Narrative Nonfiction Lexile: 500L Paired Selection "Sharing Cultures" Genre: Expository Text Lexile: 550L	Main Selections Genre: Biography A: Judy Baca Lexile: 560L O: Judy Baca Lexile: 630L ELL: Judy Baca Lexile: 610L B: Judy Baca Lexile: 750L Paired Selections Genre: Expository Text A: "Vibrant Los Angeles" O: "Vibrant Los Angeles" ELL: "Vibrant Los Angeles" B: "Vibrant Los Angeles"	Academic Vocabulary: admires, classmate, community, contribute, pronounce, scared, tumbled Compound Words Synonyms	Ask and Answer Questions Headings and Maps Text Structure Chronology Author's Purpose	Week 1: Short vowels: a, i Structural Analysis: Word Families Week 2: Short vowels: e, o, u Structural Analysis: Inflectional Endings Differentiated Spelling Lists available	Week 1: Accuracy and Expression Week 2: Rate	Respond to Reading Writing Process Personal Narrative Plan: Sequence of Events Draft: Descriptive Details Grammar and Mechanics Week 1: Sentences and Fragments, Statements and Questions, Capitalization and Punctuation Week 2: Commands and Exclamations
Text Set 2: Weeks 3 and 4 Essential Question: What can traditions teach you about cultures? Genre: Realistic Fiction <i>Differentiated Genre Passages available</i>	Interactive Read Aloud: "Ready for Aloha!" Genre: Realistic Fiction Lexile: 470L ELL: Scaffolded Shared Read available	"The Dream Catcher" Genre: Realistic Fiction Lexile: 470L ELL: Scaffolded Shared Read available	Anchor Text Yoon and the Jade Brooch Genre: Realistic Fiction Lexile: 480L Paired Selection "Family Traditions" Genre: Expository Text Lexile: 480L	Main Selections Genre: Realistic Fiction A: The Special Meal Lexile: 380L O: A Row of Lamps Lexile: 410L ELL: A Row of Lamps Lexile: 200L B: Dragons on the Water Lexile: 700L Paired Selections Genre: Expository Text A: "More About Mole" O: "Dwell" ELL: "Dwell" B: "A Great Tradition"	Academic Vocabulary: celebrate, courage, disappointment, previous, pride, remind, symbols, tradition Context Clues Antonyms	Visualize Character Perspective Plot: Character Development Author's Purpose	Week 3: Final e Structural Analysis: Inflectional Endings (stop final e) Week 4 Long a: ay, ai, o: e, oa, eight, ei, ey Structural Analysis: Prefixes: s- and -es Differentiated Spelling Lists available	Week 3: Rate Week 4: Expression	Respond to Reading Writing Process Personal Narrative Revise: Sentence Fluency Peer Conferencing Edit and Proofread Publish, Present, and Evaluate Grammar and Mechanics Week 3: Subjects Week 4: Predicates

Text Set 1: Weeks 1 and 2

Essential Question: How do people from different cultures contribute to a community?

Genre: Narrative Nonfiction

Differentiated Genre Passages available

Interactive Read Aloud:
"Faith Ringgold: Telling Stories Through Art"

"Room to Grow"
Genre: Narrative Nonfiction
Lexile: 490L

ELL: Scaffolded Shared Read available

Anchor Text
Gary the Dreamer
Genre: Narrative Nonfiction
Lexile: 500L

Paired Selection
"Sharing Cultures"
Genre: Expository Text
Lexile: 550L

Main Selections

Genre: Biography
A: Judy Baca
Lexile: 560L
O: Judy Baca
Lexile: 630L
ELL: Judy Baca
Lexile: 610L
B: Judy Baca
Lexile: 750L

Paired Selections

Genre: Expository Text
A: "Vibrant Los Angeles"
O: "Vibrant Los Angeles"
ELL: "Vibrant Los Angeles"
B: "Vibrant Los Angeles"

Academic Vocabulary:
admires, classmate, community, contribute, pronounce, scared, tumbled
Compound Words
Synonyms

Students enjoy unique opportunities to express and evaluate their ideas through reading, writing, and speaking. The curriculum is designed to present content that aligns with students'

developmental stages, promoting strong educational outcomes tailored to each learner's abilities. The curriculum also provides EL support, diverse assessment options, and lessons and activities to aid in intervention and enrichment.

ELA instruction is further supplemented with i-Ready My Path (i-RMP) as the technology component during the station rotations. i-RMP is interactive for TK-8 students while providing teachers with continuous assessment and data to drive daily instruction. Students receive targeted instruction and practice in areas where they need the most support. The lessons are designed to be motivating and relevant to students' lives, fostering active participation and engagement. Teachers benefit from the flexibility of the program, allowing them to add lessons and adjust the sequence to meet their students' unique needs. This ensures that all students receive explicit and systematic instruction tailored to their abilities. Additionally, i-RMP supplements ELA instruction during station rotations, enhancing the learning experience. As a TK–8 interactive online language and literacy program, i-RMP provides adaptive lessons, activities, videos, and games that support individualized learning. It delivers systematic instruction aligned with Common Core State Standards (CCSS), while addressing English Language Development (ELD) standards for English Learners through a Specially Designed Academic Instruction in English (SDAIE).

i-RMP empowers students to work at their own pace, ensuring mastery of concepts before advancing to more complex skills. For EL students, initial first-language support is available and provided to guide their English development. As students gain proficiency, this support gradually transitions, helping them feel increasingly confident in English speaking environments. This program offers benefits that extend across all core subjects. Strengthening foundational ELA and Math skills enhances overall comprehension and supports growth in other areas and domains of learning.

Mathematics instruction in BPA-SD is grounded in the CCSS and their associated frameworks. Lessons incorporate direct instruction of new concepts alongside hands-on activities. Using a blended-learning approach, specifically the station-rotation model, students engage in partner and small group work, access online curriculum tailored to their individual needs, and apply skills through independent practice. At the elementary level, CCSS math standards emphasize number and operations in base ten, operations and algebraic thinking, measurement and data, and geometry. In the early grades, students build foundational skills such as understanding number composition, solving addition and subtraction problems, identifying place value, comparing numbers, measuring with standard and nonstandard units, interpreting simple graphs, and recognizing the names and attributes of 2D and 3D shapes.

BPA-SD students' Math knowledge is reinforced with a daily warm-up activity that applies previously learned skills to problem solving. The goal of the math program is to make students fluent with numbers, to build mathematical reasoning skills, to develop a strong math vocabulary, and to apply these concepts in problem solving. As students progress, they deepen their understanding by solving multiplication and division problems, exploring arithmetic patterns, developing a sense of fractions as numbers, and tackling measurement problems involving time, liquid volume, and mass. Additionally, they learn to distinguish between linear and area measurements, reason with shapes and their attributes, solve multi-step word problems, and identify lines and angles.

i-Ready Classroom Mathematics (i-RCM) is the research-based curriculum and foundation of BPA-SD's K-8 Math program. Aligned with the CCSS and their associated frameworks, i-RCM provides students with deep, conceptual learning across key domains, including counting and cardinality, number and operations in base ten, fractions, ratios and proportional relationships, the number system, operations and algebraic thinking, expressions and equations, measurement and data, geometry, statistics, and probability.

Sample Math Scope and Sequence

The chart below provides pacing for *i-Ready Classroom Mathematics*. To address unfinished learning, see the Yearly Pacing for Prerequisites guidance found in the Prerequisites report. Use these guidelines flexibly alongside district calendars to ensure program completion.

M = major standards
S = supporting standards
A = additional standards

*The Diagnostic takes two days to administer. See *i-Ready Classroom Central* for information on when to administer.
**Lesson 0 is on the Teacher Digital Experience. See the Classroom Resources tab on the Teacher Toolbox.

		Session 45–60 min.	Focus
Diagnostic Assessment*		2	
UNIT 1 Three-Digit Numbers: Place Value, Addition, and Subtraction			
Lesson 0**	Lessons for the First Five Days <i>Recommended</i>	5	
Lesson 1	Use Place Value to Round Numbers	4	A
Lesson 2	Add Three-Digit Numbers	4	A
Lesson 3	Subtract Three-Digit Numbers	5	A
Math in Action	Use Rounding and Operations <i>Flexibly Scheduled</i>	2	A
Unit 1 Unit Assessment or Digital Comprehension Check		1	
Unit 1 Total Days		21	
UNIT 2 Multiplication and Division: Concepts, Relationships, and Patterns			
Lesson 4	<i>Understand</i> the Meaning of Multiplication	3	M
Lesson 5	Multiply with 0, 1, 2, 5, and 10	4	M
Lesson 6	Multiply with 3, 4, and 6	5	M
Lesson 7	Multiply with 7, 8, and 9	5	M
Lesson 8	Use Order and Grouping to Multiply	5	M
Lesson 9	Use Place Value to Multiply	3	M, A
Unit 2 Mid-Unit Assessment or Digital Comprehension Check		1	
Lesson 10	<i>Understand</i> the Meaning of Division	3	M
Lesson 11	<i>Understand</i> How Multiplication and Division Are Connected	3	M
Lesson 12	Multiplication and Division Facts	4	M
Lesson 13	<i>Understand</i> Patterns	3	M
Math in Action	Solve Multiplication and Division Problems <i>Flexibly Scheduled</i>	2	M, A
Unit 2 Unit Assessment or Digital Comprehension Check		1	
Unit 2 Total Days		42	

When to Administer a Lesson Quiz or Comprehension Check

Lesson Quizzes or Comprehension Checks are to be given flexibly throughout the pacing of *i-Ready Classroom Mathematics*. A few options for implementation are:

At the start of the Explore session

Before starting a new lesson, provide the Lesson Quiz or Comprehension Check from the previous lesson.

At the end of the Refine session

After the completion of the Refine session, provide the Lesson Quiz or Comprehension Check to assess student understanding.

In place of the Refine session

If the various data points from the lesson show student growth and success, provide the Lesson Quiz or Comprehension Check in place of the Refine session activities.

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Further, i-RCM is a comprehensive solution that combines direct instruction, personalized practice, and ongoing assessment to help students build a strong mathematical foundation while providing teachers with the tools they need to effectively support their students' success. The math curriculum also provides EL support, diverse assessment options, and lessons and activities to aid in intervention and enrichment. i-RCM focuses on student engagement and development of vocabulary and problem solving skills, and provides support for teachers to differentiate instruction at each grade level. The interactive lessons blend teacher-led instruction with student-directed learning. Each lesson incorporates activities and instructional materials that make core mathematical concepts engaging and accessible.

Math instruction is further supplemented with i-Ready My Path (i-RMP) as the primary technology component during the station rotations. Daily, teachers have access to data to help them drive instruction and find areas in which students need additional support or enrichment. The i-RMP engages students at any level of math or language proficiency into a progression of mathematics understanding.

i-RCM blends teacher-led instruction with student-directed learning through interactive lessons that make core math concepts engaging and accessible. The program adapts to each student's needs by offering personalized lessons, real-time feedback, and targeted practice to close learning gaps. Diagnostic assessments help teachers identify strengths and areas for improvement, enabling them to adjust instruction and provide differentiated support. Real-time performance data allows for tracking progress and making informed, data-driven decisions. i-Ready covers a wide range of mathematical concepts, including number sense, operations, algebraic thinking, geometry, measurement, and data analysis.

BPA-SD implements Mystery Science and Generation Genius, research-based curricula aligned with the Next Generation Science Standards (NGSS) and their associated frameworks.

Inquiry-based science lessons emphasize learning through exploration and follow the scientific method of predicting, observing, recording data, and reaching a conclusion. Students are provided with hands-on investigations, laboratory experiences, and projects to demonstrate mastery of grade level standards.

Sample Science Scope and Sequence



Animals Through Time (8-16 weeks)

Habitats, Heredity, & Change Over Time

Grade 3 Mystery Science & NGSS Alignment - Life Science (LS)

In this unit, students develop an understanding of how animals and their environments change through time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

Grade 3 Life Science	Performance Expectations	Focus	Disciplinary Core Ideas (DCIs) (Lesson Conceptual Flow)	Scientific & Engineering Practices (SEPs)	Crosscutting Concepts (CCC)
Lesson 1 Where can you find whales in the desert?	3-LS4-1 3-LS4-3	Habitats, Fossils, & Environments Over Time	Fossils provide evidence of the types of organisms that lived long ago and also about the environments in which they lived. Digging into the ground, you can sometimes find fossil shark teeth or whale bones - even when the land isn't anywhere near an ocean! Examining fossils and their traits can help us understand the environments in which those organisms lived and how that environment has changed over time. DCIs: LS2.C, LS4.A, LS4.C, LS4.D	Students embark on a pretend fossil dig where they analyze and interpret data from fossils. Students examine fossils and gather information about traits of these organisms of the past to infer what environments looked like long ago. Then, students use this evidence to engage in an argument and decide where some Mystery Fossils came from in the fossil dig based on their traits.	Students observe that organisms have traits (structures) that help them survive (function) in a particular environment. Students also consider the stability and change of an environment over time based on the different types of fossils found in one particular area.
Lesson 2 How do we know what dinosaurs looked like?	3-LS4-1	Fossil Evidence & Classification	Fossils are clues to the past! They can tell us what an organism looked like on the outside, the habitat it lived in, and even the food it ate. Dinosaur skeletons helped us learn that dinosaurs looked a lot like lizards do today. Fossils of their teeth helped us determine if they were carnivores (meat-eaters) or herbivores (plant-eaters). DCIs: LS4.A	Students analyze and interpret data from fossil records to determine what type of food an organism ate/eats. They use the fossil evidence to engage in an argument for why they chose each food source.	Students consider that fossilized evidence of organism's teeth (structure) can determine which type of food they ate (function) and the type of environment they inhabited.
Lesson 3 Can you outrun a dinosaur?	3-LS4-1	Fossil Evidence, Trace Fossils, & Animal Behavior	Dinosaur footprints are a type of fossil, meaning they can help us learn about the past. When footprints are farther apart, an organism is moving faster. When footprints are closer together, the organism is moving slower. Some dinosaurs are faster than others and we can use their footprints to figure out how their speeds were different. DCIs: LS4.A	Students carry out an investigation where they see how far they can run in eight steps and compare this to how far dinosaurs ran in eight steps, based on fossil evidence. Using mathematics and computational thinking , they first measure their leg length and then record how far they run for eight steps. They use this information and compare it to the dinosaur fossil data.	Students examine patterns of dinosaur leg lengths and footprints. They find that when footprints are farther apart, this indicates that an organism is moving at a faster speed. They also observe that dinosaurs were able to run much faster than humans.

BPA-SD TK-5th grade teachers blend traditional textbooks, engaging online content, and hands-on activities to present the NGSS in an exciting and interactive manner. Along with the NGSS, the teachers emphasize literacy skills while guiding students through earth science, physical science, life science, and engineering design in order to encourage cross curricular studies and further encourage literacy and math skills. Instruction is tailored to meet the diverse needs of students across a range of abilities.

Teachers use the California History–Social Science Framework as a guiding resource to design lessons that align with state standards while meeting the diverse needs of their students. The framework supports teachers in creating meaningful, student-centered instruction by offering strategies, goals, and instructional approaches that promote historical inquiry and critical thinking. Teachers select or develop curricula and instructional materials that provide students with access to primary and secondary sources, maps, timelines, and other tools to deepen historical understanding. Lessons are often differentiated to address varying learning styles and levels, ensuring all students can engage meaningfully with the content. The curriculum emphasizes the impact of historical individuals, helping students connect personally to the material. Enrichment opportunities, such as field trips to museums, cultural centers, and government or community sites, further expand students' understanding of history, culture, and their local community.

Across all core subjects, BPA-SD students engage in project-based learning (PBL) that integrates real-world problems, encourages collaboration, and connects academic content in meaningful ways. This interdisciplinary approach provides a well-rounded learning experience that promotes critical thinking, problem-solving, curiosity, and research. It also fosters essential skills such as teamwork, communication, and presentation. Through authentic projects and real audiences, students receive feedback from teachers and peers, allowing them to reflect, revise, deepen their understanding, and advocate for solutions.

Student academic growth is monitored through the use of formal and informal assessments. Formal assessments will include, but not be limited to i-RMP, McGraw Hill Wonders, Emerging Literacy Survey, Read Naturally, CAASPP, paper and pencil exams, projects and performance-task assessments. Informal assessments include daily observation, anecdotal records, work samples, and portfolios.

A Day in the Life of a TK-5 Student

Students in grades TK–5 follow a consistent daily schedule that supports both academic and social-emotional development. Each day begins with a class gathering for a morning meeting, where students are introduced to key concepts and set a positive tone for the day. This is followed by dedicated time for social-emotional learning, helping students start with focus, connection, and a growth mindset. During this time, students engage in meaningful discussions to explore new ideas or revisit prior knowledge through whole-class conversations and review activities, creating a balanced and supportive learning environment. The remainder of the day includes structured blocks for instructional lessons, guided practice, and independent work.

As an example, a morning meeting with a Kindergarten class might include calendar activities that cover concepts such as counting, time, graphing, phonics, songs, and chants for the days of the week and months of the year. These meetings are designed to reinforce previously taught concepts while also preparing students with information that will support lessons later in the day. During this time, the teacher fosters an inclusive learning environment by encouraging questions, comments, and group discussions to engage students, spark curiosity, and activate prior knowledge, in alignment with the UDL principles. This approach ensures that every student is prepared and motivated before formal instruction begins.

After the morning meeting, classrooms transition into blended-learning through a station-rotation model. Students are grouped in various ways, based on factors such as ability levels, interests, or mixed-ability pairings allowing teachers to tailor assignments and differentiate instruction to meet the individual needs of each student. In small groups, students rotate through different learning stations, which may include one-on-one time with the teacher for targeted instruction, independent practice, collaborative hands-on activities, and the use of technology to reinforce and apply key concepts. These station rotations occur twice daily, with one rotation dedicated to ELA and another to math, ensuring focused and effective learning across subjects.

The AC in each classroom plays a vital role during the blended-learning station-rotations for ELA, math, and remediation/enrichment activities. ACs enhance student learning by ensuring active engagement, troubleshooting any technology or material issues, and providing support to students as needed. This allows the classroom teacher to focus fully on delivering targeted instruction to

the small group at their station, ensuring uninterrupted and effective teaching. As enrollment and budget permit, BPA-SD is committed to providing a full-time AC in every classroom. However, in some cases, support may be provided at half-time.

ELA blended-learning stations in first grade and second grade classroom might include: guided reading and discussion with the classroom teacher using common core aligned Wonders as the anchor text, instruction on i-RMP at the computer station to improve reading comprehension and fluency, incorporating hands on instruction in a small group to manipulate and sort words according to their parts of speech, and independent writing using vocabulary and high frequency words in meaningful sentences at student desks. BPA-SD's reading-intervention/ vocabulary-workshop program incorporates a highly engaging and interactive method of instruction based on the latest research in the Science of Reading. This multisensory approach incorporates the Orton-Gillingham method and teaches the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension, spelling and writing to help students build their brains' word banks, known as orthographic mapping. This program was incorporated by BPA-SD's commitment to ensure that all TK-3rd grade students will learn to read by third grade to help students recover and expand literacy skills. Third grade marks a critical point in reading, where students should begin and be on the path to "read to learn" (analysis of text, vocabulary expansion, introduction to a variety of text, etc.).

Third grade blended-learning with station-rotations for math might include the teacher delivering a lesson using the i-RCM curriculum, students working independently on computers, pairs of students practicing math fact fluency with flashcards, and students completing a paper-and-pencil assignment to demonstrate both their understanding of the concepts and their ability to work independently.

Each day, students have scheduled breaks for both morning recess and lunch, with dedicated time in the afternoon for Science and Social Studies. In the afternoons, teachers have a block of time to meet with small groups of students who need targeted instruction in specific areas or to provide enrichment for high-achieving students. This intervention and enrichment period may vary from classroom to classroom. It is designed to offer teachers a daily opportunity to work closely with students who require additional support or challenge.

In addition to core academics, students receive instruction in PE, Art, and Music throughout the week. As enrollment numbers and budgetary considerations allow, BPA-SD is committed to expanding its team of subject-specific educators in these areas. In the interim, these enrichment subjects may be taught by classroom teachers to ensure students continue to experience a well-rounded education.

Sample Transitional Kindergarten/Kindergarten-Fifth Grade Schedules

BPA-SD TRANSITIONAL KINDERGARTEN		
Time	Minutes	Subject
8:30-8:50	20	Morning Meeting/Social-Emotional Focus
8:50-9:15	25	Reading
9:15-9:30	15	Snack and Recess
9:30-10:15	45	Math
10:15-11:00	45	ELA
11:00-11:40	40	Recess / Lunch
11:40-12:00	20	Drop Everything and Read (DEAR)
12:00-12:30	30	Science/Social Studies
12:30-1:00	30	Reading
1:00-1:45	45	Art, Music, PE
1:45-2:00	15	Recess
2:00-3:00	60	Intervention/Enrichment
3:00-3:10	10	Closing Meeting
3:10-3:15	5	Dismissal

BPA-SD KINDERGARTEN		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-9:15	35	Math
9:15-9:30	15	Snack and Recess
9:30-10:00	30	Reading
10:00-11:00	60	ELA/Writing
11:00-11:40	40	Recess / Lunch
11:40-12:00	20	Drop Everything and Read (DEAR)
12:00-1:00	60	Science/Social Studies
1:00-1:45	45	Art, Music, PE
1:45-2:00	15	Recess
1:50-2:30	40	Math
2:30-3:10	40	Intervention/Enrichment
3:10-3:15	5	Dismissal

BPA-SD FIRST GRADE		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-9:30	50	Art, Music, PE
9:30-10:00	30	Reading
10:00-10:15	15	Snack and Recess
10:15-11:20	65	Math
11:20-12:00	40	Recess / Lunch
12:00-12:30	30	Drop Everything and Read (DEAR)
12:30-1:30	60	ELA/Writing
1:30-2:00	30	Science/Social Studies
2:00-2:15	15	Recess
2:15-3:10	55	Intervention/Enrichment
3:10-3:15	5	Dismissal

BPA-SD SECOND GRADE		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-9:30	50	Art, Music, PE
9:30-10:00	30	Reading
10:00-10:15	15	Snack and Recess
10:15-11:20	65	ELA/Writing
11:20-12:00	40	Recess / Lunch
12:00-12:30	30	Drop Everything and Read (DEAR)
12:30-1:00	30	Science/Social Studies
1:00-2:00	60	Math
2:00-2:15	15	Recess
2:15-2:45	30	Science/Social Studies
2:45-3:10	25	Intervention/Enrichment
3:10-3:15	5	Dismissal

BPA-SD THIRD GRADE		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-9:30	50	Art, Music, PE
9:30-10:15	45	Math
10:15-10:30	15	Snack and Recess
10:30-11:00	30	Reading
11:00-11:40	40	ELA / Writing
11:40-12:20	40	Recess / Lunch
12:20-12:50	30	Drop Everything and Read (DEAR)
12:50-1:10	20	Science/Social Studies
1:10-1:30	20	Math
1:30-2:10	40	Science/Social Studies
2:10-3:10	60	Intervention/Enrichment
3:10-3:15	5	Dismissal

BPA-SD FOURTH GRADE		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-9:30	50	Art, Music, PE
9:30-10:15	45	Math
10:15-10:30	15	Snack and Recess
10:30-11:40	70	ELA / Writing
11:40-12:20	40	Recess / Lunch
12:20-12:50	30	Drop Everything and Read (DEAR)
12:50-1:50	60	Science/Social Studies
1:50-2:30	40	Math
2:30-3:10	40	Intervention/Enrichment/Leadership (Wednesday)
3:10-3:15	5	Dismissal

BPA-SD FIFTH GRADE		
Time	Minutes	Subject
8:30-8:40	10	Morning Meeting/Social-Emotional Focus
8:40-10:00	80	ELA/Writing
10:00-10:30	30	Reading
10:30-10:45	15	Snack and Recess
10:45-12:00	75	Math
12:00-12:40	40	Recess / Lunch
12:40-1:00	20	Drop Everything and Read (DEAR)
1:00-1:50	50	Art, Music, PE
1:50-2:30	40	Science/Social Studies
2:30-3:10	40	Intervention/Enrichment/Leadership (Wednesday)
3:10-3:15	5	Dismissal

Sixth through Eighth Grades

In grades sixth through eighth, students rotate between working independently, participating in small-group instruction, and engaging in collaborative, cross-curricular projects. The blended-learning model integrates subjects during small-group instruction, while core content teachers collaborate to design interdisciplinary projects. Guided by the UDL principles, teachers create learning environments that are accessible, inclusive, equitable, and appropriately challenging for all learners. These environments promote learner agency by fostering self-efficacy and intrinsic motivation.

Students are encouraged to utilize available resources, deepen their comprehension, set meaningful goals, and monitor their progress with purpose. Through a combination of self-directed and collaborative learning, they engage actively with the curriculum, making meaningful connections that extend beyond the classroom.

As part of the rotation, students use digital platforms such as Discovery Education, Wonders, My Perspectives, Khan Academy, i-RMP, and i-RCM. These tools provide direct instruction, assignments, assessments, and performance tasks aligned with grade-level standards. In the classroom, students expand upon this digital content through hands-on, inquiry-based activities, which supports conceptual understanding and real-world application. Personalized instruction is delivered through a variety of strategies, including both whole-group and small-group lessons, further reinforcing the principles of the UDL framework.

Additionally, FIABs, IABs, and ICAs in ELA, Math, and SCI are utilized, along with other educational tools selected by the teacher to monitor progress toward meeting and exceeding CCSS.

English/Language Arts

With appropriate literature and informational reading selections, students in grades sixth through eighth acquire the ELA subject matter through the blended-learning of Wonders and My Perspective curricula and in small group Instructional Design Assignments all align with the CCSS and ELD Framework..

Students learn to read critically, analyze texts, and cite evidence to support ideas as they read essential parts of literary and informational texts, fiction, poetry, drama, and expository nonfiction. Vocabulary, grammar, and listening skills are enhanced through targeted lessons and assignments that provide students with modeling and ample practice opportunities. Students engage in routine, responsive writing based on texts they have read. In extensive, process-based writing lessons, students receive instruction on grade level appropriate writing of essays in narrative, informative, analytical, and argumentative formats. In this blended model, students develop a mastery of reading, writing, and language arts skills.

In addition, students utilize the Document-Based Questions (DBQ) reading for understanding and evidence-based writing. DBQs encompass reading, thinking critically, speaking, listening and writing effectively about literary questions that are further incorporated with McGrawHill-Wonders and Pearson-My Perspectives. Students participating in cross-curricular project based learning have the opportunity to put to use the skills and knowledge learned in core subject classes towards a final product from academic research, informative essays, presentations and public speaking using a medium of their choice. Throughout the process, students make vital connections in a wide range of subjects necessary for them to learn and succeed.

Sample ELA Scope and Sequence



GRADE 8, UINIT 1 : Rites of Passage					
INTRODUCTION	Days 1 & 2	Unit Video: Dear Graduates – A Message from Kid President Discuss It: Discuss It In what way is graduation a rite of passage, or significant milestone that indicates growth? What other rites of passage are you familiar with?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: NonFiction Narrative Launch Text: Red Roses (Lexile 560)	
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 3					
Anchor/Supporting Texts: Anchor Text (Short Story): The Medicine Bag by Virginia Driving Hawk Sneve Media: Video: Apache Girl's Rite of Passage The National Geographic Society	Performance-Based Assessment Task Narrative Task: Write A Nonfiction Narrative Prompt: What event changed your understanding of yourself, or that of someone you know? W.3, W.3.a-e, W.4, W.5	Whole-Class Learning Strategies: ☐ Listen Actively ☐ Clarify by asking questions ☐ Monitor Understanding ☐ Interact and Share ideas	Essential Question What are some milestones on the path to growing up?	Unit Goals: TG p. 4 - Read and analyze how authors express point of view in nonfiction narrative.RL.8.6 - Expand Knowledge and use of academic and thematic vocabulary. RL.8.4 - Write a nonfiction narrative in which you develop experiences or events using effective technique W.8.2 - Conduct research projects of various lengths to explore a topic and clarify meaning W.8.7 - Demonstrate command of the conventions of standard English grammar and usage, including the usage of the different moods of verb L.8.1, L.8.1.c - Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.8.1 - Integrate audio, visuals, and text in presentations SL.8.5	
Standards Covered					
Reading Literary Text RL.8.4	Reading Informational Text RI.8.7	Speaking & Listening SL.8.1, SL.8.2, SL.8.4	Language L.8.4.a, L.8.4.c, L.8.4.d	Writing W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e	NOTES:

Throughout grades 6–8, students deepen their mathematical understanding across key domains, number sense, algebra, geometry, and statistics, building progressively on foundational skills developed in earlier grades.

In the number system, students move beyond their elementary work with whole numbers and fractions to explore ratio and rate reasoning, negative numbers, and operations with rational numbers. This progression supports their ability to understand and apply more advanced concepts such as rate of change and linear relationships by the end of middle school.

In geometry, students build on prior work with measurement by tackling more complex problems involving area, volume, and surface area. As they progress, they explore geometric properties and relationships, including angle measures, the characteristics of circles, and three-dimensional figures such as cylinders and spheres. This culminates in the application of the Pythagorean Theorem to solve real-world and mathematical problems.

Algebraic thinking is steadily developed across the three years. Students begin by using variables to represent quantities and write simple expressions. They then advance to manipulating algebraic expressions, solving equations and inequalities, and modeling relationships using graphs. By eighth grade, students are equipped to engage with function notation and reason abstractly with algebraic structures.

In statistics and probability, students are introduced to data representations such as dot plots, histograms, and box plots, and learn to describe distributions using measures of center and variability. As they advance, they explore concepts such as sampling methods, statistical inference, and by grade eight, begin using mathematical models to investigate patterns and correlations in bivariate data sets.

Sample Math Scope and Sequence

Topic	Lesson	Skill 1	Skill 2
	Lesson 4: Find and Estimate Quotients for Whole Numbers	Determine a whole-number quotient, without a remainder, of a two-, three-, or four-digit dividend by a one-digit divisor given a visual model.	Estimate the solution to a division problem involving a two-, three-, or four-digit dividend and a one-digit divisor using an estimation strategy, such as compatible numbers.
Topic 3: Understand Fractions	Lesson 1: Understand Representations of $\frac{1}{2}$	Recognize that a shape is shaded to represent one-half when the amount of shaded area is equivalent to the amount of unshaded area.	Find non-unit fractions of whole numbers using the denominator to partition models or divide the whole number.
	Lesson 2: Find a Fraction of a Whole Number	Find unit fractions of whole numbers using the denominator to partition models or divide the whole number.	Find non-unit fractions of whole numbers using the denominator to partition models or divide the whole number.
Topic 3: Understand Fractions	Lesson 3: Understand and Find Equivalent Fractions	Recognize or generate an equivalent fraction, given a named fraction between 0 and 1, or a model, but not both. One fraction is a unit fraction.	Recognize or generate equivalent fractions given a named fraction between 0 and 1, a model, or neither, using any method. Neither fraction is a unit fraction.
	Lesson 4: Write Fractions as Whole Numbers and Mixed Numbers	Recognize when fractions are equivalent to whole numbers greater than 1, and express fractions greater than 1 as whole numbers.	Decompose mixed numbers or fractions into sums of fractions with denominator of b and represent fractions greater than 1 as mixed numbers.
	Lesson 5: Compare Fractions	Compare two fractions (using the symbols $>$, $<$, or $=$, or the words greater than, less than, or equal to) with the same denominator.	Compare two fractions between 0 and 1 with unlike numerators and denominators (using the symbols $>$, $<$, or $=$, or the words greater than, less than, or equal to).
Topic 4: Add and Subtract Fractions	Lesson 1: Compare Sums and Differences of Fractions to 1	Reason about sums when adding fractions with like denominators by making comparisons to one whole.	Reason about differences when subtracting fractions and mixed numbers with like denominators by making comparisons to the whole number part of the mixed number.
	Lesson 2: Add and Subtract Mixed Numbers with Like Denominators	Add fractions and/or mixed numbers with like denominators, with or without composing wholes, given an expression, equation, word problem, or visual model.	Subtract fractions and/or mixed numbers with like denominators, with or without decomposing wholes, given an expression, equation, word problem, or visual model.
	Lesson 3: Add Fractions with Unlike Denominators	Add fractions or write equivalent expressions for sums of fractions or mixed numbers with unlike	Add fractions or write equivalent expressions for sums of fractions or mixed numbers with unlike denominators, where one

Social Science (Grades 6–8)

In grades 6–8, students explore a broad scope of historical content, ranging from Ancient World Civilizations to early American History, through a dynamic, inquiry-driven approach. Instruction is grounded in the California History-Social Science Content Standards and Framework, using a blended-learning model that integrates the Discovery Education program with small-group, standards-aligned instructional design tasks.

The curriculum is designed to be both rigorous and engaging, supporting students in developing deep content knowledge alongside critical analytical skills. Through the use of Document-Based Questions (DBQs), students practice close reading, source analysis, and evidence-based writing. They learn to construct well-reasoned arguments by synthesizing information from historical documents and applying contextual knowledge, strengthening their ability to think critically and write persuasively across a range of genres, including informative, narrative, explanatory, and argumentative essays.

In addition to direct instruction and guided analysis, students engage in PBL. This element of the program empowers them to explore personally meaningful topics, collaborate with peers, and investigate real-world issues. Through student-driven inquiry, learners develop autonomy, civic awareness, and research skills while connecting historical themes to contemporary challenges.

By the end of middle school, students are not only equipped with a strong understanding of historical content, but also with the analytical and communication skills essential for active and informed citizenship in a complex, global society.

Sample Social Science Scope and Sequence

The image displays three sample social science lessons from the Discovery Education platform. Each lesson card includes a thumbnail image, a title, a brief description, and grade level indicators.

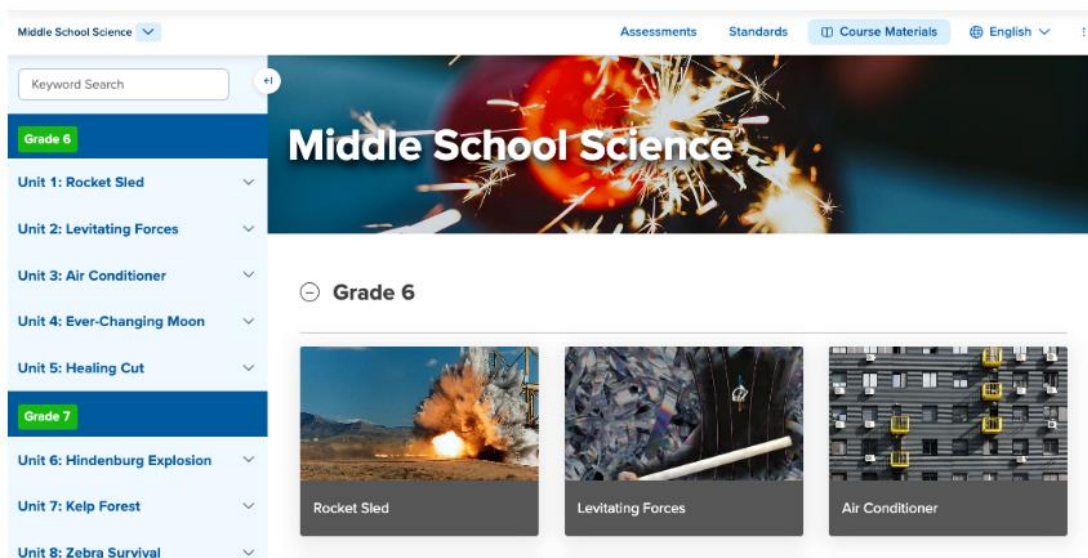
- Lesson 1:** **Supreme Court and the Judicial Branch**. The thumbnail shows the Supreme Court building. The description states: "Learn about the Supreme Court and the Judicial Branch and engage students in a classroom activity that features the primary source photograph, 'Supreme Court of the United States.'" The grade level is **Grades 3-5**. It is marked as **Educators Only** and available for **3-5** and **6-8** grades.
- Lesson 2:** **The Federal Government of the United States**. The thumbnail shows the Great Seal of the United States. The description states: "Learn about the Federal Government and engage students in a classroom activity that features the primary source photograph, 'President Bush's State of the Union Speech.'" The grade level is **Grades 3-5**. It is marked as **Educators Only** and available for **3-5** and **6-8** grades.
- Lesson 3:** **Investigate a Viking Longship with Sandbox**. The thumbnail shows a Viking longship. The description states: "Use the Sandbox app to investigate a Viking longship and make deductions about its design, materials and use. Understand the perspectives of Norse raiders and analyze factors that influenced the lives of these voyagers. This..." The grade level is **Grades 6-8**. It is marked as **Educators Only** and available for **6-8** grades.

Science

All of the fields of science are captivating and rapidly expanding. Therefore, grades six through eight science is instructed and acquired by students in the subject matter using the blended-learning of the Discovery Education and small group instruction. In addition, the small group Instructional Design Assignments are aligned with the NGSS and curriculum framework for grades six through eight. Infused throughout the science program are materials of intellectual rigor, interactive/compelling lessons, supportive of content comprehension and analysis skills that are utilized by the teachers.

Moreover, through virtual and physical laboratory experiments, students refine and expand their understanding and apply their knowledge in investigation that requires them to ask questions and create hypotheses. Students solve problems, reason abstractly, and learn to think critically. With unique activities and materials, students connect scientific theories and concepts to current, real-world problems. Students are provided with opportunities for mastery in each of the segments. Students learn how to acquire skills for productive interpretation of evidence and how to then communicate scientifically.

Sample Science Scope and Sequence



Students are engaged with one science domain at each grade level.

Grade 6 | Physical Science



BPA-SD ensures that seventh and eighth grade students receive comprehensive sexual health and HIV prevention education as part of the science curriculum, in compliance with Education Code § 51930 and § 51937. Additionally, BPA-SD offers parents the option to opt their student out of this instruction.

FAFSA/Dream Act Notification and Information

Because BPA-SD is focused on a rigorous college prep program, BPA-SD will provide eighth grade students and their parents/guardians with information on how to complete the Free Application for Federal Student Aid (FAFSA) and the California Dream Act financial aid application through family information nights, flyers and handouts. The information provided includes:

- The types of documentation and personal information that each student financial aid application requires.
- An explanation of definitions used for each application.
- Eligibility requirements for student financial aid that may be applied for using the FAFSA or the California Dream Act Application.
- Application timelines and submission deadlines.
- The importance of submitting applications early, especially when student financial aid is awarded on a first-come, first-serve basis.

In addition, a paper copy of the FAFSA or California Dream Act application is provided to a student or parent/guardian upon request.

A Day in the Life of a 6-8 Grade Student

Daily Schedule for Grades 6-8: Sample Team Teaching.

Students in grades 6-8 follow a structured daily schedule that includes time for instructional lessons, guided practice, and independent work. The school day begins with a class gathering for a morning meeting to go over schedule and students' responsibilities, followed by an introduction to the key concepts for the day's lessons. During this time, students engage in discussions about new ideas to be explored or revisit prior knowledge through whole-class conversations and review activities. These meetings are designed to reinforce previously taught concepts while also preparing students with information that will support later lessons. The teacher encourages student questions, comments, and group discussions to engage students, spark curiosity, and activate prior knowledge before formal instruction begins, all while aligning with UDL principles.

A Holistic and Specialized Instructional Model

To further enhance the depth and quality of 6-8 grades instruction, BPA-SD implements a three-teacher model, allowing for more focused, interdisciplinary teaching and increased student support across academic and social-emotional domains.

Teacher I: ELA, Social Studies, and Art

Teacher I provides instruction in ELA, Social Studies, and Art. Through a balanced literacy approach, students engage in reading comprehension, writing, vocabulary development, grammar, and literary analysis. Social Studies instruction emphasizes historical inquiry, geography, civics, and current events, often through project-based learning and student-led research. Art is integrated thematically, allowing students to express their understanding of literature and history through various creative media and techniques.

Teacher II: Math, Leadership & PE

Teacher II focuses on Mathematics, Leadership, and PE. Math instruction emphasizes conceptual understanding, procedural fluency, and real-world application across domains such as algebra, geometry, and data analysis. The Leadership block integrates social-emotional learning, health and wellness, restorative justice practices, and preparation for high school and beyond. Students engage in discussions and projects around self-regulation, civic responsibility, mentorship of younger students (e.g., buddy systems), and leadership roles within the school, including the school newspaper, debate, and community-building initiatives. PE promotes teamwork, personal fitness, and healthy lifestyle habits.

Teacher III: Science, Co-Leadership & PE

Teacher III specializes in Science instruction and co-lead the Leadership and PE components alongside Teacher II. Science instruction is rooted in inquiry-based and experiential learning, covering topics in life, earth, and physical sciences. Students regularly participate in hands-on labs, scientific investigations, and interdisciplinary projects. Teacher III collaborates with Teacher II to reinforce leadership principles, civic engagement, and community responsibilities, ensuring consistency in expectations and shared guidance for students across settings. They also support PE activities, enhancing continuity and supervision during transitions.

Classroom Transitions and Student Experience

Following the morning community meeting, students rotate between the classrooms of Teacher I and Teachers II/III. This structure allows each educator to deliver in-depth, high-quality instruction in their areas of expertise while building meaningful relationships with students in smaller, more focused group settings. The model promotes continuity, collaboration, and interdisciplinary connections, empowering students to thrive both academically and socially.

Blended-learning with Station-Rotation Model

In both classrooms, students participate in blended-learning through a station-rotation model. This model allows for a balance between teacher-led instruction and student-centered activities. Students are grouped based on factors like ability levels, interests, or mixed-ability pairings, ensuring that each student receives differentiated instruction that meets their specific needs. They rotate through several learning stations, which may include:

- One-on-one time with the teacher for targeted instruction in core areas.

- Independent practice to reinforce the concepts introduced in class.
- Collaborative, hands-on activities that encourage teamwork and problem-solving.
- Technology stations where students use digital tools or platforms to apply their learning.
- Students rotate between their Math/Science station and their ELA/Social Science/Art station. These rotations happen twice a day, allowing for focused and effective learning in each subject area, all while aligning with UDL principles.

Academic Coach Support

The academic coach (AC) provides academic support during station rotations, assisting teachers as they deliver instruction. The AC ensures that all students stay engaged, provides extra help when needed, and helps troubleshoot any technology or material issues. This allows the classroom teacher to focus entirely on delivering high-quality, targeted instruction to small groups, ensuring that every student gets the individualized support they need.

ELA/SS/Art Station Rotations (Grades 6-8)

- Teacher-Led Instruction (Teacher: Access and Student: Engagement)
- Guided reading and discussions to build comprehension, critical thinking, and analytical skills.
- Independent Practice I (Teacher: Support and Student: Representation)
Students work independently on tasks based on previously taught concepts, reinforcing learning through practice and application.
- Independent Practice II / Technology Station (Teacher: Support and Student: Representation)
- Differentiated instruction: ELD, i-RMP, and other platforms to address foundational gaps or provide challenges for advanced learners, promoting personalized learning.
- Collaborative Learning (Teacher: Executive Functions and Student: Action & Expression)
Project-based learning where students collaborate to apply ELA, SS, and Art concepts, fostering creativity and problem-solving skills.

Math Station Rotations (Grades 6-8)

- Teacher-Led Instruction (Teacher: Access and Student: Engagement)
- Direct instruction using i-RCM curriculum, focusing on core math concepts (e.g., algebra, geometry, or statistics) to engage students with hands-on learning and problem-solving.
- Independent Practice I (Teacher: Support and Student: Representation)
- Students practice newly learned concepts independently, solidifying understanding through application and reflection.
- Independent Practice II / Technology Station (Teacher: Support and Student: Representation)
- Differentiated instruction: ELD, i-RMP, or similar platforms to target specific learning needs, whether to close gaps or extend learning for advanced students.
- Collaborative Learning (Teacher: Executive Functions and Student: Action & Expression)
- Project-based learning where students apply mathematical concepts to real-world problems, working together to develop solutions and demonstrate understanding.

These rotations align each station with UDL principles. Each rotation emphasizes active engagement, personalized learning, and collaborative application, enhancing the overall learning experience.

Scheduled Breaks and Afternoon Enrichment

Students have scheduled breaks throughout the day, including a morning recess and lunch.

Throughout the week, students also receive instruction in PE, Art, Music from specialized, qualified teachers in each of these areas. These enrichment classes provide opportunities for students to develop physically, creatively, and artistically, contributing to their overall development.

BPA-SD program allows for a focused approach to teaching core subjects while also providing ample opportunities for creative exploration in Art and critical thinking in SS. The structure encourages students to take ownership of their learning while benefiting from specialized expertise in each subject area.

Sample 6-8th Grade Schedules

BPA-SD SIXTH GRADE		
Time	Minutes	Subject
8:30-9:45	75	ELA
9:45-10:00	15	Snack and Recess
10:00-10:30	30	ELA
10:30-12:20	110	Math
12:20-1:00	40	Recess / Lunch
1:00-2:00	60	Science/Social Studies
2:00-3:00	60	Art, Music, PE
3:00-3:15	15	Dismissal

BPA-SD SEVENTH GRADE		
Time	Minutes	Subject
8:30-9:45	75	Math
9:45-10:00	15	Snack and Recess
10:00-10:30	30	Math
10:30-12:20	110	ELA
12:20-1:00	40	Recess / Lunch
1:00-2:00	60	Science/Social Studies
2:00-3:00	60	Art, Music, PE
3:00-3:15	15	Dismissal

BPA-SD EIGHTH GRADE		
Time	Minutes	Subject
8:30-9:45	75	Math
9:45-10:00	15	Snack and Recess
10:00-10:30	30	Math
10:30-12:20	110	ELA
12:20-1:00	40	Recess / Lunch
1:00-2:00	60	Science/Social Studies
2:00-3:00	60	Art, Music, PE
3:00-3:15	15	Dismissal

Curriculum

The curriculum follows a progression of lessons that build on previously acquired knowledge, reinforcing key concepts throughout. By using both online and offline curricula, and i-RMP teachers and students can work effectively through independent, collaborative, and one-on-one instruction. This approach maximizes student engagement, empowering students to take charge of their own learning while the teacher facilitates the process and provides interventions and enrichments. It ensures a balanced mix of grade-level and challenging materials, all supported by spiral review in each subject and assignment.

All curricula include a variety of embedded features such as text-to-speech, glossaries, e-notes, voice typing, and translation tools to support student learning and enhance accessibility, particularly for EL students. Lessons include online content that connect students to websites with information relevant to what they are learning.

Technology Tool	Description	Use Case
Wonders	Comprehensive K–6 ELA curriculum aligned with CCSS, ELD standards, instructional frameworks, and designed with UDL principles.	Whole group and small group reading instruction, phonics, vocabulary, comprehension practice designed to support learners of all levels and abilities.
i-RCM	Comprehensive K–8 Math curriculum aligned with CCSS, ELD standards, instructional frameworks, and designed with UDL principles.	Whole group and small group math instruction, math vocabulary development, practice, and assessments designed to support learners of all levels and abilities.
i-RMP	Personalized ELA and Math learning paths based on diagnostic results.	Targeted ELA and Math intervention and enrichment based on student performance data.
i-Ready Diagnostics	Diagnostic tool for ELA and Math that identifies student strengths and areas for growth.	Data driven instruction, intervention planning, personalized student pathways.
Desmos	Graphing calculator supporting interactive standards-aligned inquiry-based classroom activities.	Math small group and individualized practice; visual learning and problem-solving exploration.
Discovery Education	Comprehensive 6-8 SCI, SS, and Coding curriculum aligned with CCSS, ELD standards, instructional frameworks, and designed with UDL principles.	Whole group and small group instruction, vocabulary, comprehension practice, PBL, and assessments designed to support learners of all levels and abilities.

Khan Academy	Experts created content and resources for every subject and level.	Core subjects formative assessments and individualized instruction.
Interim Assessments	FIABs, IABs, ICAs in ELA, Math, ELD support, and SCI.	Monitor student progress on standards throughout the year; CAASPP practice.
PD: BPA-SD teachers are supported through Tools for Teachers resources.	CAASPP aligned platform: instructional strategies, lesson plans, and formative assessment tools.	Support for lesson planning, targeted instruction, and formative assessment aligned with CAASPP.
Heggerty Phonics	A phonemic awareness curriculum focused on foundational literacy skills.	Used during literacy blocks to build students' phonological and phonemic awareness skills.
Newsela	A digital platform that offers leveled nonfiction texts across content areas.	Enhances reading comprehension and content-area literacy through differentiated articles.
Mystery Science	A K-5 science curriculum that includes open-and-go video lessons and hands-on activities.	Used to deliver engaging, NGSS-aligned science lessons with minimal prep.
Generation Genius	A video-based science and math platform created in partnership with the National Science Teaching Association.	Supplements science and math instruction with fun, standards-based video lessons.
Second Step	A social-emotional learning (SEL) curriculum.	Helps students develop skills in emotion management, empathy, and responsible decision-making.
Meet the Masters	An art curriculum introducing students to famous artists and their styles.	Integrates art history with hands-on art projects, often used in enrichment or specials.
Bridges	A comprehensive K-5 math curriculum that emphasizes problem-solving and understanding.	Used for core math instruction, providing hands-on activities and visual models.
Eureka Math	A rigorous math curriculum focusing on deep conceptual understanding.	Used to teach math in a coherent, sequential way that builds strong foundational skills.
My Perspectives	An ELA curriculum with a focus on close reading, writing, and performance tasks.	Supports English Language Arts instruction through thematic units and evidence-based writing tasks.

Beyond the classroom curriculum, student engagement is enriched through extracurricular activities that serve as an extension of the educational experience. During field trips, students gather new information and then practice, apply, and present their findings in various formats such as debates, discussions, written papers, projects, and presentations. These activities support students performing at grade level and provide opportunities for EL students in SE, and those with varying levels of proficiency, helping to meet their individual learning needs.

i-RMP provides students with data driven, differentiated instruction in ELA and Math. It delivers relevant content tailored to each student's individual academic level, helping meet diverse learning needs. It offers additional opportunities for intervention and enrichment within the core curriculum. By reinforcing foundational skills in ELA and Math, it supports overall comprehension and promotes academic growth across all subject areas. Support for ELs is also embedded throughout the program, with additional EL curriculum and services detailed in the Plan for English Learners section.

Together, BPA-SD curricula ensure that all students regardless of their starting point receive the targeted instruction they need to succeed. Students are expected to extend their technology skills beyond the assigned curriculum by engaging in tasks such as conducting research, collaborating on Google Docs and Slides, and creating multimedia presentations. In addition to using Khan Academy, students explore interactive learning platforms such as Nearpod, Quizlet, and Edpuzzle for course support. For college research and test preparation, 8th grade students utilize resources like College Board, and access practice tools for the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/SAT) through platforms such as Khan Academy's official SAT practice and other prep apps. Students in grades sixth through eighth utilize learning management systems such as student portal and Google Classroom for assignments, discussions, and feedback.

Through the computer based curriculum, students have access to an assignment calendar, color coded progress bars, and student planners to use independently. Teachers are able to review all of the above tools in conjunction with the student flowchart, and student progress spreadsheet to further communicate and determine pacing needs. Each computer based curricula are mapped out, therefore providing students with access to an assignment calendar showing the amount of work to be completed daily and weekly.

BPA-SD's Student Information System (SIS) Parent Portal allows parents/guardians to view student data, assignments, due dates, and teacher feedback. This access empowers families to stay actively involved in their student's education and gain a clearer understanding of the school's rigorous college-preparatory program.

Assessments/Data

Data is collected, disaggregated, and analyzed through a variety of measures, including both formative and summative assessments to measure student achievement. BPA-SD utilizes i-RMP, i-Ready Diagnostics (triannually: Fall, Winter, Spring), PSAT/SAT (8th grade), ELPAC (IAs), and CAASPP (FIABs, IABs, ICAs) to determine academic placement, accommodation and support.

Teachers regularly assess student progress through common formative and summative assessments, with a passing threshold set at 70%. For i-RMP lessons, a higher benchmark of 85% is required to ensure content mastery. Students who do not meet the minimum score must receive teacher approval, review, and additional support before advancing to the next lesson/unit. This process ensures that all students achieve an understanding of the material before progressing.

The teaching staff at BPA-SD understand that:

- A key component to the success of students is staff members who are dedicated to putting students first.
- It is important for teachers to work collaboratively to integrate ideas and concepts across the core curricular areas. This allows students to bridge the gap between content areas that leads to deeper understanding of the content standard concepts in alignment with ULD 3.0.
- Student work completion is monitored on a daily/weekly basis.
- PD opportunities for all staff are critical to student success. These include: attending conferences, participating in workshops and webinars, visiting schools with successful academic programs, and online research. ([Appendix E1](#))
- Creating additional learning opportunities for students in class, projects, labs, field trips, speakers, and other educational opportunities is essential for supplementing, enriching, and supporting student learning.
- Through the development of more varied instructional routines, which by stages increase student control over learning activities, teachers can decrease learners' dependence and concentrate on the range of learning experiences students encounter.
- Using rigorous, research-based curriculum from recognized publishers and programs (e.g. Scott Foresman/Pearson, McGraw Hill, Discovery Education, i-Ready), BPA-SD has the necessary academic elements to align learning with the CCSS.
- Recognizing the significance of providing every student with well-rounded educational opportunities, visual and performing arts and PE, students are able to participate in community activities, thus rounding out their comprehensive learning experiences.
- Concentrating early on the advanced skills of reasoning, problem solving, comprehension, and composition, students are engaged in academic learning that has meaning and application in their lives.
- Building on prior knowledge and meaningful student experiences, each student's interests and curiosity are activated, thus, infusing instruction with a sense of purpose.
- Reaching out to families and providing structures for them to become involved, BPA-SD builds a strong community, thus helping students build a strong foundation for their future.

Technology

At BPA-SD, technology is embedded into the academic curriculum in multiple ways. BPA-SD expects students to be confident users of many technological tools. At BPA-SD, students effectively use technology:

- To gather, sort, and analyze information.
- To collaborate with peers and experts through distance learning.
- To construct rich representations of personal learning experiences.
- To engage in higher order thinking skills and problem solving.
- To enhance personal productivity and self-management.

- To collaborate and create and express both individually and within BPA-SD communities to identify and implement concrete, actionable strategies for fostering inclusive learning opportunities and environments (ULD 3.0).

Professional Development

BPA-SD's PD aligns with its LCAP, which outlines the school's three-year strategy for achieving academic goals in alignment with State Board of Education (SBE) priorities. The California Quality Professional Learning Standards (QPLS) define the key components of a high-quality professional learning system, designed to support BPA-SD educators in enhancing their professional growth and performance. BPA-SD's professional learning (PL) offerings include a variety of options, such as regional and site-based learning, webinars, multi-day conferences, and web modules, among others.

The BPA-SD staff is committed to providing professional learning that is rooted in student and teacher needs, focused on content and pedagogy, designed to ensure equitable outcomes, supports the diverse needs of all students (including EL, LD, low and high achieving), collaborated with an emphasis on shared responsibility, aligned with CCSS and supported by adequate resources. Each academic year begins with five PD days that are site based professional learning combined with webinars covering topics that range from safety and security to topics covered by experts in our site based curriculum and deliver model (i.e mandated reporter training, Family Educational Rights and Privacy Act (FERPA), Individual Education Program (IEP)/504 laws, blended-learning and looping model, i-Ready, McGraw Hill, Perspectives, Discovery Education, CAASPP/ELPAC: Tools for Teachers, etc.). Throughout the year, BPA-SD have strategically planned staff development days, along with targeted opportunities for specific staff members to attend PL events that support their growth within the school's PL environment. El Dorado County Charter SELPA supports BPA-SD PL by offering the staff many learning topics such as: Positive School Culture and Climate, Mental Health Seminars, Post-Secondary Transition Training, Inclusive Environments Seminar.

Further, BPA-SD is committed to ensuring all students benefit from highly qualified and well-supported educators. As part of this commitment, BPA-SD has established a strong partnership with the San Diego County Office of Education (SDCOE) to support new teachers through the California Teacher Induction Program (CTI), Title I, LCAP, SART, SARB, webinars, and workshops, etc. The CTI program ensures that all beginning teachers working to clear their credentials receive comprehensive, individualized support aligned with California's professional teaching standards. BPA-SD Leadership prioritizes teacher quality by ensuring that 100% of instructional staff meet all credential and assignment requirements.

This commitment is monitored closely through systematic credential verification processes and regular personnel reviews. All new teachers at BPA-SD are enrolled in an induction program while they are employed, ensuring a smooth and supported transition into the profession. Through this program, teachers receive personalized coaching, reflective practice opportunities, and actionable feedback to enhance their effectiveness in the classroom.

In addition to the induction program, BPA-SD offers robust on-site mentorship and professional development opportunities. Weekly and monthly staff development sessions create a structured

space for collaboration, reflection, and growth. Veteran teachers and administrators work closely with novice educators, offering guidance, modeling best practices, and building a culture of continuous improvement. This multi-layered support system not only helps new teachers meet credentialing requirements, but also fosters a collaborative professional environment where all teachers feel empowered to grow and thrive, ultimately benefiting the students they serve.

([Appendix E1](#))

Independent Study Program

BPA-SD's educational program offers interested students the opportunity to enroll in a full-time IS, which follows the same site-based curriculum. Each student is assigned to a grade-level teacher who is responsible for overseeing the program. The teacher works closely with students and their families to set goals, provide lesson plans, support instruction, and assess student progress. Students in the IS are enrolled in BPA-SD and are held to the same academic standards and expectations as those in the site-based program.

Students enrolled in the IS have access to the same extracurricular activities, workshops, small group instruction, field trips, interventions, curriculum, and resources available to site-based students. These services include a facility staffed by credentialed teachers, on-site tutoring, and regularly scheduled meetings (at least once every 20 school days) to review assignments, assess mastery of standards, and assign new learning materials. Parents/Guardians receive lesson plans, curriculum, and instructional materials, which are reviewed during these monthly meetings with teachers.

BPA-SD complies with Education Code § 51746 to ensure that the IS students have equal access to the existing services and resources that they would have received in a traditional school within the District. IS students are included in the statewide assessments and required to attend school during test administration.

In addition to complying with all applicable California charter school regulations, BPA-SD complies with all specific regulations and California Education Code applicable to IS for the IS students. Education Code 47612.5(b) states that a charter school that provides IS complies with Education Code 51745 et seq. As such, the provision of education for IS is defined in an Independent Study Board Policy that was adopted by the BPA-SD Governing board after a public hearing. This is documented by individual student work samples and master agreements for each student.

Further, BPA-SD adheres to all applicable sections of the Education Code for IS, § 51745 et seq, along with all regulations and funding determination requirements of Education Code § 47612.5 and § 47634.2 and Title 5 California Code of Regulations § 11963- §11963.7 (SB740). BPA-SD will adhere to the California Code of Regulations related to audit requirements for charter schools, Title 5 California Code of Regulations § 19850- § 19854. As laws pertaining to charter schools change, BPA-SD reserves the right to make changes to meet the needs of the educational program as approved by the Executive Director and Governing Board. ([Appendix E1](#))

LCFF Compliance

BPA-SD complies with all requirements pursuant to California Education Code and § 47605(b)(5)(ii) including the development of schoolwide goals for all subgroups as applicable to the eight state priority areas identified in Education Code § 52060(d). In addition, BPA-SD complies with all elements of the LCAP, including the adoption of any templates required by the SBE. BPA-SD includes a supplemental budget summary document that breaks down funding by fund sources and more specifically ties budget expenditures to how they increase or improve services for unduplicated pupils. These school wide goals are detailed in Element 2 of this petition.

Under the requirements of LCFF, BPA-SD facilitates an active parent/guardian advisory committees to ensure meaningful engagement of families, particularly those of low-income, EL, and foster youth students. In compliance with LCFF, BPA-SD maintains an engaged Educational Partners Committee that serves as a collaborative platform for inclusive decision-making that brings together multiple advisory bodies, including the, School Site Council (SSC), Wellness Committee (WC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) (ESWED), to support student achievement and well-being. Its primary function is to review, evaluate, and provide written recommendations to the Governing Board regarding the development, implementation, and ongoing improvement of the Single Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP).

As a Governing Board subcommittee, ESWED ensures that the voices of all educational partners, students, families, teachers, staff, and administrators, are included in setting goals, allocating resources, and monitoring progress. By promoting transparency, equity, and shared accountability, ESWED plays a vital role in fostering student success and whole-child development across the school community. ([Appendix E1](#))

Academic Calendar, Number of School Days, and Instructional Minutes

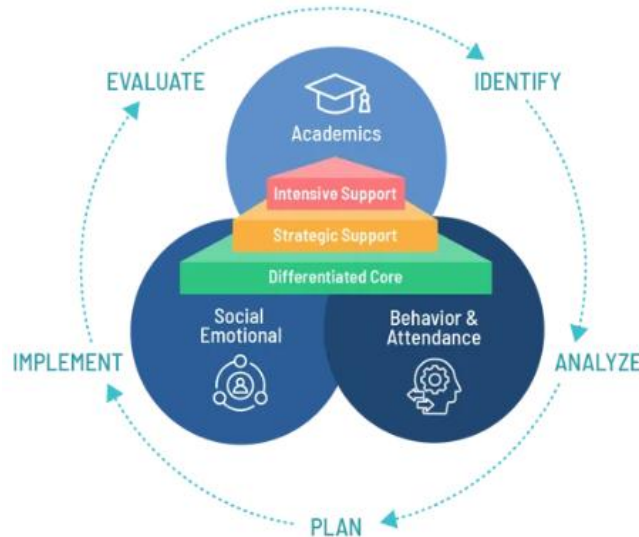
BPA-SD follows applicable state law to assure students enrolled in the school attend a minimum of 175 days. BPA-SD may set its calendar independently of SMUSD in terms of holidays, breaks, and the beginning and end of the school year. BPA-SD offers the required instructional minutes set in Education Code § 47612.5(a). ([Appendix E1](#))

Students Working Toward Grade-Level Proficiency

Students working toward grade-level proficiency have a place at BPA-SD. Under the guidance of the SBE's MTSS framework and its core principles of collaboration, data-driven decision-making, differentiated instruction, and proactive, targeted interventions, BPA-SD aligns its college-preparatory program to meet the needs of all students including the most vulnerable student populations.

BPA-SD approaches Multi-Tiered System of Supports (MTSS) as a dynamic and continuous cycle of support, recognizing that students may require different levels of assistance across various domains, such as academics, behavior, social-emotional learning (SEL). Within this framework, support is delivered through three tiers. **Tier I** provides universal, differentiated core instruction through whole-group and small-group settings as the foundation of the scaffolding

strategy. **Tier II** offers targeted, strategic support in small groups for students who need additional help. **Tier III** delivers intensive support through smaller groups or one-on-one instruction, ensuring every student receives the appropriate level of assistance based on their individual needs.



By integrating academic instruction, behavioral interventions, SEL into a cohesive system, BPA-SD creates a responsive and inclusive learning environment. This holistic approach not only addresses the unique strengths and challenges of each student but also involves families as essential partners in the support process. As a result, the school can adapt proactively to shifting circumstances and systemic changes in students' lives, fostering resilience, equity, and long-term success for all learners.

BPA-SD provides culturally responsive PD to staff to ensure that BPA-SD's diverse student populations are supported in reaching their full potential.

Students performing below grade level are identified utilizing i-Ready diagnostics, CAASPP, ELPAC, and ongoing teacher collected data. Students are provided with curriculum, materials, and teaching resources appropriate to their academic levels, with the goal of attaining at least one year's academic progress within the school year. Students who are not on track to make at least one year's academic growth receive targeted support through BPA-SD's MTSS, which provides differentiated interventions based on individual student needs. BPA-SD implements MTSS with the use of the Response to Intervention Model (RTI). MTSS addresses academic as well as the emotional and behavioral development of students. The RtI process provides effective instruction and intervention across three tiers to all students. The three tiers begin with tier one which addresses every student with researched based differentiated core instruction. If the student continues to struggle, tier two begins with targeted and strategic interventions. Tier three is documented by the Student Support Team (SST) and includes intensive interventions. Assessments, progress monitoring, and data driven decision making are all components of BPA-SD's MTSS.

In a safe, positive, and personalized learning environment, students are able to concentrate on intensive learning with targeted instruction provided by the classroom teacher. The in-depth applications of concepts is an integrated part of the blended-learning program. Teachers work closely with the Executive Director or Designee and the Director of Special Education to review student data, select appropriate interventions based on specific student needs, implement interventions, and collect ongoing data that monitors the student's progress.

Upon identifying students performing below grade level in the classroom, teachers support these students through specifically selected interventions for three weeks (Tier 2). Students receive targeted instruction three to four days per week, for 15-20 minutes each day. Data is collected and reviewed by the teacher, the Executive Director or Designee and the Director of Special Education. The Executive Director or Designee meets with the teaching staff every third week of classroom instruction. During this time, teachers discuss students' progress with interventions and determine the next steps for students' success. Upon review, if a student is making progress or has mastered the skill, other interventions are determined after reviewing the student's data. If sufficient progress has not been made by the student, the teacher changes interventions with the support of the Executive Director or Designee and the Director of Special Education (Tier 2). After three more weeks of intervention, if the student is not progressing, then a SST meeting convenes to provide additional support (Tier 3). This team consists of the parents/guardians of the student, the classroom teacher, and the Executive Director or Designee. The Executive Director or Designee contacts the parents to discuss the SST process and how this process develops a personalized learning plan to address the targeted areas of concern and develop goals for the student to progress towards. The SST process is part of BPA-SD Child Find and may lead to the need for assessment for a 504 plan or IEP.

Parents/Guardians play a crucial role in their student's learning journey. BPA-SD is committed to keeping parents informed throughout each step of the RTI process as it provides targeted instruction to support the student. As the student engages in interventions, progress monitoring, and data collection, the teacher is responsible for updating parents/guardians on any changes, areas of progress, or ongoing concerns.

Students with Accelerated or Foundational Learning Needs

At BPA-SD, the personalized learning plan is designed to help high achieving students excel. These students are identified through i-Ready Diagnostic assessments, CAASPP scores, and teacher collected data. High achieving students meet the following criteria: performing at least one grade level above their current grade, consistently earning 4's on TK-5 assessment reports, receiving "A" grades on assessments aligned with content learning standards in core subjects, and teacher identification. BPA-SD teachers collaborate with families to ensure a continuous flow of enrichment activities for students working above grade level. Families are notified of their student's academic progress through various communications, including parent-teacher conferences, quarterly report cards, emails, one-on-one meetings, SST meetings, and written notes. i-Ready assessment data, CAASPP scores, classroom observations, and other curricular data are shared with families to provide a comprehensive picture of student performance and mastery of standards.

At BPA-SD, high achieving students are considered for academic acceleration or deployment to

higher grade levels as part of an enrichment strategy to challenge them academically, provided their social maturity supports such a transition. The decision to place a gifted student in a higher grade for a session of 30-60 minutes is made in close consultation between the teacher and the student's family, ensuring that both academic and social-emotional factors are carefully considered. Teachers assess the student's academic performance and readiness for more advanced work, while evaluating whether the student is socially prepared to interact with peers in an older grade. This collaborative approach ensures that high achieving students receive the right level of challenge to foster their intellectual growth while also maintaining a balanced and supportive learning environment. The goal is to provide an enriched educational experience that promotes both academic excellence and positive social development. Conversely, students (K-2) who need additional support in foundational skills may temporarily join a lower-grade classroom for targeted instruction. This process is handled discreetly, and students are often presented with the role of "teacher helpers," fostering a positive and respectful experience that maintains their confidence. The decision to place a student in a lower grade for a session is made in close consultation between the teacher and the student's family, ensuring that both academic and social-emotional factors are carefully considered.

The Third grade marks a critical point in reading, where students should begin and be on the path to "read to learn" (analysis of text, vocabulary expansion, introduction to a variety of text, etc.). BPA-SD's reading-intervention and vocabulary-workshop program incorporates a highly engaging and interactive method of instruction based on the latest research in the Science of Reading. This multisensory approach incorporates the Orton-Gillingham method and teaches the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension, spelling and writing to help students build their brains' word banks, known as orthographic mapping. This program is incorporated by BPA-SD's commitment to ensure that all TK-3rd grade students will learn to read by third grade to help students recover and expand literacy skills.

Further, BPA-SD's Expanded Learning Opportunities Program (ELOP) after-school tutoring program is available and encouraged to serve SED families to enhance developing and supporting students' academic, social-emotional, and physical needs through hands-on, engaging, learning experiences. ELOP included tutoring and homework assistance designed to help students meet grade-level standards. ELOP includes an educational enhancement element that encompasses fine arts, physical fitness, and science programs, while also encouraging students to take on civic duties by helping their classmates through acts of service, such as participating in a buddy system. Students are assigned to small groups and activities according to grade and ability levels. All activities are intended to keep students motivated and actively engaged. Educational activities, including core subject enrichment, are offered based on interests identified through student and parent/guardian surveys. The ELOP plan is regularly reviewed and updated in collaboration with educational partners and is guided by the Quality Standards for Expanded Learning and their core principles.

Additionally, as part of its academic program, BPA-SD assigns homework to reinforce and extend the concepts learned in class. This practice allowed the parents/guardians to visualize what their student is being taught in the classroom. It serves as a tool that opens lines of communication between the teacher, the parents/guardians, and the school. This tool helps the teacher understand the needs of their students from a different perspective. Through this practice, parents/guardians are made aware of their student's strengths and weaknesses and, together with the instructional

staff, are able to develop personalized strategies and educational plans for the student's continuous growth while respecting the time of at-home family activities (from 20-40 minutes; grade-level appropriate). BPA-SD technical support is available to make sure the students are equipped with a Chromebook if a project or specific learning program is assigned by the teacher during the SST process. For the students, homework serves as a bridge to encourage the discipline of practice of previously taught skills in core subjects, eliminating the possibility of confusion. This also allows the students to showcase their abilities, think independently, and develop problem-solving skills.

BPA-SD's educational program is intentionally designed with the flexibility to empower teachers to meet each student's individual needs, whether through academic support or enrichment. The school provides a wide range of resources and learning opportunities to ensure all students can thrive, with particular attention given to supporting the most vulnerable students.

English Learner Support (ELS)

BPA-SD meets all applicable legal requirements for ELS as they pertain to annual notification to parents/guardians, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating ELS program effectiveness, and standardized state testing requirement. BPA-SD implements policies to ensure proper placement, evaluation, and communication regarding ELS and the rights of students and parents/guardians.

BPA-SD administers the home language survey upon a student's initial enrollment into BPA-SD. All students who indicate that their home language is other than English are tested utilizing the Initial English Language Proficiency Assessments for California (ELPAC). The Initial ELPAC administered within 30 days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.¹

BPA-SD notifies all families of the school's responsibility for ELPAC testing and reporting ELPAC results within thirty days of receiving results from the Educational Testing Services. Information will be included in the notifications as to whether the student is a long-term English learner or is at risk of becoming one, the manner in which the program for English Language Development (ELD) instruction meets the educational strengths and needs of the EL students and the manner in which EL students will develop English proficiency. The ELPAC is used to fulfill the requirements of the Every Student Succeeds Act (ESSA) for annual English language proficiency testing. Annually, the results of all testing are reported and submitted to the CDE on the R-30 survey. Families are informed of their rights and they are encouraged to participate in the reclassification process.

BPA-SD ensures that all teachers assigned to instruct English Learners hold the CA Commission on Teacher Credentialing (CTC) authorized credentials, including EL Authorization, CLAD, or BCLAD certifications. These educators are equipped with the necessary skills and expertise to support and accelerate both the academic and linguistic development of EL students. In addition,

¹ The thirty day requirement only applies to students entering a California public school for the first time or students who have not yet been ELPAC tested. All others will be tested on the annual schedule according to the last date of testing.

the EL Coordinator and credentialed staff regularly participate in targeted professional development, offered both in-house and through external agencies, to stay current with best practices in English language development and culturally responsive instruction.

EL students are supported through a combination of modified instruction, a supportive school culture, and additional targeted academic support as needed. To further the needs of future EL students with less English-speaking proficiency, BPA-SD uses comprehensive ELD instructional approaches, including adapted materials. All mandated state tests for EL students are administered as required by law.

All identified English Learners participate in a mainstream instructional program that includes daily designated ELD and Specially Designed Academic Instruction in English (SDAIE), tailored to their English proficiency level. These instructional supports are integrated into blended learning models, utilizing station rotation for grades K–5 and class/individual rotation for grades 6–8, as well as through small group and individualized instruction. Support for EL students is driven by the students' language proficiency level and includes, however not limited to, vocabulary development, collaborative learning, and explicit direct instruction. The student population drives the hiring and placement of teaching staff to best meet the students' needs.

The BPA-SD EL Coordinator works closely with the teaching staff to ensure that planned EL instruction follows the ELD standards. Teachers are expected to submit weekly lesson plans documenting EL-integrated and designated ELD instruction based on the CA EL Roadmap and ELA/ELD Framework. The BPA-SD Executive Director or Designee monitors the teaching staff's implementation of the ELD standards through classroom observations.



The sample TK through Grade 5 schedules allow for daily intervention and enrichment in the

afternoon for teachers to have intensive individual and/or small group lessons. This time allows for designated ELD instruction based on ELPAC data, the ELD standards, teacher data, and observations.



6th-8th grades schedules allow for designated ELD instruction at a minimum of two to three times weekly during scheduled time, ensuring students are not missing valuable instruction in core and/or elective classes. This designated ELD instruction is based on student levels and assessment data. ELPAC data, ELD standards, teacher assessments, and observations guide the decision on whether targeted ELD instruction is delivered individually or in small groups.

EL Student Reclassification Process

All EL students are re-evaluated annually using the ELPAC until they are reclassified as Fluent English Proficient (RFEP). To support readiness, EL students engage in targeted practice using ELPAC Interim Assessments (IAs) prior to formal testing. Reclassification decisions are based on multiple measures, including:

- Performance on the ELPAC.
- Results on the CAASPP.
- Mastery of grade-level ELA standards.
- Academic achievement in core subject areas.
- Input from parents/guardians during a consultation meeting.

This process is conducted in alignment with the BPA-SD Education for English Learners Policy, ensuring that all reclassification decisions are data-driven and student-centered. Students are expected to progress one to two English language levels each year through targeted instruction and assessment. After reclassification, students are monitored continually for a minimum of four years, to ensure correct classification, placement, and additional academic support, as needed.

During the monitoring period, ELPAC testing is not required, however, core content teachers monitor the student's grades on a quarterly basis. Teachers evaluate overall academic performance,

including CAASPP results. Quarterly meetings are held to review and document the progress of each reclassified student. This documentation is included in the student's permanent record. During these meetings, teachers discuss the student's strengths, weaknesses, standardized assessment scores, and grades. Based on this review, strategies to support the student's continued growth are implemented.

BPA-SD's English Language Advisory Committee (ELAC) plays a key role in supporting EL students. The ELAC committee meets quarterly to explore strategies for enhancing EL students' learning experiences both in the classroom and within the broader community. Additionally, instructional staff are expected to provide feedback to the ELAC to strengthen its programs for EL students. This collaborative effort between all educational partners fosters strong relationships within the community, ensuring the success of every student.

This committee meets regularly to collaborate with school staff and leadership in reviewing, developing, and recommending strategies to support ELs and all students, with a particular emphasis on addressing the needs of the most vulnerable student populations. The committee works to design and implement a variety of programs throughout the year that address both academic and socio-cultural needs of students. As a result, BPA-SD students develop mindful engagement practices that enrich both their academic and social experiences. ([Appendix E1](#))

Students with Disabilities and Learning Differences

BPA-SD welcomes all students with disabilities, whether such students are currently or newly identified as disabled. BPA-SD is committed to working with students and families to meet the needs of their learning differences.

BPA-SD complies with all applicable state and federal laws in serving students with learning differences (SLD) including but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), § 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, BPA-SD complies with AB 602, the El Dorado County Office of Education (EDCOE Charter SELPA) guidelines, and all California laws pertaining to SLD.

BPA-SD provides all services to SLD required by their IEPs. The following specific services are offered: Specialized Academic Instruction (SAI), Speech and Language Instruction, Occupational Therapy (OT), Physical Therapy (PT), Counseling (individual), Interpreter Services, Orientation/Mobility (O&M), Vision Services (VI), Mental Health Services, College/Career Awareness, Residential Treatment Services, to name a few. At BPA-SD, all services outlined in a student's IEP, along with any additional services identified through the IEP process, are provided as needed to support SLD. Further, BPA-SD special education students are, first and foremost, General Education students. Under the supervision and close consultation with SELPA, BPA-SD students with an IEP received Special Education services coordinated by an Education Specialist. The Education Specialist collaborated with each student's General Education teacher to ensure the student receives a Free Appropriate Public Education in the Least Restrictive Environment as determined by the student's IEP Team and documented in the IEP. The Team sets the pace with an environment that honors each individual's differences and is conducive to learning. If an IEP

includes Specialized Academic Instruction, this is provided by BPA-SD's Education Specialist. BPA-SD views families as crucial members in IEP meetings and makes every effort to accommodate families' schedules and needs. When necessary, BPA-SD provides an interpreter to ensure that all families could engage and effectively participate in the IEP process. BPA-SD aimed to engage families throughout the IEP process and ensure they understood their student's IEP.

Section 504/ADA

BPA-SD is responsible for ensuring compliance with § 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). The school's facilities are fully accessible to all students with disabilities, in accordance with the ADA, allowing for full participation in both educational and extracurricular programs.

BPA-SD recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program at BPA-SD. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by BPA-SD under § 504.

Further, BPA-SD has written policies that outline the requirements for identifying and serving students with a 504 accommodation plan. The Director of Special Education, or its designee, serves as the 504 Coordinator.

The 504 team, led by the Special Education Coordinator, is composed of the student's family, the student (when appropriate), and qualified individuals who are familiar with the student, the evaluation data, placement options, and the legal requirements for providing a least restrictive environment. The team reviews the student's existing academic, social, and behavioral records to determine whether a 504 evaluation is necessary. If the student has previously been evaluated under IDEA and found ineligible for special education services, those evaluations may be used to help assess eligibility under 504. The 504 team will conduct an evaluation to assess the nature of the student's disability and its impact on their education, including any behaviors that may hinder participation in the educational program or activities.

The 504 team may also consider the following information in its evaluation:

- Assessment and the following evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- Assessment is carefully selected and administered to ensure that, when given to a student with impaired sensory, manual, or speaking abilities, the results accurately reflect the student's aptitude, achievement, or the intended measure, rather than being influenced by the student's sensory, manual, or speaking limitations.

The 504 team makes the final determination regarding the student's eligibility for accommodations under section 504 in writing. The family will be notified in writing in their

primary language, along with information on the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating the possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the Free and Appropriate Public Education (FAPE). In developing the 504 Plan, the 504 team will consider all relevant information used during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the BPA-SD certificated staff.

The 504 Plan will describe the section 504 disability and any program accommodations, modifications, or services that may be necessary.

All 504 teams, parents/guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The 504 Coordinator ensures that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan will be maintained in the student's file. Each student's 504 Plan is reviewed at least once per year to determine the appropriateness of the 504 Plan, needed modifications to the 504 Plan, and continued eligibility.

Services for Students under the "IDEA"

Pursuant to Education Code § 47641(a), BPA-SD participates as a Local Education Agency (LEA) for Special Education purposes in EDCOE Charter SELPA.

BPA-SD assures that a free appropriate public education (FAPE) is provided for all students with disabilities attending BPA-SD in accordance with Education Code §56000 et seq., the Individuals with Disabilities Act (IDEA) 20 U.S.C. Chapter 33 as a LEA, for purposes of special education only, within the SELPA. BPA-SD shall comply with all requirements of the EDCOE Charter SELPA Local Plan. A full continuum of special education programs and related services shall be provided by BPA-SD as required by an individual student's IEP. No student otherwise eligible to enroll in BPA-SD will be denied enrollment due to a disability or the school's inability to procure necessary special education services. BPA-SD will only permit students with exceptional needs to participate in independent study programs if their IEPs specifically provide for that participation Education Code § 51745.

As an LEA within the EDCOE Charter SELPA, BPA-SD will assume the following responsibilities:

1. Receive all applicable special education funds as specified in the EDCOE Charter SELPA funding allocation plan and disburse said funds for the charter school's special education program/operations in accordance with the plan.
2. Represent the interests of BPA-SD's special education department as a member of the EDCOE Charter SELPA.
3. Seek SELPA support to ensure all eligible students enrolled in the charter school are

4. appropriately referred, assessed, and served in a timely manner.
5. Resolve any special education complaints, mediation, due process hearings, and legal actions.
6. If the student's needs, as documented on the IEP, require a program other than an inclusion, BPA-SD will work with EDCOE Charter SELPA to provide an appropriate placement and services.

Charter School Responsibilities

BPA-SD will deliver required and appropriate special education services to students enrolled in BPA-SD unless other agreements have been reached between the EDCOE Charter SELPA and BPA-SD (and agreed to verbally and in writing). These services shall include:

1. Child Find. In order to comply with Child Find requirements as specified by law, BPA-SD will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.
2. Initial, annual and triennial evaluations
3. IEP development
4. Service delivery for all provisions as delineated on students' IEPs. BPA-SD is solely responsible for providing special education services. A district in which a student physically resides is not responsible for providing special education services to any student enrolled in BPA-SD.
5. Special education transportation as indicated on IEPs
6. Due process/compliance proceedings and related attorney fees
7. Inter and intra/SELPA permits (in accordance with EDCOE Charter SELPA policies and procedures)
8. Nonpublic school/agency placements
9. Submission of all required reporting, filings, etc. to fully comply with the EDCOE Charter SELPA and CDE requirements.

Search and Serve

BPA-SD ensures that no assessment or evaluation is used for admission purposes. BPA-SD ensures that the school works to identify any students, who do not currently have an IEP, however may be in need of a pre-referral intervention plan. BPA-SD uses RTI/MTSS to ensure that the needs of all students are properly addressed as defined in the students working toward the grade-level proficiency section of this petition. BPA-SD uses the SST process if the RTI/MTSS is not sufficient to meet a student's needs. The SST will recommend the students for a formal special education assessment. BPA-SD may choose to refer a student for services through the provisions of a section 504 Plan, if appropriate. Families will be informed that special education and related services are provided at no cost to them.

BPA ensures that student identification occurs in a timely manner and that no procedures or practices result in delaying or denying identification for an 504 plan or IEP. A family or BPA-SD staff member may request an initial evaluation at any time to determine if the student is a student with a disability, regardless of whether the student has participated in an RTI/MTSS framework.

Referring Students for Special Education Services

The referral process includes SST meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. BPA-SD identifies and refers to students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

The SST meeting is an essential part of the general education program at BPA-SD. SST meetings serve as a key component of the school's support system for students who experience challenges in accessing the educational program and curriculum. The SST involves the student (when appropriate), their family, the teacher, and other relevant school personnel. The team uses a systematic problem-solving approach to address concerns that may be hindering the student's academic success. The SST clarifies challenges and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the teacher and student. All students can benefit from an SST, including but not limited to those who are repeating a grade level, working toward the grade-level proficiency, excelling above grade level, and requiring additional challenges, or facing emotional trauma, behavioral concerns, or language barriers.

Anyone who has a concern for a student may refer that student to a SST for consideration. Anyone who is connected with that student may be included in the SST to provide information to share about the student strengths, concerns, and strategies that have been used in the past. These individuals may include but are not limited to teachers, parents/guardians, counselors, doctors, administration, social workers, probation officers, and other law enforcement officials.

The following is the process for guiding a SST:

- The teacher identifies students facing difficulties, implements initial interventions, collects data, and collaborates closely with the SST Coordinator. This process follows the Student Support Handbook approved by the Governing Board.
- A written/formal invitation is sent to the family via email and mail.
- Team members introduce themselves and their roles.
- Purpose and process of the meeting are stated.
- The strengths and challenges facing the student are identified.
- Concerns are discussed, clarified, and listed.
- Concerns are synthesized; one or two are chosen for focus.
- Modification and accommodations to the student's educational plan and to classroom activities and instruction are discussed.
- Modifications and accommodations are finalized.
- Persons responsible for implementing modifications and accommodations are identified.
- All of the above is in the SST plan.
- A follow-up date is set.

If the problems or challenges continue after implementation of a SST plan and follow up, revisions to the plan may be discussed, or if necessary, a referral for special education assessment might be deemed necessary by the SST.

If a referral is made verbally, BPA-SD will assist the family to submit the request in writing. All referrals are responded to in writing by BPA-SD within 15 days. BPA-SD notified the SELPA of the assessment request within 5 days of receipt. The parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an IEP meeting held within 60 days of the parent's written consent for assessment.

Interim Placement and IEP Development

BPA-SD adheres to the legal mandates outlined in Education Code § 56000 et seq., the Individuals with Disabilities Act 20 U.S.C. Chapter 33. If a student enrolls with an existing IEP, BPA-SD notifies EDCOE Charter SELPA within five (5) days. As such, when a student with an active IEP transfers to BPA-SD, the student is provided an interim special education placement and a new IEP will be written on the corresponding EDCOE Charter SELPA forms within 30 days [Education Code § 56325]. For a student who has an IEP and wants to participate in independent study, a determination as to whether independent study is appropriate must be made within 30 days and written into the IEP.

The IEP team includes the family (and/or their chosen representatives), a general education teacher, special education personnel who will work with the student, an administrative representative, and, when appropriate, the student. The Executive Director or Designee serves as the charter school's administrative representative, while the Director of Special Education facilitates the IEP meetings to secure a successful transition.

The Student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance.
- The rationale for placement decisions.
- The services the student will receive and the means for delivering those services.
- Goals, objectives and frequency/duration of services are designed to maximize educational benefit for the student, based upon areas of needs.
- Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to the family as frequently as their general education counterparts.
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students in 8th grade, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

All decisions concerning the special education programs and services are provided to a student with a disability are to be made by the IEP team. Students at BPA-SD who have IEPs are served in the Least Restrictive Environment (LRE). BPA-SD ensures that IEP goals and services are linguistically appropriate, as per Ed Code § 56345(b). A copy of the IEP is given to the family in accordance with state laws and policies. IEP meetings are conducted: yearly to review the student's progress, every three years to review the results of a mandatory comprehensive

reevaluation, after the student has received a formal assessment or reassessment, within 30 days of a family's request, when an Individual Transition Plan is (ITP) required at the appropriate age and if a manifestation hearing is required.

IEP Timeline Review

The following is a summary of the general timelines after an IEP is in place:

- Program placement requires written consent from the family prior to implementation. Once written approval of the IEP is received, the recommended placement and services will be initiated as promptly as possible.
- Annual review-Each special education student's educational program must be reviewed at least annually.
- Re-Evaluation- at least every 3 years, a special education student will be re-evaluated. Prior to the three-year review, the IEP team will review existing data on the student and determine what additional data is needed.
- Interim Administrative Placement: When a special education student transfers from one SELPA to another, the following timelines apply:
 - Program Placement: Immediate implementation, to the extent possible, of the student's existing IEP. An Interim Placement form is completed immediately upon enrollment and family signature is obtained.
 - Assessment: Information, records and reports from the prior district may be utilized to make program recommendations. Upon receipt of the signed Individual Assessment Plan, the team will conduct any additional assessment needed to determine educational needs and make program recommendations.
 - IEP team Meeting: Within 30 days, the IEP team will meet to review the placement, review any new completed assessments, and develop new goals and objectives if needed.
- Parent Concerns: Any family concerns or disagreements raised, will be acknowledged by the school within five days followed by a resolution meeting.
- Family requested IEP meeting team needs to meet within 30 days of the family requested IEP meeting.
- Progress Reports, unless otherwise specified on the student's IEP, the family will be informed four times a year of the student's progress towards goals.

Initial and Triennial Assessments

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, BPA-SD's Director of Special Education generates a referral for special education; monitors all legal timelines; develops an assessment plan (offering testing in all areas of suspected area of disability [EC §56040 through §56344]; coordinates qualified personnel to provide the required testing [EC §56320]; selects assessments and administers so as not to be racially, culturally or sexually discriminatory [EC §56320]; delivers assessments in the student's primary language, and provides a qualified interpreter if needed [EC §52164.1]; use assessment tools for the purposes for which the assessments or measures are valid and reliable [EC §56320]; adapts assessments as necessary for students with impaired sensory, physical or speaking skills [EC §56320]; distributes written assessment reports to the families prior to the IEP meeting [EC

§56327]; generates IEP meeting notices [EC §56195.8]; develops and facilitate the IEP meeting [EC §56345]; and distributes copies of the IEP to appropriate personnel [EC §56347]. BPA-SD utilizes the EDCOE Charter SELPA web-based Special Education Information System (SEIS) IEP System to complete all IEPs and reports.

BPA views families as a key educational partner in IEP meetings and makes every effort to accommodate families' schedules and needs so they are able to participate effectively on the IEP team. BPA-SD, in collaboration with the SELPA, provides an interpreter if necessary to ensure that all families can participate in the IEP process. A copy of the IEP is given to the family in accordance with state and federal laws. Upon the family's written consent, the IEP is implemented by BPA-SD in cooperation with SELPA as agreed upon. If the family/family member cannot attend the IEP meeting, BPA-SD ensures family participation using other methods such as by video conference, by phone, or meeting at a family's residence.

At least once every three years, a student may be reassessed to determine their continued eligibility to receive special education services [EC §56301 and EC §56381]. The identical process used during an initial evaluation is replicated at each triennial reevaluation if a student warrants new assessments. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet other eligibility requirements for special education, a 504 Accommodation Plan will be considered by the team. A separate meeting will be held in order to consider eligibility under § 504 of the Rehabilitation Act of 1973.

Identification of Bilingual Students with Learning Differences

Before referring an EL student for special education, the student's English proficiency level is assessed to ensure that language acquisition, rather than academic challenges, is not the cause of their lower performance. Personnel fluent in a student's native language and familiar with their native culture participate during the SST process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficient/Fluent English Proficient LEP/FEP status of a student is used to determine the language the student will be assessed in when a formal referral to special education is made and documented on the IEP. Bilingual personnel will translate during IEP meetings and are available to transcribe all written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) when requested by a family. At all IEP meetings involving second language learners, the IEP and team notes document whether eligible students will be provided special education services in their L-1 (primary) or L-2 (secondary) language. All goals and objectives for bilingual students are developed in collaboration with the general education staff to ensure linguistically appropriate goals and objectives are developed and that the student's language acquisition needs are taken into account when the IEP is developed.

Staffing, Curriculum, Service Provisions, and Student Accountability

Special education services and 504 compliance are overseen by the Special Education Coordinator. All special education services are provided by fully credentialed and qualified staff as outlined in ESSA and/or State legislation. Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to BPA-SD. Identified SLD are provided accommodations to allow them access to the same core

curriculum as their general education counterparts and as outlined on their IEPs.

If parents/guardians of SLD waive their student from standardized testing (CAASPP), students complete alternative norm referenced assessments to measure their annual progress.

All services, supplementary materials or assistive devices required to access core curriculum are provided at no cost to the identified special education student. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or weighted grading policies or practices are not in place for identified special education students.

Disenrollment, Suspension, Expulsion

Attendance for special education services are monitored monthly to ensure identified students' access to all services outlined on their IEPs. If a SLD misses two sessions in a month, BPA-SD special education department contacts the family. If three consecutive special education meetings with a provider are missed, an IEP meeting is called to ensure BPA-SD's personalized learning/blended-learning model remains an appropriate placement for the student and to discuss steps the IEP team will take to carefully monitor progress that assures educational benefit for the student.

Suspension and Expulsion policies comply with all portions of Education Code § 48918. No identified SLD will be suspended for more than ten (10) school days per calendar year. No identified special education student will be expelled from BPA-SD without a Manifest Determination Meeting to determine if the student's disability is the cause of the misbehavior identified as the reason for the expulsion. A school psychologist will be involved in all phases of expulsion proceedings and the family will be assured of their due process rights throughout. In cases where expulsion is recommended following the Manifest Determination Meeting, the BPA-SD Executive Director will be notified and the item will be placed on the next BPA-SD Governing Board agenda.

Maintenance of Special Education Records

The BPA-SD SPED Coordinator or Designee maintains all identified students' special education files, appropriate forms and software, and file reports as necessary to maintain legal compliance. BPA-SD verifies the accuracy of all reports and submits them in a timely manner as required by the EDCOE Charter SELPA. BPA-SD collaborates with local and state educational agencies to collect and maintain information required by IDEA, which includes: age, grade, type of disability, EL status, number of students receiving services, number of students receiving test modifications and exemptions (and the types of modifications and exemptions), service settings, suspension data, and reasons for charter exit.

Procedural Safeguards

BPA-SD provides details and assurances of family written consent and participation and the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of the student. Any concerns or disagreements raised by a family will be

acknowledged by BPA-SD within five (5) days, followed by a resolution meeting.

Dispute Resolution

The Dispute Resolution outlines the process by which BPA-SD and the EDCOE Charter SELPA collaborate in the event that a family requests a due process hearing or mediation. This includes coordination regarding legal representation, the initiation of hearings and mediation sessions, and the handling of any appeals.

Complaint Procedures

Families have the right to file a complaint with BPA-SD, the EDCOE Charter SELPA and/or CDE.

Funding

BPA-SD serves as the LEA for special education purposes. The EDCOE Charter SELPA allocates funding to BPA-SD for the provision of special education services in accordance with Assembly Bill (AB) 602.

BPA-SD contracts for special education services with qualified providers who possess appropriate special education credential(s). All expenditures associated with delivery of special education services are the responsibility of BPA-SD. BPA-SD is responsible for all special education costs in excess of revenues received from the EDCOE Charter SELPA. The EDCOE Charter SELPA and BPA-SD enter into business agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs.

BPA-SD, in cooperation with the EDCOE Charter SELPA, documents that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds are used to supplement and not supplant other sources of federal, state and local funds apportioned to BPA-SD.

BPA-SD accesses and oversees all funds generated through the EDCOE Charter SELPA's low incidence funding model. Following the existing guidelines developed within the EDCOE Charter SELPA, BPA-SD ensures that low incidence funds are disbursed solely for students eligible to access these funds. BPA-SD is responsible for inventory, maintenance, and training on the use of the low incidence equipment. This equipment remains the property of the EDCOE Charter SELPA.

The dispute resolution procedures that apply to any disputes between the SELPA and the BPA-SD LEA regarding the provision of special education services within BPA-SD are detailed in the special education MOU.

Art and Music Program

BPA-SD's Art and Music Program is essential to its extracurricular offerings, providing students with a comprehensive and enriching arts education. Recognizing the importance of arts in fostering creativity, critical thinking, and cultural awareness, the BPA-SD program is designed to encompass a wide range of disciplines.

At BPA-SD, the school curriculum, "Meet the Masters," goes beyond traditional subjects by integrating diverse forms of artistic expression into everyday learning. Through the curriculum and supplemented art program and supplies, students engage in Theatre that encompass: Dance, Music, Visual Arts, and Media Arts. These disciplines are not just separate entities but are intertwined to foster comprehensive artistic development.

This program meets the CCSS, which emphasizes the development of artistic appreciation and creative skills and aligns with BPA-SD's mission to offer a holistic education that supports students' academic success and personal goals.

In collaboration with BPA-SD educational partners and incorporating their feedback and input, as well as the community, the Leadership works with local vendors to provide Art and Music education. As a result of this collaboration, the Art and Music program currently serves and engages all students in grades 2-8th.

Recognizing the evolving landscape of the creative industries, BPA-SD also provides coding classes tailored to stage production. By learning coding languages relevant to audiovisual technologies and stage effects, students gain practical skills that enhance their ability to innovate and collaborate in theatrical productions. This interdisciplinary approach prepares them for future careers in the arts, cultivates critical thinking, and problem-solving abilities that are applicable across other disciplines.

BPA-SD Theatre

The theatre instruction offers acting, directing, script writing, stagecraft, and costume design. BPA-SD students are encouraged to participate in performances, where they can demonstrate their skills in storytelling, character development, and stage production. To foster comprehensive artistic development and to express a full range of artistic skills, the theater program integrates the following:

The dance instruction includes diverse styles such as ballet, jazz, folk and traditional, and modern dance. These classes provide students with the opportunity to explore different cultural expressions and develop their physical coordination, rhythm, and artistic expression.

The music instruction is comprehensive, covering music theory, vocal music, music composition, ensembles, and music appreciation. These instructions aim to develop BPA-SD students' musical talents and understanding, allowing them to explore and appreciate the richness of musical traditions and contemporary practices.

The visual arts instruction includes instruction in painting, sculpture, craft arts, drawing, and

photography. BPA-SD students learn to express their creativity through various mediums, developing their technical skills and artistic vision.

Further recognizing the evolving landscape of creative industries, BPA-SD offers instruction in media arts where students explore graphic design, computer coding, animation, film, and video production. These learning experiences equip students with the skills to create digital projects that reflect their identities and values, while building a strong foundation in digital literacy and creative expression.

The BPA-SD Art and Music Educational Program is part of the school community that fosters a passion for the arts and provides students with the tools to express themselves creatively.

Archery Program Grades 4-8

Baypoint Archery Academy
National Archery in the Schools Program (NASP)
(established in 2023)



[National Archery in the Schools Program](#)



Mission and Vision

Mission: Baypoint Archers will compete with honesty and integrity and act in accordance with Baypoint's rules of conduct (BPA-SD Student/Parent Handbook 2024-25).

Vision: As archers, students will strive to shoot their best while competing with integrity. Honesty is expected; sportsmanship and composure are obligations. Archers will encourage others and understand their responsibility to self-officiate and protect the field, with the overall goal of bringing the values of archery into everyday life.

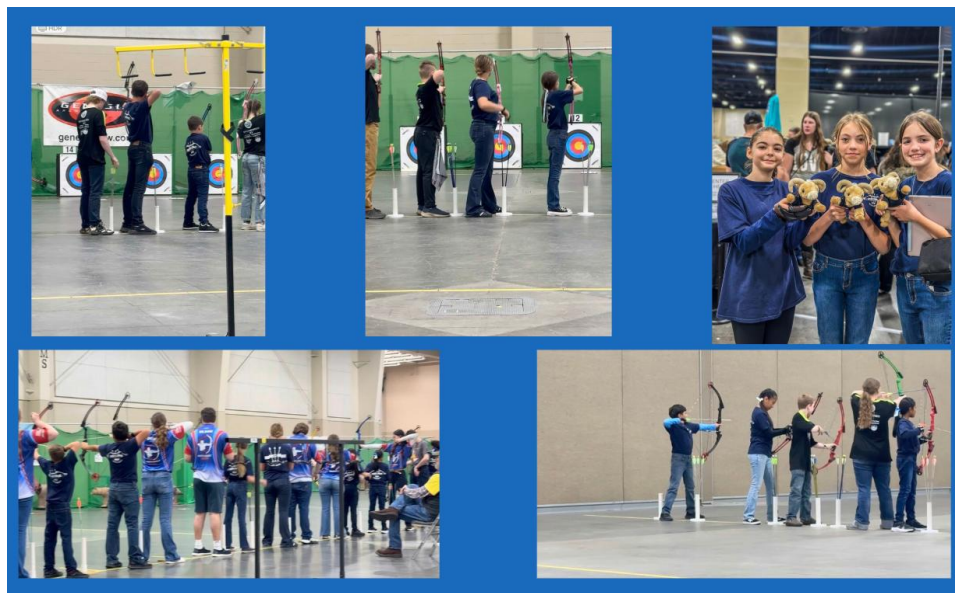
Motto: Are you on Target?



"Archery is the art of
discipline, focus, and
mental fortitude."

In support of the physical activities, BPA-SD established Baypoint Archery Academy (BAA) where 4-8th grade students engage in learning archery, its principle, and values.

Under the supervision and guidelines of The National Archery in Schools Program (NASP), BAA students have the opportunity to acquire valuable skills and compete on regional, state, national, and international levels. NASP is a nationally and internationally recognized archery program, taught and supervised by trained school staff and integrated into physical education classes. BAA fully aligns with the NASP curriculum and standards. In California, this program is officially adopted and administered by the Department of Fish and Wildlife in partnership with the Department of Education. ([Appendix E1](#))



The NASP curriculum aligns with the California Physical Education Content Standards and is intentionally designed to be delivered in a structured, concise, and controlled environment to ensure participant safety. To maintain this standard, only trained BPA-SD staff and fingerprinted parent/guardian volunteers are authorized to oversee equipment maintenance, student supervision, and instructional support during practices. The BAA meaningfully contributes to the overall educational experience and supports both academic performance and social-emotional development. By integrating archery into the school's broader curriculum, BAA reinforces its commitment to the whole-child development through opportunities that build focus, confidence, and resilience. ([Appendix E1](#))

Further, BAA provides a uniquely inclusive discipline, offered to all 4-8 grade students, regardless of physical characteristics, athletic background, or experience, an opportunity to excel. Unlike traditional sports that may favor certain body types or abilities, success in archery is determined by concentration, patience, and consistent practice. ([Appendix E1](#))



The equal playing field that archery provides makes it especially empowering for students who may not see themselves represented in traditional athletic programs, whether due to height, body type, or other physical differences, giving them a meaningful opportunity to excel and experience a true sense of belonging. BAA promotes critical personal and social-emotional competencies of:

- Goal-setting and self-regulation
- Improved mental focus and stress management
- Growth in self-confidence and perseverance
- Personal accountability and peer collaboration

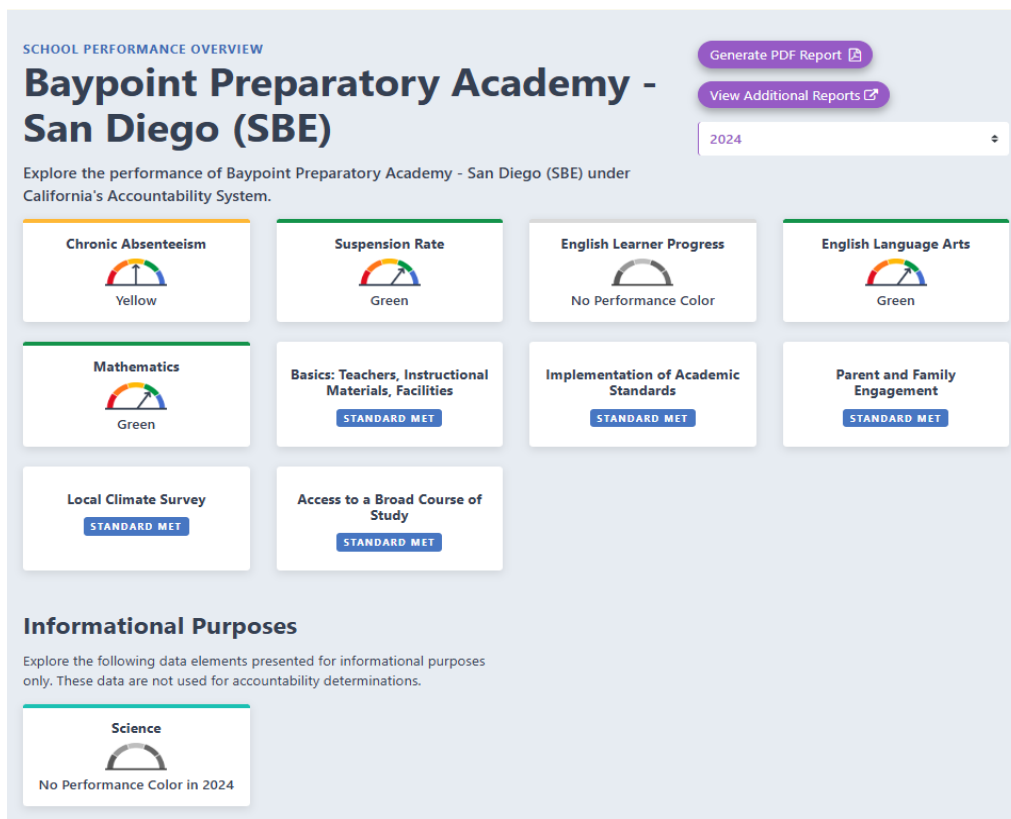
Whether practiced individually or in a team setting, archery helps students strengthen their internal motivation and interpersonal skills, making it a powerful tool in supporting BPA-SD's academic mission and Schoolwide Learner Outcomes. ([Appendix E1](#))



ELEMENT 2

Measurable Student Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of § 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of § 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. California Education Code § 47605 (b)(5)(B)



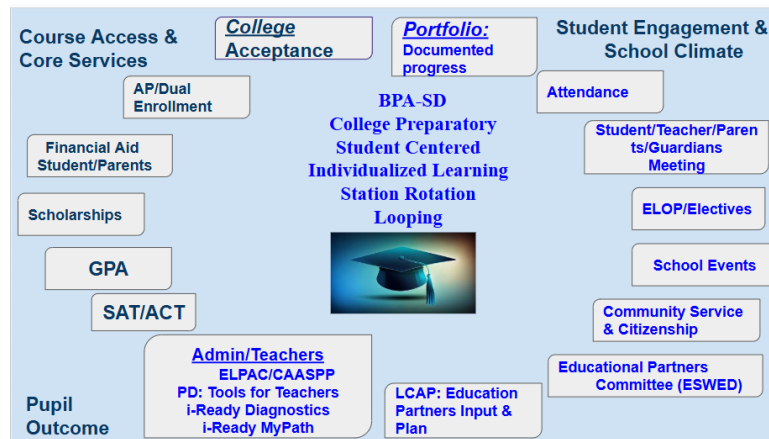
As a California charter school, BPA-SD assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school.

BPA-SD establishes a robust set of benchmarks for student and school outcomes that align with the school's vision and mission. These benchmarks are grounded in state and Common Core standards, state priorities, and BPA-SD's definition of an educated person in the 21st century. The full implementation of the educational program, coupled with continuous monitoring of student and school performance, ensures the school's academic success and the attainment of its strategic goals. To ensure the school's primary goal of enhancing academic achievement for all students is met, student performance data from standardized assessments is disaggregated annually to clearly identify the academic outcomes of different student subgroups (e.g., by ethnicity, gender, ELs, SED, and SE).

BPA-SD will ensure that it continuously updates its plans and goals as the State refines school performance measures on the California School Dashboard and adjusts the LCAP format for charter schools.



BPA-SD LCAP provides a structured framework for tracking progress and reporting effectiveness, particularly through CAASPP results, with necessary adjustments made over time. This approach ensures a strategic focus on meeting the needs of all students, especially the most vulnerable populations. BPA-SD LCAP serves as a foundation for collaboration among educational partners, fostering continuous schoolwide improvement while maintaining alignment with the state, local, and community schools initiatives. ([Appendix E2](#))



Additional internal assessments, such as teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs, identify program strengths and gaps, and to plan subsequent instruction. Throughout the year benchmark student achievement data is analyzed among the school staff during staff meetings and professional development days.

BPA-SD staff use a variety of assessments to measure individual students' attainment of state content standards and the objectives of the curriculum. Students participate in several formal assessments each year, including i-Ready diagnostic assessments. Official checklists and rubrics from the published curriculum programs and online resources such as i-RMP play a major role in teachers' determination of student achievement of standards mastery.

At BPA-SD, assessments in TK-K are thoughtfully designed to be developmentally appropriate and comprehensive. They integrate academic, social-emotional, and developmental domains to ensure a well-rounded understanding of each child's growth. This approach includes:

- A balanced use of formal and informal assessments.
- Ongoing observations by the teacher to track developmental milestones.
- Family engagement as a core component of the assessment process.
- A focus on social-emotional learning, early literacy and numeracy, and physical/motor development
- Emphasis on inclusivity to support all learners.

These practices aim to create a supportive and responsive educational environment where each child's individual progress is recognized and nurtured.

In TK-K, BPA-SD teachers assess student progress by observing students in a variety of learning experiences. This includes students working with math manipulatives, using a pointer to read from poetry charts, or participating in small-group lessons and one-on-one conferences. Teachers document these observations in anecdotal records, capturing key moments of learning and engagement. Additionally, student work samples are collected over time in a portfolio, providing a well-rounded view of their development. These combined insights guide instructional decisions and ensure that teaching strategies are tailored to each student's needs.

As students develop greater independence, they produce work samples such as journal entries, written reports, project-based assignments, and presentations, which teachers evaluate to measure progress. By the end of third grade, BPA-SD expects that continuously enrolled students will demonstrate proficiency or higher in reading, writing, and speaking, as measured by the BPA-SD's established assessment criteria. In alignment with its LCAP goals, BPA-SD is deeply committed to developing foundational literacy skills in all students. This focus ensures that students are well-prepared for continued academic success across all subject areas.

Ongoing assessments, including daily work evaluations, formal online assessments, scoring guides, tests, and checklists, provide valuable feedback to teachers, students, and families regarding academic achievement and growth. As students transition into middle school, assessments become more structured, integrating PBL across the core subjects, along with final draft writings, science experiments, and research presentations. This interdisciplinary approach fosters critical thinking, collaboration, and real-world problem-solving, ensuring a well-rounded and engaging learning experience. These assessments emphasize both individual and collaborative efforts.

To track long-term progress, individual portfolios serve as a tool for evaluating student growth and guiding personalized learning goals. Additionally, students undergo weekly summative assessments, which may take the form of quizzes, written or online tests, essays, research papers, presentations, or projects. This comprehensive approach ensures a well-rounded evaluation of student learning and readiness for future academic challenges.

The Executive Director or Designee, along with the staff, is accountable for the academic achievement and psychological well-being of students. The Executive Director is ultimately responsible for meeting target goals, and is held accountable by the CEO and the BPA-SD Governing Board. Further, the Executive Director is accountable for meeting all federal requirements under the ESSA.

Student Outcome Goals

BPA-SD pursues the following schoolwide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to CCSS and reflect proficiency measures required by CAASPP, as well as state priorities detailed in California Education Code § 52060(d). BPA-SD complies with all applicable laws and regulations related to AB 97 Local Control Funding Formula (LCFF), as they may be amended from time to time, including requirements relating to the LCAP pursuant to California.

Under the guidance of BPA-SD LCAP 2024-25 goals, successful activities, and practices are evident throughout the academic model and school community engagement. BPA-SD's academic model and adopted curricula provide equitable and academically differentiated instruction for all BPA-SD students, including the subgroup populations of vulnerable students. Education Code § 47604.33 and § 47606.5.

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup are defined as one that meets both of the following criteria:

- “(i) The subgroup consists of at least 30 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.” Cal. Education Code § 47607(a)(3)(B).

CAASPP 2024

Subject	State of CA	BPA-SD
ELA	47%	61%
MAT	36%	47%
SCI	31%	53%

Goals and Actions to Achieve the State Priorities

STATE PRIORITY #1 - BASIC SERVICES <i>The degree to which teachers are appropriately assigned (E.C. § 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will ensure 100% of teachers meet credential requirements as defined by CTC and maintain assignment requirements as demonstrated by initial and annual verification of core teacher credentials as reported by the CTC and CALPADS Report (ESSA) Core Course Section Compliance.
ACTIONS TO ACHIEVE GOAL	During the hiring process, BPA-SD’s administrative staff will collect resumes, official transcripts, credentials, and licenses to ensure that teachers are fully qualified for specified assignment. In order to qualify for employment, candidates must be verified as highly qualified as defined by ESSA and CDE and have ELD authorization to effectively work with students learning English. Administrative staff will regularly review credential status and assignments of current teachers.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will ensure that 100% of students receive and have access to CCSS instructional materials as outlined in the charter petition. The BPA-SD faculty will review instructional materials, and upon approval by the BPA-SD Governing Board of Directors, will purchase those that align with the CCSS, its framework and designed with UDL 3.0 principles.
ACTIONS TO ACHIEVE GOAL	All instructional materials considered/purchased will be aligned with CCSS.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will ensure that facilities are safe and maintained in satisfactory repair as reported in the annual publication of the School Accountability Report Card (SARC).
ACTIONS TO ACHIEVE GOAL	BPA-SD will ensure that all relevant architecture, building, and health & safety codes are adhered to at all times. BPA-SD’s custodial staff will conduct daily general cleaning and maintain campus cleanliness. The CEO or Designee will conduct monthly and quarterly facility inspections to screen for safety hazards.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will continue to participate in CCSS professional development to ensure the utilization and delivery of instruction aligned with CCSS curriculum to 100% of students as demonstrated by professional development agendas and curriculum guides and lesson plans.
ACTIONS TO ACHIEVE GOAL	Teachers will identify and participate in CCSS and content specific professional development training. BPA-SD will continue to contract with publishers and curriculum providers to develop and guide instruction. All teachers will be trained in the use of instructional materials aligned to the academic content and performance standards adopted by CDE. All teachers will utilize lesson plans based on CA CCSS.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will ensure that 100% of English Learner students will receive instruction in ELD, including specific strategies, such as Specifically Designed Academic Instruction in English (SDAIE).
ACTIONS TO ACHIEVE GOAL	All lesson plans will have objectives and strategies to support EL students, both for academic content knowledge and English language proficiency. English Learner students will participate in ELA instruction with appropriate SDAIE instruction based on the ELD standards. EL students will be closely monitored through a teacher's data: weekly assessments, ELPAC's IAs and ELPAC summative results, i-Ready Diagnostics, and CAASPP's FIABs, FIABs, and CAASPP results. This monitoring will be conducted in collaboration with the EL Coordinator to ensure accurate identification of student progress and to inform appropriate instructional support and interventions.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will ensure that 100% of English Learner students progress at least one grade level as demonstrated by student performance on ELPAC and reclassification documentation. The reclassification rate of continuously enrolled English Learners will meet or exceed that of the local district.
ACTIONS TO	BPA-SD will continue to provide professional development to ensure teachers have the knowledge, skills, and dispositions to work with EL

ACHIEVE GOAL	students so that these students are instructed effectively. Teachers will design their instruction for EL students around CCSS standards that outline the rigorous content for which students are responsible. The Executive Director or Designee will continue to work with content area teachers to develop action plans and individualized learning plans for EL students to support progress toward mastery of the CCSS and attainment of English language proficiency.
STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. § 42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. § 51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. § 51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will have access to enroll in BPA-SD academic and educational programs outlined in the school’s charter.
ACTIONS TO ACHIEVE GOAL	BPA-SD will ensure that all academic content areas are available to all students including, including the most vulnerable student populations.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <i>A. Performance on standardized tests</i> <i>B. California Assessment of Student Performance and Assessment (CAASPP)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D. Percentage of English learners that become English proficient</i> <i>E. English learner reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. § 99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A – PERFORMANCE ON STANDARDIZED TESTS	
GOAL TO ACHIEVE SUBPRIORITY	By the end of year three of the charter renewal, 80% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA, Math, and SCI as demonstrated by local assessments and/or CAASPP results.
ACTIONS TO ACHIEVE GOAL	BPA-SD’s administrative team will provide leadership to teaching staff to ensure that classroom instruction is conducive to student learning and teachers provide adequate learning environments.

	BPA-SD will adopt appropriate CCSS aligned instructional materials, including intervention programs for the vulnerable student groups. BPA-SD will continue to use CCSS aligned instructional technology in the areas of ELA, Math, and SCI. BPA-SD will employ academic coaches to support instruction and student learning.
SUBPRIORITY B – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD will continue to increase the percentage of all students, including the most vulnerable student populations, who meet or exceed the achievement standards and demonstrate progress towards mastery of the knowledge and skills in ELA, Math, and SCI needed for likely success in future coursework.
ACTIONS TO ACHIEVE GOAL	BPA-SD will contract with publishers of academic assessments such as i-Ready Curriculum Associates to provide a consistent measurement scale that identifies student proficiency in relation to the CCSS, whether on or below grade level, and tracks academic growth over time. Classroom instruction will incorporate testing strategies in preparation for the ELPAC and CAASPP. During the year, students will take the interim CAASPP assessments in preparation for the administration of the summative CAASPP each Spring.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	By the end of year three of the charter renewal, 80% of continuously enrolled EL students will advance at least one performance level per the ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class support provided by the teacher and academic coach, using SDAIE and other ELD instructional strategies. During the year, students will take the interim ELPAC assessments in preparation for the administration of the summative ELPAC each Spring.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter term, the reclassification rate of continuously enrolled English Learners will meet or exceed that of the District.
ACTIONS TO	English Learner students will receive in-class support, including one-on-one

ACHIEVE GOAL	or small group instruction, provided by instructional aide and teacher, using SDAIE and other ELD instructional strategies.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
SUBPRIORITY G – COLLEGE PREPAREDNESS	
GOAL TO ACHIEVE SUBPRIORITY	Each year of the charter, student college preparedness will be measured and demonstrated through performance on i-Ready assessments and the CAASPP.
ACTIONS TO ACHIEVE GOAL	All students, as appropriate for their grade level, will focus on four core components outlined below to support their progress toward college preparedness. 1. Key Cognitive Strategies - students will be able to think about what they have learned, compare and contrast differing views and methods, exercise precision and accuracy as they apply the skills they learn, and think analytically and logically. 2. Key Content Knowledge - students will be able to identify the big ideas, key concepts, and organizing principles that form each subject area, and make connections between the big ideas. 3. Self-Management Skills - students will become familiar with using their time wisely, prioritizing tasks, and working towards goals and deadlines. 4. Knowledge About Postsecondary Education - students will begin discussing their career interests, exploring and investigating local and national postsecondary institutions, become familiar with entrance requirements, and prepare for college entrance exams. Beginning in sixth grade, each student will complete an individual high school preparedness plan based on the four core components listed above, with progress reviewed during parent-teacher conferences.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will demonstrate grade level proficiency in ELA.
ACTIONS TO ACHIEVE GOAL	All students at the elementary and middle school level will participate in rigorous ELA instruction based on the CCSS designed with UDL principles. Students in grades K-5 will utilize McGraw Hill Wonders as their core

	curriculum, while students in grades 6-8 will participate in the Pearson My Perspectives Curriculum. As needed, students will receive supplemental support through one-on-one and additional small group instruction apart from their formal small group instruction. All students in grades K-8 will participate in targeted and differentiated i-RMP ELA curriculum. In addition to CAASPP, student achievement will be measured through i-Ready Diagnostics administered three times per year (Tri annually: Fall, Winter, and Spring), McGraw Hill Wonders formal assessments, teacher observations, and formative assessment data.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students at the elementary and middle school level will participate in rigorous Mathematics instruction based on CCSS designed with UDL principles. Students in grades K-8 will utilize i-RCM. As needed, students will receive supplemental support through one-on-one and additional small group instruction apart from their formal small group instruction. All students in grades K-8 will participate in targeted and differentiated i-RMP Mathematics curriculum. In addition to CAASPP, student achievement will be measured through i-Ready Diagnostics administered three times per year (Tri annually: Fall, Winter, and Spring), i-RCM formal assessments, teacher observations, and formative assessment data.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will demonstrate grade level skills and content knowledge in history, civic and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study World History and U.S. History aligned with the CCSS for History-Social Science and Literacy in History/Social Studies. Instruction will incorporate historical investigation, analysis of primary sources, activities that strengthen reading and writing skills, and opportunities to evaluate arguments based on historical evidence, all designed with UDL principles. Strategies used in this integrated approach will include the use of nonfiction and historical fiction texts, digital resources, collaborative PBL, and field trip experiences.
SUBPRIORITY D – SCIENCE	
GOAL TO	BPA-SD students, including the most vulnerable student populations, will

ACHIEVE SUBPRIORITY	demonstrate grade-level proficiency in skills and content knowledge across life science, earth and space science, and physical science.
ACTIONS TO ACHIEVE GOAL	Using research and an inquiry-based approach aligned with the NGSS and designed with UDL principles, students will develop an understanding of and apply core concepts across various branches of science, including physics, chemistry, biology, astronomy, and earth science. Instructional strategies may include data collection and analysis, interdisciplinary integration of skills and concepts, hands-on activities, and PBL.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will have access to Visual and Performing Arts.
ACTIONS TO ACHIEVE GOAL	All students will have the opportunity to participate in classroom and schoolwide visual, dance, music, and theater performances throughout the year.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will participate in physical fitness as defined by State guidelines.
ACTIONS TO ACHIEVE GOAL	All students at BPA-SD will have the opportunity to explore various methods of exercise and health education, including participation in both team and individual sports. Through a comprehensive physical education, students will develop an understanding of fitness, wellness, and the benefits of maintaining an active lifestyle. BPA-SD will administer the Physical Fitness Test annually to eligible students in accordance with state guidelines to evaluate students' overall physical health and fitness levels, promote lifelong healthy habits, and support physical education goals. Results from the test will inform instruction and encourage students to take an active role in their personal wellness.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will participate in health science.
ACTIONS TO ACHIEVE GOAL	All students will have knowledge of pertinent issues of health, safety, and the development of behaviors that are the foundation of lifetime healthy living.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE	As enrollment increases and the budget allows, BPA-SD will introduce foreign language instruction to provide students with opportunities to

SUBPRIORITY	develop cultural literacy, communication skills, and global awareness, further enriching the academic program and preparing them for success in high school, college, and beyond.
ACTIONS TO ACHIEVE GOAL	Students will have a foundation in a language other than English and a knowledge and understanding of other cultures. As enrollment numbers and budgetary considerations allow, BPA-SD is committed to expanding its team of subject-specific educators in these areas. In the interim, these enrichment subjects may be taught by classroom teachers to ensure students continue to experience a well-rounded education.
SUBPRIORITY I – APPLIED ARTS (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	N/A
SUBPRIORITY J – CTE (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	BPA-SD students, including the most vulnerable student populations, will have opportunities to explore and begin identifying potential career paths.
ACTIONS TO ACHIEVE GOAL	BPA-SD 7th and 8th grade students will have opportunities, through interest-based extracurricular activities such as coding classes and other enrichment programs, to gain early exposure to skills and fields that can inform their future educational and career choices.
SUBPRIORITY K – DRIVERS EDUCATION (GRADES 7-8 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will continue to maintain parent representation on the BPA-SD Governing Board as evidenced by Board meeting agendas and minutes to identify parent/guardian member(s).
ACTIONS TO ACHIEVE GOAL	The Board of Directors serves as the primary governance body of the Charter School. BPA-SD has included in the charter petition that the Board of Directors will include a parent/guardian member.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will continue to maintain parent/guardian participation on the ESWED committee, which is responsible for making collaborative recommendations to the Board of Directors in relation to the Charter School's governance as evidenced by ESWED meeting agendas and minutes.
ACTIONS TO ACHIEVE GOAL	The Executive Director or Designee will continue to provide specific direction to the ESWED as required. The Executive Director or Designee will continue to chair the ESWED and report directly to the CEO and the BPA-SD Governing Board. The Executive Director or Designee, in collaboration with the parent liaison, will in the event of a vacancy, advertise and recruit parents/guardians to join the ESWED committee. The parent liaison will continue to accommodate and encourage collaboration among Spanish speaking parents.
SUBPRIORITY C VOLUNTEERING	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will continue to ask, however, not require parents, to volunteer a minimum of 10 hours per school year as stated in the petition to ensure school-home partnership as evidenced by parent/guardian volunteer logs.
ACTIONS TO ACHIEVE GOAL	The Administrative team, in collaboration with parent/guardian liaison, will continue to communicate with parents regarding volunteer opportunities. Parent/Guardian volunteer opportunities will be regularly posted in easily accessible and highly visible locations, such as the school website, newsletters, front office bulletin boards, and parent communication platforms. While families will be encouraged to contribute a minimum of 10 volunteer hours per school year, the school recognizes and values all forms of involvement. Opportunities will be varied and flexible to accommodate different schedules and interests, ensuring that all parents/guardians have meaningful ways to engage in the school community and support student success.
SUBPRIORITY D SEEK PARENTAL FEEDBACK	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will solicit parent/guardian feedback via various media, ESWED meetings, and mid-year and annual satisfaction surveys for identification of school strengths and areas of need.
ACTIONS TO ACHIEVE GOAL	Parent/Guardian feedback will be encouraged through an open-door policy, as well as through mid-year and annual satisfaction surveys. BPA-SD will continue to host ESWED meetings and parent-teacher conferences, to actively gather input and feedback from educational partners. Surveys will be distributed, collected, and analyzed to inform ongoing school improvement efforts.
STATE PRIORITY #5— STUDENT ENGAGEMENT <i>Pupil engagement, as measured by all of the following, as applicable:</i> <i>A. School attendance rates</i>	

<i>B. Chronic absenteeism rates</i> <i>C. Middle school dropout rates EC § 5206.5</i> <i>D. High school dropout rates</i> <i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will maintain a 95% ADA rate.
ACTIONS TO ACHIEVE GOAL	BPA-SD will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. The school Attendance Coordinator will conduct periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will have a maximum of 8 unexcused absences per semester.
ACTIONS TO ACHIEVE GOAL	Parents/Guardians and students will be informed of attendance policies specified in the Student/Parent Handbook at the beginning of every school year and to in-year enrollees. Parents/Guardians will be informed of chronic absences as specified in the Student/Parent Handbook. BPA-SD will provide recognition and incentives for perfect attendance.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	After year one, for each year of the charter, BPA-SD’s goal will be to retain 80% of the 7 th and 8 th grade students verified by BPA-SD SIS and CALPADS.
ACTIONS TO ACHIEVE GOAL	BPA-SD will offer an academically engaging learning environment for all its students, including the most vulnerable student groups. BPA-SD will foster a culture of academic excellence, characterized by high expectations, strong support systems, a nurturing environment, and a connected, inclusive school community.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	N/A
ACTIONS TO ACHIEVE GOAL	N/A
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <i>A. Pupil suspension rates</i> <i>B. Pupil expulsion rates</i> <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</i>	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will maintain an annual suspension rate of less than 1% as evidenced by BPA-SD CA School Dashboard, Annual School Accountability Report Card (SARC), and CALPADS Report.
ACTIONS TO ACHIEVE GOAL	BPA-SD will be committed to fostering a positive and supportive learning environment through ongoing PD that equips teachers with effective, proactive classroom management strategies and promotes appropriate student behavior. Grounded in the principles of PBIS/DRIVEN, Baypoint staff will work collaboratively as a unified team to empower students to uphold BPA-SD’s mission and vision across school, home, and community. Through strong community engagement and relationship-building, BPA-SD will minimize behavioral incidents and build lasting trust among students, families, and staff. The Executive Director or Designee will partner closely with teachers and families to address behavioral concerns promptly and constructively, ensuring alignment with the school’s values and PBIS/DRIVEN framework.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will maintain an annual expulsion rate of less than 1% as evidenced by BPA-SD CA School Dashboard, SARC, and CALPADS Report.
ACTIONS TO ACHIEVE GOAL	BPA-SD will be committed to fostering a positive and supportive learning environment through ongoing PD that equips teachers with effective, proactive classroom management strategies and promotes appropriate student behavior. Grounded in the principles of PBIS/DRIVEN, BPA-SD staff will work collaboratively as a unified team to empower students to uphold BPA-SD’s mission and vision across school, home, and community. Through strong community engagement and relationship-building, BPA-SD will minimize behavioral incidents and build lasting trust among students,

	families, and staff. The Executive Director or Designee will partner closely with teachers and families to address behavioral concerns promptly and constructively, ensuring alignment with the school's values and PBIS/DRIVEN framework.
SUBPRIORITY C – SCHOOL SAFETY AND (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will adhere to the School Safety Plan as evidenced through PD agendas and annual safety drill calendars. Data from annual surveys will indicate that students, staff, and families believe BPA-SD is a safe and nurturing environment.
ACTIONS TO ACHIEVE GOAL	BPA-SD will provide all school employees training on the elements of the School Safety Plan at least annually. BPA-SD students and staff will participate in monthly fire, earthquake, and/or safety drills. BPA-SD's administrative team will develop and administer annual satisfaction surveys for students, staff, and families to gather meaningful feedback, assess school climate, and guide continuous improvement efforts. BPA-SD is committed to fostering strong, positive relationships between students and community safety professionals. Each year, the school will invite local law enforcement, emergency medical teams, and the fire department to engage with students through interactive presentations and equipment demonstrations. These events are designed to educate students about safety practices, build familiarity with emergency services, and promote trust and mutual respect between students and first responders, contributing to a safer and more connected school community.
SUBPRIORITY D- SCHOOL CONNECTEDNESS MEASURES	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD will host various community events and activities throughout the school year as demonstrated by the school's events calendar.
ACTIONS TO ACHIEVE GOAL	BPA-SD will host at least three community events annually in conjunction with its Educational Partners Committees (ESWED).
SUBPRIORITY E- SCHOOL COMMUNITY MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, BPA-SD students, staff, and families will feel a sense of community on campus and within the classroom community.
ACTIONS TO ACHIEVE GOAL	Students will participate in on-going community-building activities in their classrooms throughout the year. BPA-SD's administrative team will develop and administer annual satisfaction surveys for students, staff, and families to gather meaningful feedback, assess school climate, and guide continuous improvement efforts.

	BPA-SD will design and implement a wide range of fun, inclusive, and engaging co-curricular activities that strengthen students' sense of belonging, foster positive peer relationships, and deepen their connection to the school community. Further, BPA-SD will host culturally conscious events that celebrate diversity, promote student pride, and highlight positive role models to inspire students toward unity, leadership, and meaningful community service.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on CA School Dashboard [Ref. Education Code § 47607(c)] and the SARC. [Ref. Education Code § 47605(b)(5)(C)].

These student outcomes are directly aligned with BPA-SD's overarching goal of delivering a rigorous, standards-based academic program that supports academic excellence and prepares students to become self-motivated, competent, growth minded, and lifelong learners who are equipped to succeed both in school and beyond.

Operational Outcomes

- BPA-SD will strive to maintain a budget reserve of three to five percent annually during the term of the charter as measured by financial audits and budgets.
- BPA-SD will be committed to maintaining its full WASC accreditation, holding a six-year accreditation status through June 30, 2028.
- Following this period, BPA-SD will actively seek continued or additional accreditation to ensure the sustained quality, rigor, and college-preparatory focus of its educational program.
- BPA-SD staff will receive ongoing PD, which may include, El Dorado County Office of Education Charter SELPA, San Diego County Office of Education, CTL, CSDC, state and local conferences and workshops, curriculum publishers as well as in-house staff development.
- BPA-SD will be dedicated to achieving an overall family satisfaction rating of 90%, as measured by the parent/guardian satisfaction survey conducted at the end of each academic school year.
- BPA-SD will work with the SMUSD to ensure timely and accurate submission of all state reports to the satisfaction of all concerned.

Additional Outcomes

The BPA-SD Board, Executive Director, CEO, and other school leaders will work diligently to assess overall school operations and progress towards achieving BPA-SD mission and vision. In addition to the specific academic achievement goals detailed above, additional goals include:

- BPA-SD will realize a higher teacher retention rate than the district average, and demonstrate high levels of teacher job satisfaction as evidenced by end-of-year surveys.
- BPA-SD will demonstrate a high level of parent/guardian satisfaction, with a target of 90% or higher as measured by annual surveys. The BPA-SD Governing Board will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and

undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.

- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school's vision and mission as demonstrated by balanced budgets that address the school's priorities and successful external audits.

SMUSD Visitation/Inspection

BPA-SD will comply with a SMUSD requested visitation process to enable the SMUSD to gather information needed to validate the school's performance and compliance with the terms of this charter. However, BPA-SD agrees to and submits to the right of the SMUSD to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code § 47607 (a)(5).

Response to Inquiries

Pursuant to Education Code § 47604.3 BPA-SD shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the SMUSD, the County Office of Education, County Board of Education, and the State Superintendent of Public Instruction.

These goals and BPA-SD's progress toward goals will be communicated regularly to the entire school community.

ELEMENT 3

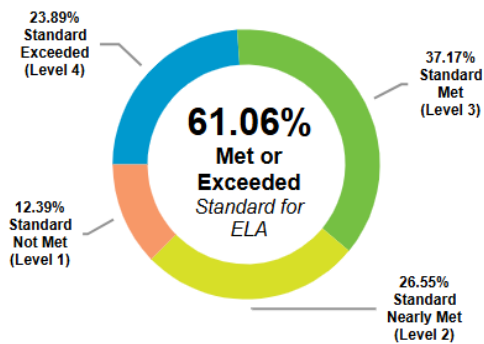
Methods to Measure Pupil Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.
California Education Code § 47605 (b)(5)(C)

CAASPP and CAST 2024

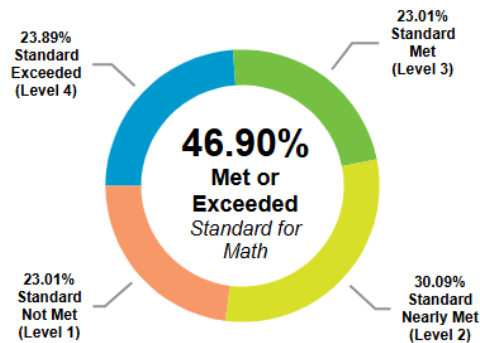
ELA

Percent of students within each achievement level



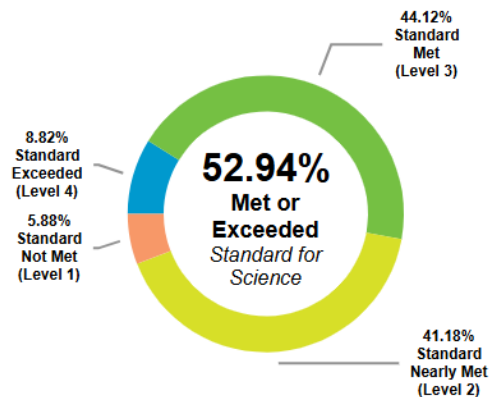
Mathematics

Percent of students within each achievement level



Science

Percent of students within each achievement level



BPA-SD administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments will provide teachers with the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs.

At BPA-SD learning is a lifelong process that includes far more than the acquisition of knowledge. BPA-SD is committed to supporting each student in continual growth of essential and 21st century skills, as well as habits of heart and mind. BPA-SD knows that this comprehensive focus will support and empower our students as they develop and share their own individual gifts. Tracking each student's growth in a holistic way is accomplished through a combination of the following:

- *Progress reports* that capture teacher, student, and family reflections on development of both skills and habits of heart and mind.
- *Adaptive assessment tools* (see i-Ready section below) is geared towards measuring growth in skills of proficiency provided by standardized tests.
- *Student projects/presentations and individual portfolios* serve as meaningful, tangible evidence of each student's growth over time. These tools honor and celebrate each student's unique strengths, learning journey, and personal development in a way that standardized assessments alone cannot capture.
- *Ongoing informal observation and communication* between students, teachers and families.

Progress Reports

At BPA-SD, progress reports are designed to reflect meaningful academic growth and learning over time. They focus on skill mastery, assessing both students' understanding of content and the strategies they use to engage with and process new information. This approach provides a more holistic view of each student's progress and supports ongoing learning and development. Provided quarterly, progress reports are given at the end of the first and third quarters and formal report cards are given at the end of the second and fourth quarters. Teachers develop progress reports by utilizing:

- Student projects and presentations of learning completed throughout the year. These activities provide meaningful opportunities for students to demonstrate their understanding, reflect on their growth, and showcase strengths in essential 21st-century skills such as communication, critical thinking, creativity, and collaboration.
- Multiple sources of data, including i-Ready assessments (see section below), standards-based benchmark assessments, embedded evaluations from core curriculum, and one-on-one oral assessments. These varied tools provide a comprehensive view of each student's academic progress and areas for growth.
- In-class work, as well as home/schoolwork samples, provide the opportunity to track growth in essential skills.
- In-class interactions and observations, which provide teachers with the opportunity to track growth in habits of heart and mind.



Baypoint Preparatory Academy San Diego

Semester 2 (Spring) Report Card

Student: [REDACTED]
Teacher: [REDACTED]
Year: 2024 - 2025

Student ID: [REDACTED]
Teacher ID: [REDACTED]
Grade: 03

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

YTD Present: 175

YTD Absent: 4

Academic Achievement	
4	Exceeds Standards - Demonstrates a greater depth of knowledge with complex reasoning and application of grade level standards
3	Meets Standards - Consistently meeting grade level expectations
2	Progress Towards Standards - Approaching grade level expectations
1	Insufficient Progress - Not meeting grade level expectations
NA	Not Assessed - Standard is in progress and was not assessed during this grading period
*	Not at Standard

Effort	
O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Reading	Semester 2 (Spring)
Reads grade level text with purpose and understanding	3
Reads grade level text orally with accuracy, appropriate rate, and expression	3
Demonstrates grade-level appropriate word analysis and vocabulary	3
Comprehends literature	3
Comprehends informational text	3
Reading Effort	O

Speaking and Listening	Semester 2 (Spring)
Participates in collaborative conversations	3
Communicates ideas on topics and texts	3

Language	Semester 2 (Spring)
Effectively uses grammar when writing	3
Effectively uses capitalization, punctuation, and spelling when writing	3
Acquires and uses grade-appropriate academic vocabulary when reading and writing	3

Writing	Semester 2 (Spring)
Writes opinion pieces	3
Writes informative/explanatory texts	3
Writes narratives	3
Writing Effort	O

Math - Units of Study	Semester 2 (Spring)
Addition and Subtraction	3
Place Value	3
Multiplication and Division	3
Fractions	3
Measurement	3
Geometry	3

Math - Year Long Standards of Focus	Semester 2 (Spring)
Applies math concepts and problem solving	3
Knows from memory all products of two one-digit numbers	3
Math Effort	○

Science	Semester 2 (Spring)
Effort	○

Physical Education	Semester 2 (Spring)
Effort	○

Work Habits and Citizenship	Semester 2 (Spring)
Observes school and classroom rules	○
Practices self-control	○
Works independently without disturbing others	○
Follows verbal and written directions	○
Completes neat and careful work	○

Social Studies	Semester 2 (Spring)
Effort	○

Art	Semester 2 (Spring)
Effort	○

Additional Services Received	Semester 2 (Spring)
EL Instructional Support	
Migrant Education	
Speech and Language	
Specialized Academic Instruction	

Rubric Comments	
Semester 2 (Spring)	
_____ has shown great growth in both math and ELA this year. _____ is a fantastic reader with great grammar skills. In math, she uses methods presented in lessons to complete assignment. She demonstrates a positive attitude toward learning and perseveres. _____ is respectful and kind and a valued member to the classroom community. Continue reading and practicing math over the summer.	

i-Ready	
Math	467
Reading	562

Teacher Signature

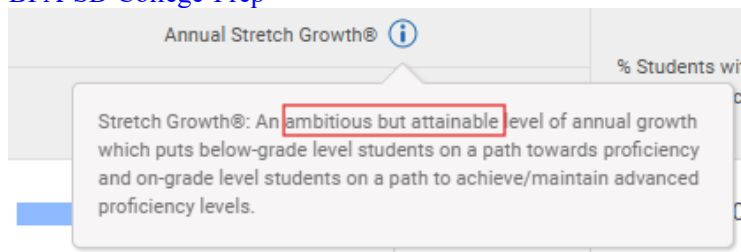
Date

Measures of Academic Progress (i-Ready Diagnostics)

To deliver a personalized educational experience and better understand when students have mastered specific competencies or need additional support, BPA-SD utilizes i-Ready assessments. This fully adaptive tool measures student growth and achievement in specific domains of ELA and Math, setting achievable growth targets for each student by the end of the year. Additionally, i-Ready establishes a **stretch growth goal** for students performing below grade level, which must be achieved consistently over a year and a half to two years to meet academic standards. This data allows educators to tailor instruction, form targeted learning groups, and inform placement decisions. Emphasizing growth over static proficiency, the assessment is administered Tri annually (Fall, Winter, and Spring), providing ongoing insights into each student's academic development. The following images illustrate how i-Ready reports are used by teachers to communicate, collaborate, and plan with both students and their parents/guardians. The data collected from i-Ready assessments informs a personalized instructional path for each student, with a targeted focus on achieving the stretch growth to make the progress toward grade-level proficiency:

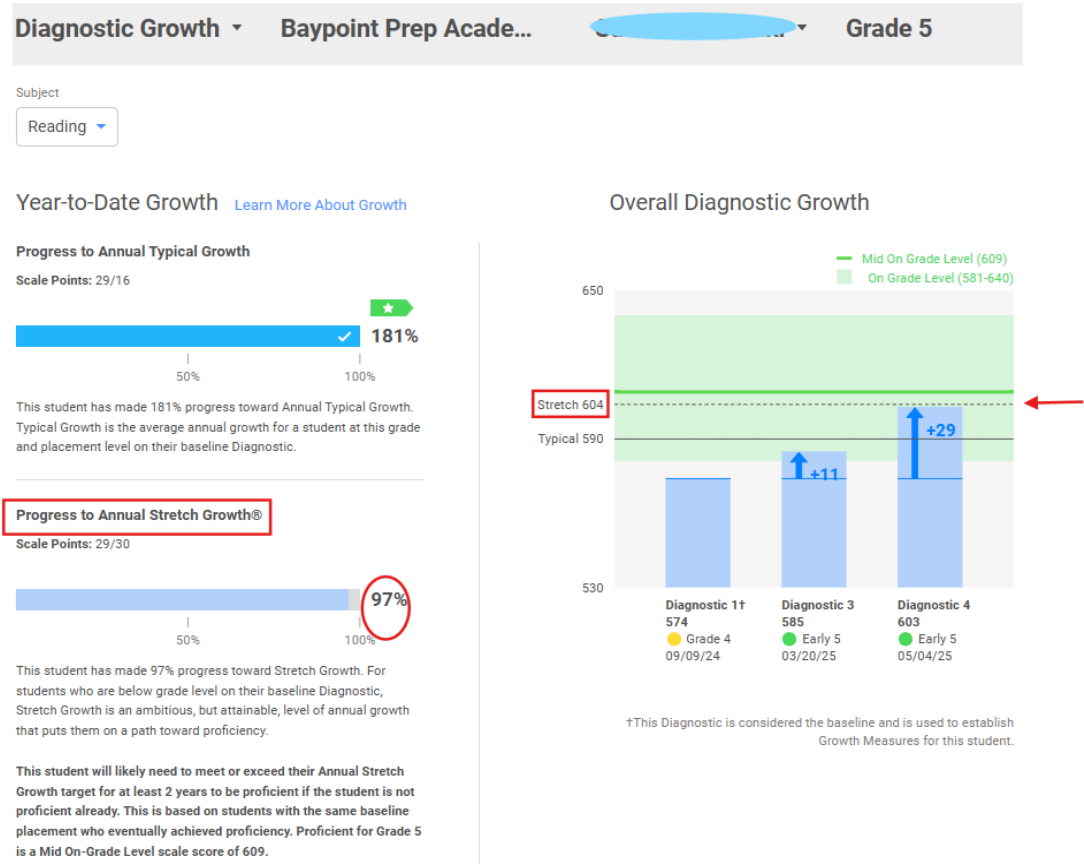
BPA-SD Students Sample i-Ready Annual Stretch Growth

BPA-SD College-Prep



Annual Typical Growth ⓘ		Annual Stretch Growth ⓘ		% Students with Improved Placement	Students Assessed/Total
Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
137%	77%	98%	50%	70%	30/32
118%	56%	92%	33%	78%	18/18

PA-SD Student Sample i-Ready Diagnostic Growth Report



Furthermore, the Placement by Domain report is part of the conversation involving a closer examination of the domains, recognizing that students may need varying levels of support across different areas within a subject. This insight helps inform targeted interventions moving forward:

BPA-SD Students Sample of i-Ready Placement by Domain

Overall Placement & Scale Score	Placement by Domain							Annual Growth Measures	
	PA	PH	HFW	VOC	Show Comp: Overall ☒ ⓘ			Typical Growth	Stretch Growth®
					COMP	LIT	INFO		
Mid 5 (623)	Not Assessed	Surpassed Level	Surpassed Level	Early 5	Late 5	Late 5	Mid 5	16	30
Mid 5 (618)	Not Assessed	Surpassed Level	Surpassed Level	Mid 5	Mid 5	Late 5	Mid 5	13	25
Early 5 (607)	Not Assessed	Surpassed Level	Surpassed Level	Grade 6	Grade 4	Mid 5	Grade 3	16	30
Early 5 (603)	Not Assessed	Surpassed Level	Surpassed Level	Grade 4	Mid 5	Late 5	Mid 5	16	30
Early 5 (593)	Not Assessed	Surpassed Level	Surpassed Level	Early 5	Early 5	Early 5	Early 5	20	47
Early 5 (590)	Not Assessed	Surpassed Level	Surpassed Level	Grade 4	Early 5	Early 5	Early 5	20	47
Early 5 (590)	Not Assessed	Surpassed Level	Surpassed Level	Grade 4	Mid 5	Early 5	Mid 5	13	25
Grade 4 (574)	Not Assessed	Surpassed Level	Surpassed Level	Mid 5	Grade 4	Early 5	Grade 3	16	30
Grade 4 (574)	Not Assessed	Surpassed Level	Surpassed Level	Early 5	Grade 4	Grade 4	Early 5	13	25
Grade 4 (570)	Not Assessed	Surpassed Level	Surpassed Level	Early 5	Grade 4	Early 5	Grade 3	26	61
Grade 4 (560)	Not Assessed	Surpassed Level	Surpassed Level	Grade 4	Grade 4	Grade 4	Grade 4	20	47

Mandated State Assessments

In accordance with state charter law, BPA-SD fully complies with all CCSS, and administers all required state assessments, such as CAASPP, as outlined in Educational Code § 60602.5.

To support student success, additional structures, such as tutoring, are implemented to help students meet or make progress toward the standards measured by these assessments. The proficiency of BPA-SD EL students is evaluated through the ELPAC, CAASPP data, teacher observations, and other school-based assessments. BPA-SD is committed to adhering to all regulations, reporting requirements, and processes outlined in the LCAP under the Local Control Funding Formula (LCFF).

The Matrix below includes the currently required state assessments.

Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	Smarter Balanced Assessments /(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios, presentations, projects and other authentic assessments
Students will achieve proficiency in Mathematics	Smarter Balanced Assessments/(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios Presentations Projects
Students will achieve proficiency in Science	Smarter Balanced Assessments/(CAASPP; CAST) Curriculum Pre- and post-diagnostics In-class assessments Portfolios Presentations Projects
Students will achieve proficiency in History/Social Science	Smarter Balanced Assessments (CAASPP) Lexile scores are used to support text differentiation, allowing teachers to better serve students who are approaching proficiency levels Curriculum Pre- and post-diagnostics In-class assessments Portfolios Presentations Projects
EL students will make substantial progress toward fluency in English.	ELPAC and CAASPP Benchmark assessments In-class assessments Portfolios Presentations Projects
Special education students will achieve or make	IEP progress and review:

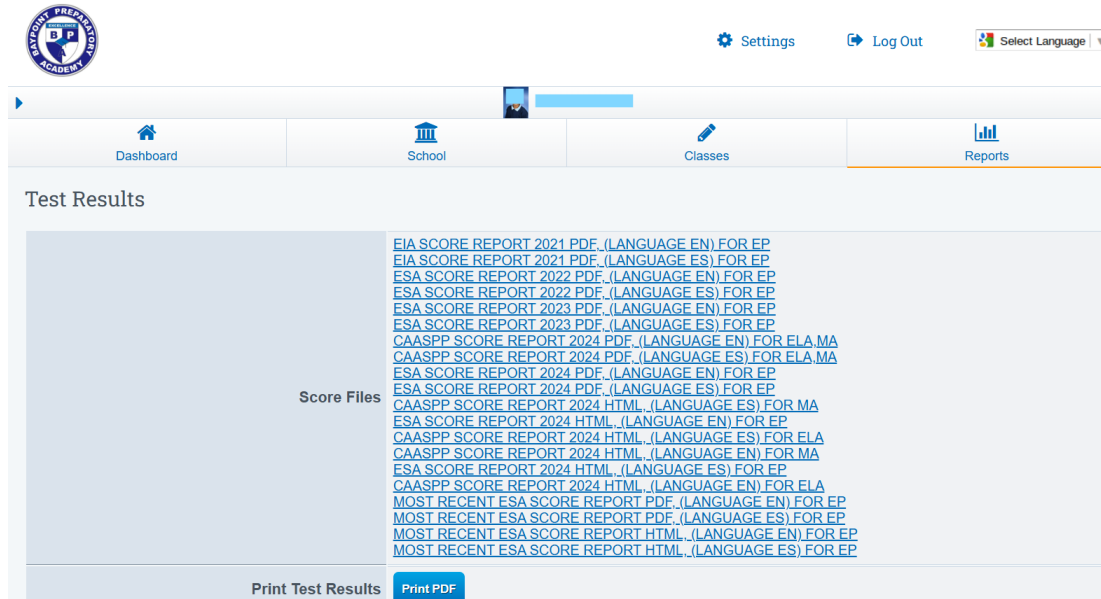
Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	Smarter Balanced Assessments /(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios, presentations, projects and other authentic assessments
Students will achieve proficiency in Mathematics	Smarter Balanced Assessments/(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios Presentations Projects
progress toward the learning goals in their Individualized Education Plans.	ELPAC and CAASPP Benchmark assessments In-class assessments Portfolios Presentations Projects
Students will develop social and emotional skills	Portfolios Presentations Projects Teacher Narratives
Students will develop critical thinking and creativity skills.	Portfolios Presentations Projects Writing Assignments Art Projects
Students will become competent, self-motivated, lifelong learners.	Portfolios Presentations Projects Demonstrations of learned skills Self-assessments

BPA-SD teachers utilize all components of the assessment system as part of an ongoing effort to evaluate student performance and refine instructional practices to better address individual learning needs. In addition to internal progress monitoring, BPA-SD administers a range of interim assessments throughout the academic year, including the ELPAC (IAs) and the CAASPP range of assessments; ELA, Math, and CAST, using formats such as FIABs, IABs, and ICAs in grades 3–8.

Assessment data is regularly reviewed by teachers and shared with students to foster ownership of learning. BPA-SD is committed to empowering students to take an active role in their academic growth through teacher-student conferences that focus on setting improvement goals. Interim assessment results are broken down by domain, allowing teachers and students to collaboratively develop strategic, targeted action plans for improvement.

To support teachers' instruction and interventions, these interim assessments are linked directly to the CAASPP-Tools for Teachers, which provides resources and guided instruction aligned with specific standards and areas in need of mastery. Teachers also analyze Lexile scores as an important indicator of students' reading abilities and comprehension, skills that are paramount for accessing content across all core subject areas. CAASPP and ELPAC data reports, including those specific to EL students, are shared with educational partners during teacher-student and student-

led: parent-teacher conferences. These reports are accessible through the Student Information System (SIS) via the Student Portal:



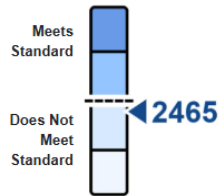
Similar to i-Ready reports, data collected from CAASPP and ELPAC reports, including those specific to EL students, including historical performance data, helps inform a personalized instructional path for each student. By examining specific domains such as essay performance and Lexile measures in ELA, as well as Quantile measures in math, teachers gain a deeper understanding of each student's strengths and areas for growth. After analyzing these domains, the resulting measurements guide teachers to targeted instructional resources that are specifically aligned to each student's performance data. This information is then shared during student-led conferences with parents/guardians to highlight progress toward grade-level proficiency and to identify opportunities to challenge students to the next level of academic achievement:

BPA-SD Student Sample ELA CAASPP Results Report

's Overall ELA Score

's score of 2465 nearly met the grade four standard.

**Level
2**
Standard
Nearly Met

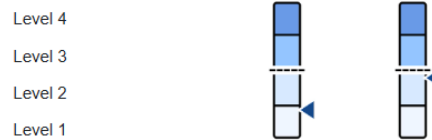


The score range for grade four is 2140–2690. A score of 2473 or higher meets the grade four standard.

's Score History

's score increased from last year, enough to reach a higher level.

Grade	Grade 3	Grade 4
Score	2334	2465
Level	Level 1	Level 2



The arrow represents how far 's score is from reaching the next level. Standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same level as the previous year.

's Essay Performance

was assigned an informational essay as part of the test. 's essay is scored in three categories and provides additional information about 's writing.

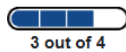
Organization/Purpose

Was the writing organized with a clear purpose and uses an introduction, conclusion, and effective transitions?



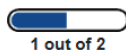
Evidence/Elaboration

Did the writing support the main idea using facts and details from the sources? Did the writing make use of effective vocabulary and style?



Conventions

Did the writing include correct sentence formation, punctuation, spelling, capitalization, and grammar?



's Lexile® Measure

Lexile measures are reported from the Smarter Balanced for ELA assessment. Lexile measures show the level of text your child can read and understand independently. To learn more about these measures and to access Lexile resources to support learning, visit <https://Hub.Lexile.com/Family/>.



BPA-SD Student Sample MAT CAASPP Results Report

's Overall Mathematics Score

's score of 2535 met the grade four standard.

Level 3
Standard Met

Meets Standard

Does Not Meet Standard

2535

The score range for grade four is 2205–2700. A score of 2485 or higher meets the grade four standard.

's Score History

's score increased from last year, enough to reach a higher level.

Grade	Grade 3	Grade 4
Score	2429	2535
Level	Level 2	Level 3

Level 4

Level 3

Level 2

Level 1

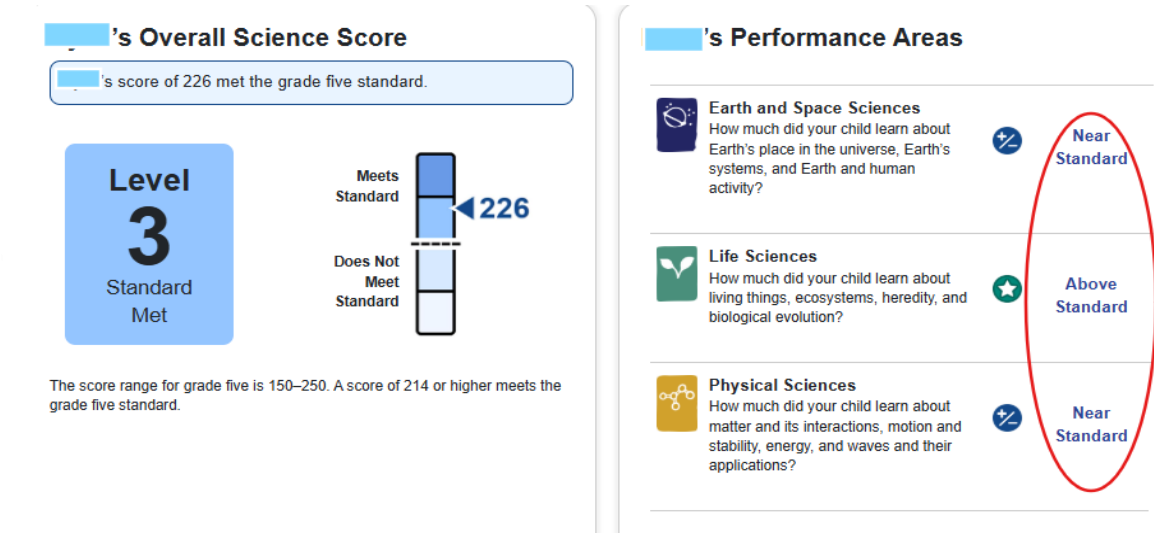
The arrow represents how far 's score is from reaching the next level. Standards for the next grade are higher than for the previous grade. As a result, students may need a higher score to stay in the same level as the previous year.

's Quantile® Measure

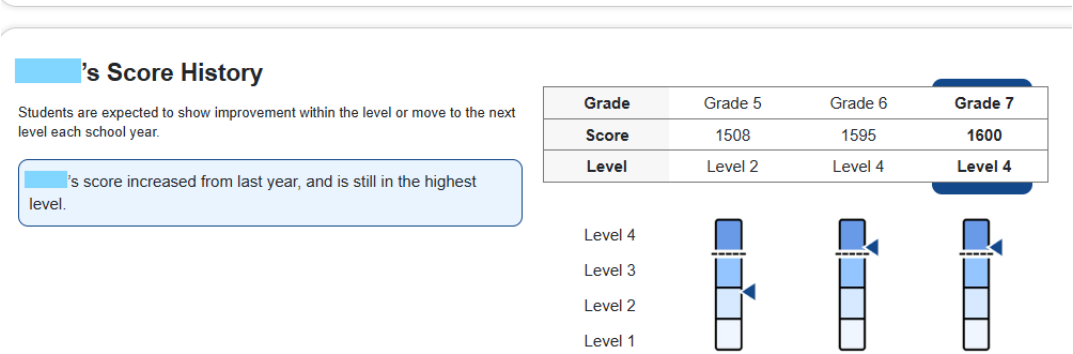
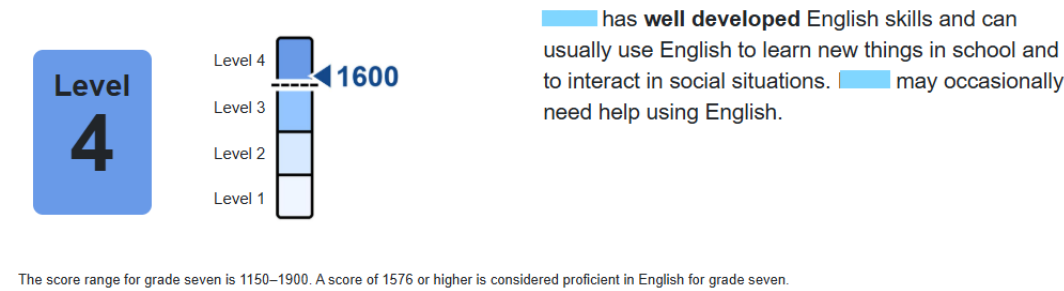
Quantile measures are reported from the Smarter Balanced math assessment. Quantile measures identify the math skills and concepts your child is ready to learn next. To learn more about these measures and to access Quantile resources to support learning, visit <https://Hub.Lexile.com/Family/>.

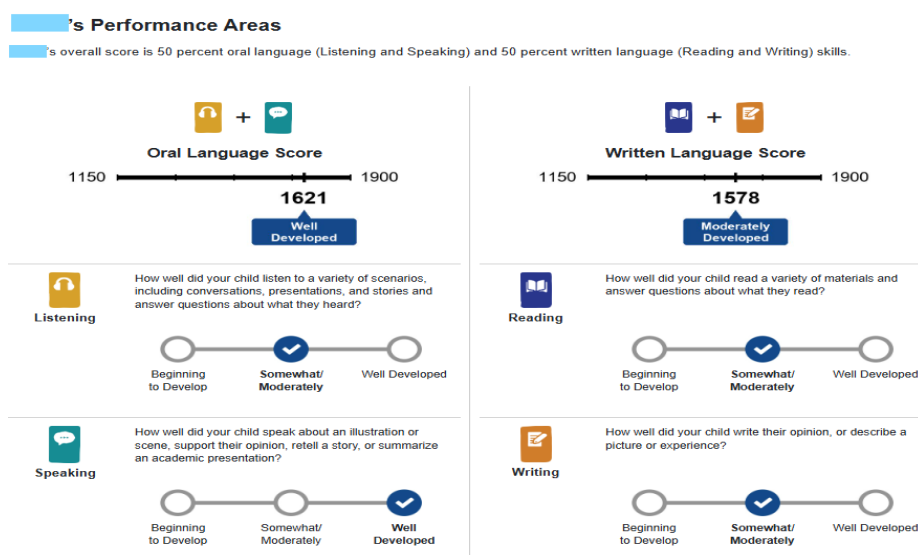


BPA-SD Student Sample SCI CAASPP (CAST) Results Report



BPA-SD Student Sample ELPAC Results Report





Use and Reporting of Data

BPA-SD utilizes its SIS to securely store and manage essential student information, including registration details, class schedules, medical records, and emergency contacts. To monitor and support student achievement, BPA-SD utilizes a range of assessment and instructional tools such as i-Ready, interim ELPAC and CAASPP, McGraw-Hill, Discovery Education, and Google Classroom. These platforms are used to collect, analyze, and report data on student performance, including disaggregated data by content strand, student subgroup, grade level, and classroom level, enabling data-driven instruction and targeted support.

BPA-SD uses all tools of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs to foster continuous improvement to achieve the highest quality educational program that is possible. As a result, the staff continuously is challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations. While the Executive Director or Designee has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers receive intensive training on student achievement data and effective usage of the SIS and educational online systems.

On a daily and weekly basis, student data is collected using resources and assessment tools and in class observations. Under the structure of MTSS collected data is reviewed by teachers and instructional support staff to make informed decisions on level of intervention and enrichment supports, student groupings, instructional strategies, pacing, and program efficiency and effectiveness.

BPA-SD teachers and school leaders analyze trends, significant changes, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, CAASPP, and school-based growth data and authentic assessments to assess the whole school from year to year. BPA-SD data analysis includes attendance rates and comparative data, as appropriate.

The BPA-SD Leadership conducts surveys of educational partners mid-year to guide ongoing improvements and adjustments, and again at the end of the year to inform planning for the upcoming academic year. All collected data is reviewed and discussed during the ESWED meetings, where educational partners engage in discussions and provide feedback and recommendations. These are then presented to the Governing Board for consideration and action. All input and planning are captured within the LCAP three-year plan, which is updated annually, and mid-year, if necessary, to reflect progress, ensure effectiveness, and identify opportunities for growth. Simultaneously, all data and processes will be systematically reported to SMUSD in accordance with their designated reporting timelines, fulfilling oversight requirements and ensuring compliance in the monitoring of services. Further, the BPA-SD Leadership and staff use this data to address challenges and target areas for improvement, and all results are reported to the Board and shared with the school community to promote transparency and accountability.

BPA-SD believes strongly in creating a two-way dialogue between the school staff and families. Parental/Guardian involvement and commitment to this rigorous academic school is necessary if their student is to succeed. BPA-SD expects parent/guardian to be actively involved in supporting their students' education. Ongoing dialogue between parents/guardians and the teacher, as well as the Executive Director or their designee, ensures consistent support for students throughout each academic year. At parent-teacher conferences, parents/guardians review with the classroom teacher the progress of their student, sharing and discussing test scores, projects, schoolwork, and areas for improvement.

At these meetings, home and school strategies are discussed so that the student has the best chance of continuously improving the student's performance. BPA-SD educational philosophy, curriculum, and anticipated student outcomes grow out of BPA-SD experience working with students. BPA-SD understands the commitment and standards that need to be maintained in order for students to achieve academic success. Once students recognize their ability to succeed, they begin to approach learning with confidence, curiosity, and a sense of purpose. This realization transforms them into motivated, insightful, and empowered learners who are better equipped to take ownership of their academic path.

Annual Performance Report

BPA-SD will provide SMUSD with an annual report detailing progress toward the outcomes outlined in this charter. This report will include any additional information requested by SMUSD relating to the school's operations. In alignment with state requirements, BPA-SD will annually publish the SARC, LCAP, and adhere to all legally mandated timelines.

Requests for Information/Inspections

BPA-SD will comply with Education Code § 47604.3 in promptly responding to reasonable requests of the SMUSD, and Education Code § 47607(a)(5) in agreeing to unannounced periodic inspections by the SMUSD.

ELEMENT 4

Governance Structure

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

California Education Code § 47605 (c)(5)(D)

Pursuant to § 47604(a), BPA-SD charter school is operated by the nonprofit public benefit corporation Baypoint Preparatory Academy, formed on August 25, 2014 and organized pursuant to the Nonprofit Benefit Corporation Law (Part 2 (commencing with § 5110) of Division 2 of Title 1) of the Corporations Code. ([Appendix E4](#))

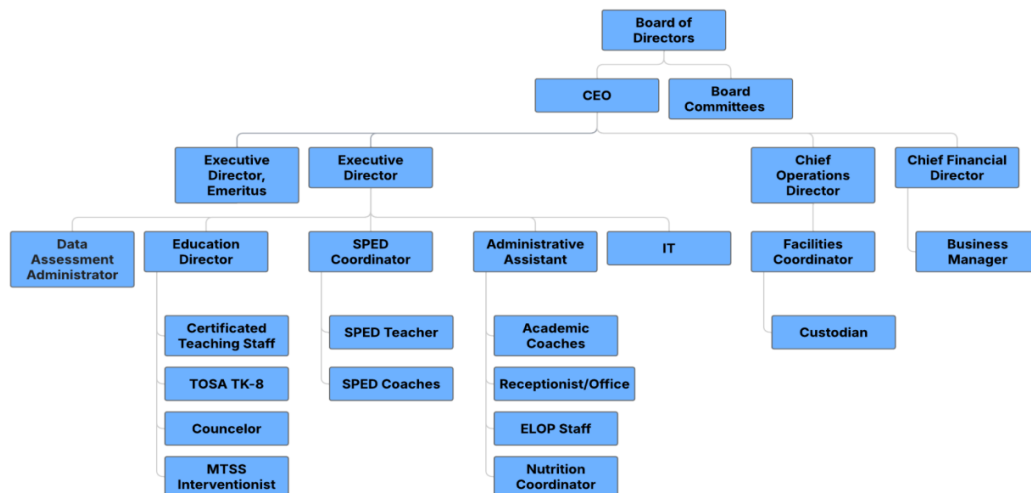
BPA-SD is a separate and distinct legal entity from the SMUSD. It is autonomous and responsible for all matters concerning its governance, on-site administration, staff development, curriculum development and delivery of instruction. BPA-SD cannot contractually bind or extend the faith and credit of the SMUSD to any third person or entity. The CEO of BPA-SD is the administrator for any employee of BPA-SD.

Pursuant to California Education Code § 47604(c), the SMUSD is not liable for the debts and obligations of BPA-SD, or for claims arising from the performance of acts, errors, or omissions by BPA-SD as long as the SMUSD complies with all oversight responsibilities required by law.

Organizational Structure

BPA-SD is operated by the California, nonprofit, public benefit corporation Baypoint Preparatory Academy. The Chief Executive Officer (CEO) oversees the operations of the school while the Executive Director (ED) oversees the educational programs at the school. Currently, the Executive Director oversees the special education services at the school.

Baypoint Preparatory Academy-San Diego Organizational Chart



Role of the BPA-SD Governing Board

BPA-SD is governed by its Board. The Board consists of no less than three (3) and no more than nine (9) voting members unless changed by amendments to the bylaws. The chartering authority that grants a charter to a charter school shall be entitled to a single representative on the board of directors of the nonprofit public benefit corporation, pursuant to Education Code § 47604(c). The Board meetings are held within the jurisdictional boundaries of the charter school.

Desired areas of expertise to fulfill the mission and vision of the school for BPA-SD students among the board members include education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, legal services, accounting and school finance, nonprofit community development, and nonprofit compliance.

BPA-SD's Bylaws are developed by the Board ([Appendix E4](#)) and are consistent with this charter. The Board may initiate and carry on any program and activity, or may otherwise act in any matter that does not conflict with the Corporation's Code or other applicable law or regulation or the purposes for which charter schools are established. The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to any officer or employee of BPA-SD any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies as permitted by law. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Any such delegation is:

- In writing.
- Specifies the entity designated.
- Describes in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation.
- Requires an affirmative vote of a majority of Board members.

All meetings of the Board are held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code § 54950, *et. seq.* as said chapter may be modified by subsequent legislation. Members of the Board comply with the applicable ethics and conflict of interest standards set forth in the California Corporations Code and the California Political Reform Act. The BPA-SD Board comply with Ed Code § 47604.1 which further clarifies the Ralph M Brown Act (commencing with GC § 54590), the California Public Records Act (commencing with GC § 6250), the Political Reform Act of 1974 (commencing with GC § 81000), Government Code 1090, Conflict of Interest Rules (commencing with GC § 1090) and BPA-SD Governing Board meetings.

BPA-SD has adopted policies and procedures regarding real and apparent conflicts of interest to address the Bylaws, which provide for Board Members to fix their own compensation. The BPA-SD bylaws and policies comply with the requirement of Ed Code § 47604.1

Vision and Strategic Plan

- The Board drafts, modifies, and approves BPA-SD's Mission Statement and in each subsequent year, re-evaluates the Mission Statement.
- The Board adopts policies to successfully implement BPA-SD's Mission Statement and Strategic Plans.
- The Board oversees the CEO or his/her designee to ensure that BPA-SD's Mission Statement and Strategic Plans are reflected in the day to day operations of BPA-SD, including ensuring that the curriculum aligns with BPA-SD's Mission Statement.
- The Board approves any significant changes to policies and programs as needed.
- The Board is involved in all legal actions and actions taken by the BPA-SD that may result in legal action.

Academic Performance Monitoring

- The Board, or a committee thereof, annually reviews student performance based on state and federally mandated assessments.
- The Board approves all academic performance reports to all federal, state and local agencies as required by law.
- The Board, or a committee thereof, researches or develops student data collection systems and annually reviews them to ensure their effectiveness.

Staffing and Personnel

- The Board reviews and approves personnel policies and any amendments thereto.
- The Board hires, evaluates, and terminates the employment of the CEO.
- The Board establishes performance goals for the CEO and communicates the goals to this employee.
- The Board annually reviews the employment contract of the CEO.
- The Board approves the salaries and compensation policies for all school personnel in compliance with any applicable state laws. The Board may hear and resolve employee grievances, as applicable, and participate in the dispute resolution process, which is enumerated in this charter.

Student, Parent/Guardian, and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations, as applicable.
- The Board reviews and approves student and parent policies and any proposed amendments thereto.
- The Board establishes subcommittees to provide educational partners with meaningful opportunities to engage in school decision-making and offer informed recommendations to the Board.
- As needed, the Board communicates with the media and community at large, consistent with BPA-SD's Mission and Vision.
- The Board ensures that BPA-SD consistently engages in timely reporting of required information to SMUSD, and other agencies.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto.
- The Board reviews and approves the school's annual academic calendar.
- The Board, or a committee thereof, solicits and selects the school's independent financial auditor with experience in education finance, oversees the auditor's work, and receives the auditor's report(s).
- The Board, or a committee thereof, reviews, adopts and amends the annual budget as well as interim budgets and pre-audit annual financial statements.
- The Board, or a committee thereof, reviews and approves the audit report.
- The Board monitors the responses to the audit report and implementation thereof.
- The Board approves a contract policy that sets forth specific procedures for contract approval, including but not limited to the amounts above which the contract must be pre-approved by the Board.

Facilities

- The Board, or a committee thereof, approves major construction and remodeling of facilities.
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options.
- The Board, or a committee thereof, makes decisions on facilities needs and policies.

Board Internal Business

- The Board shall formulate, review, and approve board policies and any subsequent modifications thereof.
- The Board is responsible for the recruitment of prospective Board members. The Board may seek recommendations from the CEO.
- The Board is responsible for orienting new members. The Board has the option to assign the CEO the task of managing resources for Board member orientation, professional development, and ethics training.
- The Board, as needed, provides training to its members.
- The Board approves bylaws, resolutions, and policies and procedures for BPA-SD operation.
- The Board annually reviews BPA-SD's performance reports.
- The Board, as needed, reviews BPA-SD's renewal proposals and reports.

Membership of the Board

The membership of this Board are no fewer than three and no greater than nine persons and may include each of the following classifications:

- One parent/guardian of a student enrolled in BPA-SD.
- One community member who has skills that complement or add to the existing composition of the Board.

Max Eggleston: Board Member

Max Eggleston has been a board member at BPA since 2023.

Max is currently licensed to practice law in California.

From 2007-2012, Max worked as a Deputy District Attorney in Pinellas County Florida handling and trying serious felony cases.

From 2012-2014, he worked in a civil litigation firm in Tampa, Florida.

From 2014-Present, Max works as In-House Counsel and is co-owner of Park Management, Inc. where Max and his father own, manage, and operate roughly 30 mobile home parks in 7 states.

Max obtained his Bachelor of Science Degree (with honors) in 2003 from the University of South Florida. He obtained his Juris Doctor Degree (with honors) in 2006 from the University of Florida.

Parent Board Member.

Galel Fajardo: Board Chair

Galel Fajardo has been a board member at BPA since 2021.

From 2009-Present, Galel has been a Digital Marketing Consultant with Patriot Marketing, LLC.

From 2014-2016, Galel was the Director of Marketing for Allied Business Schools, Inc.

In 2017, Galel graduated from National University with a Master of Arts Degree in Performance Psychology. He graduated from the University of California at Irvine in 2004 with a Bachelor of Arts Degree in Political Science with a Minor in Humanities and Law.

Galel is a Digital Marketing Professional who hosts and is producer of three podcasts.

Nathan Limjoco: Board Secretary

Nathan Limjoco has been a board member at BPA since 2019.

Nathan is an Experienced Executive with an extensive background in Business Technology Consulting Services focused on the Hitech and Manufacturing Industries.

Nathan is the youngest of two boys born in Chicago, Ill. At the age of 6, his parents relocated the family to Santa Barbara, CA where he spent his early childhood and teen-age years growing up in this (at that time) small community.

After graduating high school, Nathan attended Santa Barbara City College, then transferred to San Diego State University where he earned his BA in Public Administration. He was an avid athlete, playing both football and baseball, and baseball in College.

Nathan has lived in a few areas of San Diego since graduating, and now resides in San Marcos, CA with his wife and two boys. He currently works for DXC Technology (IT System Integrator) which allows him to travel extensively in the US and abroad.

In his spare time, he enjoys golf, skiing, camping and riding motorcycles with his family. Nathan has also earned his 4th Degree Black Belt and is a Certified Instructor in Taekwondo.

Parent Board Member.

Nancy Spencer: Board CFO

Nancy Spencer has been a board member at BPA since 2022.

Nancy has been involved in the educational field for the past 50 years. After graduating Magna Cum Laude from the University of the Pacific with a BS in Education and a major in math/geology and a minor in history, she began teaching math, history and art in a junior high in Fullerton, CA. She also taught in grades 5th through 9th over the next five years before staying home to raise a family.

Mrs. Spencer homeschooled her four children, covering grades kindergarten through twelfth grade. All four children continued their education at the university level. During this time, Mrs. Spencer was actively involved in the communities where she lived, organizing homeschool support groups, serving on several nonprofit boards, overseeing/supervising volunteers in children through high school church programs, and successfully coordinating regional educational conferences.

When her last child completed her high school education, Mrs. Spencer returned to traditional education as a teacher/site coordinator for a District school serving kindergarten through eighth grade homeschooled children. After three years in this capacity, she was recruited to serve as the director of a startup charter school in Oxnard, CA serving at-risk high school students. When she left three and a half years later, this ASAM charter high school had grown to over 500 students and attained an API score of 703, one of the highest API scores in the State for an ASAM school.

Mrs. Spencer was again recruited to become the executive director of a struggling college preparatory independent study K-12 charter school, Bayshore Preparatory Charter School located in San Marcos, CA. During her first five and a half years leading there, this school continued to improve academically with an API growth of 129 points. She is one of the founders of Baypoint Preparatory Academy in Hemet, CA and Baypoint Preparatory Academy San Marcos, CA.

Mrs. Spencer has continued her education at the graduate level, holding Elementary, Secondary and Administrative Clear Credentials. Currently, she serves as Baypoint's Transitional Administrator. In this capacity, she supports the administration in maintaining the quality of the educational program while meeting annual revenue goals, guided by Baypoint's mission and vision. Mrs. Spencer is excited to bring her educational experience, background and knowledge to BPA-SD's Governing Board.

Frank Ogwaro: Chief Executive Officer (CEO)

Mr. Frank Ogwaro was involved at Bayshore Preparatory Charter School since its founding year in 2005 and participated directly in the school surpassing the measures mandated by the school's Authorizer. Mr. Ogwaro joined the community and parents in the effort to bring the same team of educators that have set a precedent of Charter school leadership success to this petition. With 9 years of Charter school leadership, Mr. Ogwaro is dedicated to education options and its direct benefit to the community it serves.

In 2014, Mr. Ogwaro was invited by the community members and parents to replicate the successful college prep academic program in Hemet, California. In 2015, Baypoint Preparatory Academy (BPA), (a replication of Bayshore Prep Charter School) opened its doors, serving all K-12 grades. BPA received WASC accreditation in its 1st year and increased enrollment by 50% in its 2nd year.

Mr. Ogwaro remains a dedicated advocate for families, firmly believing that all students—regardless of their community's socioeconomic background—deserve equitable access to educational opportunities that support their personalized learning styles. He brings a wealth of experience and expertise to BPA-SD's Founding Board, whose collective skills are instrumental in ensuring the school's fiscal stability and academic excellence. Mr. Ogwaro now serves as the Chief Executive Officer (CEO) of the academy.

Mr. Ogwaro has over 19 years of small business experience and holds positions as the CEO of Ogwaro Group Inc., Principal of Ogwaro Holdings LLC and Founder/Director at REDMutual LLC. Over the years his business experience has brought on opportunities in banking, consulting, and investments in various for-profit businesses and nonprofit projects.

Mr. Ogwaro was born in Moscow, Russia, grew up in Uganda, East Africa and moved to the United States in 1986. He and his wife live in San Marcos with their 2 children. They continue to advocate for families, maintaining that regardless of socioeconomic status, all should have an opportunity for sustainable economic success, triggered by all children having access to a sound and rigorous college prep education.

Among several volunteer positions, Mr. Ogwaro leads groups involved in guiding parents in education, commerce and business. Mr. Ogwaro believes that families' economic environments can be improved by involving and educating parents in commerce and business that will eventually affect generations that continue to prosper and establish self-sufficiency. This starts with education at the earliest level.

Sabina Chaar: Executive Director (ED)

Ms. Chaar emigrated from Poland at the age of 17, arriving in the United States during her high school years without speaking English. She enrolled in the English Learner (EL) program at Lake Park High School, where she successfully graduated and began her academic journey in the U.S. After earning her associate degree from a community college, Ms. Chaar married and devoted several years to raising her four children. Today, two of her children are UC San Diego graduates, one in bioengineering and the other in molecular biology sciences, while the other two are currently pursuing degrees in accounting and education, respectively.

Once her children were older, Ms. Chaar resumed her education, earning a bachelor's degree in geography from California State Polytechnic University Pomona and obtaining her teaching credential from Azusa Pacific University. She began her career as a substitute teacher for Temecula, Murrieta, and Hemet Unified School Districts, completing long-term assignments at both the elementary level and at the high school level in special day-class, math, and economics. In 2015, Ms. Chaar was hired as a social studies teacher for grades 6–12 at Baypoint Preparatory Academy in Hemet, where she especially enjoyed teaching Modern World History.

Ms. Chaar's dedication and leadership were quickly recognized. She advanced from Lead Teacher to CAASPP Coordinator, and later to Director of Education for grades 6–12 and then TK–12. During this time, she completed advanced leadership training with the Charter Schools Development Center (CSDC) and successfully led the development and approval of a Leadership course that was accredited as A–G high school coursework by the University of California system. She also volunteered with the California Department of Education as a curriculum reviewer for Discovery Education and National Geographic during the 2017 History–Social Science Adoption in Sacramento. In this role, she supported educators in implementing instructional practices aligned with California's updated curriculum frameworks and the goal of helping California's students become career-and-college ready. Ms. Chaar has also been a passionate volunteer in organizing school wide events and fostering community engagement.

In the 2020–21 school year, she stepped into the role of Assistant Site Administrator, and with the retirement of the former Executive Director, Ms. Chaar was offered and accepted the position. She currently serves as the Executive Director of BPA-SD where her responsibilities include overseeing certificated and classified staff, ELPAC and CAASPP coordination, serving as the SPED Director, leading the ESWED Committee, managing state and federal educational reporting, and ensuring compliance and excellence across all aspects of school operations.

Other Guiding Principles

Members of the BPA-SD Board, any administrators, managers or employees, and any other committees of BPA-SD comply with federal and state laws.

BPA-SD and/or its non-profit corporation is solely responsible for the debts and obligations of BPA-SD.

Charter schools are governed by boards, not by individual board members. While understanding their separate roles, the Board and the CEO work together as a governance team in operating BPA-SD. This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

Professional Development

All BPA-SD Board members complete governance training including, however not limited to, compliance with the Brown Act. (Gov. Code § 54950 et seq.)

Responding to Inquiries

BPA-SD will promptly respond to all reasonable inquiries from SMUSD including, but not limited to, inquiries regarding financial records and shall consult with SMUSD regarding any inquiries.

Operating Structure

The CEO is the administrative head of the school and, together with Executive Director (ED), is responsible for the day-to-day functioning of the school, student guidance, teachers and community relations. These responsibilities include, but are not limited to, enrollment planning including room assignments and grade level assignments, as well as financial planning, including seeking grants and donations, and monitoring of site-level expenditures as compared to the most recent approved budget. The ED is responsible for progress reports, conferences, staff evaluations, development of curriculum, and assessment in conjunction with the staff. The CEO and the ED act as liaisons with educational partners and enact the policies of the Board.

Parent/Guardian Involvement

As a subcommittee of the Governing Board, BPA-SD's ESWED serves as a collaborative advisory that unites educational partners to support inclusive, data-informed decision-making committees. ESWED's primary responsibility is to review, assess, and provide written recommendations on the development, implementation, and refinement of the LCAP. Through this structure, ESWED ensures that the perspectives of educational partners are meaningfully incorporated into goal setting, resource allocation, and progress monitoring. Through transparency, equity, and shared responsibility, ESWED plays an essential role in advancing student outcomes and supporting the holistic development of every learner in the BPA-SD community.

Process for Amendments to Charter

Any material revisions to this Charter will be submitted by the Charter Board for consideration for approval by the SMUSD pursuant to the standards, criteria, and timelines in Education Code § 47605.

Severability

The terms of this Charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter will remain in effect. The SMUSD and BPA-SD will agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

BPA-SD looks forward to a positive and mutually respectful partnership with SMUSD.

ELEMENT 5

Employee Qualifications

The qualifications to be met by individuals to be employed by the school.
California Education Code § 47605 (b)(5)(E)

BPA-SD employs a group of professionals passionate about educating all students and dedicated to fulfilling BPA-SD's college preparatory mission and vision. Education research consistently demonstrates that teacher quality has the most school-based factor on student achievement. The quality of teacher-student relationships is a pivotal factor in student education, influencing not only academic outcomes but also emotional and social development. As a result, it is a top priority to recruit, select, hire, train, support, and retain the best teachers, administrators, and support staff available.

Qualifications of School Employees

All employees of the Charter School are employees of BPA-SD, an equal employment opportunity employer. Discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law is strictly prohibited.

BPA-SD ensures that all teachers hold credentials that meet the requirements established by the CTC, in accordance with applicable laws, for teaching TK-8 grade core subjects. BPA-SD complies with all applicable state and federal laws regarding background checks and clearance of all personnel. BPA-SD adheres to all state and federal laws concerning the maintenance and disclosure of employee records. BPA-SD complies with all state and federal mandates and legal guidelines relative to ESSA.

BPA-SD utilizes Edjoin, Indeed, Charter School Development Center job board, university teacher training and intern programs to post positions and recruit highly qualified credentialed teachers. Priority is given to hiring academic coaches who are interested in, or actively pursuing, a career in teaching.

Staff training and support are top priorities at BPA-SD. All teachers and academic coaches participate in five professional development days before the start of the school year, with an additional seven non-student days scheduled throughout the year. These sessions focus on a wide range of topics, including curriculum planning, instructional strategies (CCSS, ELD, etc.), mandated reporting, assessment practices, data-driven instruction, SST/RTI procedures, special education and IEP implementation, school policies, grade-level and subject-area collaboration, and strategies for effectively supporting all students across varying levels of academic proficiency.

Throughout the school year, days are set aside for additional professional development and data analysis. Preliminary credentialed teachers participate in the SDCOE induction program as needed. In addition, staff is given the opportunity to attend off site professional development to support student learning. ([Appendix E1](#))

Employee job duties and work is negotiated in individual employment agreements. Job descriptions are developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. Sample job descriptions are included in the Appendices.

([Appendix E5](#))

The BPA-SD Governing Board is responsible for hiring and supervising the CEO. The CEO is responsible for hiring the Executive Director(ED). Both the CEO and the ED embody, advocate, and put into operation the mission, vision and strategic direction of BPA-SD, and oversee all aspects of the organization, including financial, operational, educational operations, and strategic planning. The CEO and the ED do not serve as members of the Governing Board, they act as the corporation's general managers, exercising overall supervision, direction, and control over the corporation's operations and personnel, while remaining under the authority of the Governing Board.

The ED, or Designee, is responsible for hiring, supervising, promoting, disciplining, and, when necessary, dismissing school staff and teachers. A formal evaluation process is developed to ensure accountability and performance. The CEO ensures that the ED is formally evaluated at least once annually. In turn, the ED formally evaluates lead school staff on a regular basis.

Chief Executive Officer

The CEO reports to the BPA-SD Governing Board and is responsible overall for the organization and the schools. The CEO works closely with the ED, and all leadership that report to the ED, to ensure accountability, and that the schools meet the academic mission and growth goals. The CEO works closely with financial back office services providers to ensure the organization meets its financial growth goals, securing the schools long-term operations.

Responsibilities include:

General:

- Oversee the framework of the vision, mission, and core values of the school.
- Oversee the school and work with the leadership team collaboratively to create sustainable, scalable systems and policies that support the schools and enable them to maintain their focus on delivering high quality instruction.
- Along with the ED is responsible for the hiring and discharge of all personnel and contractors, either directly or through their designees.
- The right and authority to contract and make other commitments on behalf of the school that are consistent with its goals, missions, budget and financial policies.
- Supervisory responsibility and management authority over the school and shall perform such other duties commensurate with their position as may reasonably be assigned to them from time to time by the schools Board of Directors.
- Addressing all strategic challenges the organization may face.
- Strategic Planning: In partnership with the Board of Directors, the CEO finalizes a strategic plan to set the stage for both short and long term growth.
- Team Building: The CEO is responsible for creating the team necessary to carry out the expansion of the organization and provide ongoing operations and instructional support to the established schools.

- Advancement: The CEO further advances the mission of the organization by identifying and securing new sources of funding from foundations, corporations and individual donors, and by forming additional strategic partnerships.
- Governance: The CEO works with the Board of Directors to ensure that the members fulfill its governance functions. The Board of Directors is responsible for facilitating optimum performance of the Board, its committees, and individual members.
- External Relations: The CEO serves as the chief spokesperson for the organization, ensuring proper representation of the organization to the local civic, business and political community, the greater education reform sector and other external constituents, including parents/guardians and families.
- Financial Management: The CEO oversees the financial systems of the organization, including the development of the annual budget;
- School Support: The CEO provides support to the instructional team as needed in the areas of staff management and evaluation, hiring, HR issues, and other tasks that are necessary to ensure that the mission of schools' are fulfilled.
- Compliance: The CEO ensures schools are educationally and operationally compliant.

Duties: Without limiting the foregoing, the CEO duties include but are not limited to:

- To act as trustee under any trust incidental to the principal object of the corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust as approved by the Board.
- To recommend for approval and implement policies and procedures that are aligned with the school's mission.
- To recommend along with the ED for approval personnel policies and monitor their implementation; to select employees and to prescribe duties; to fix their compensation; and to require from them security for faithful service.
- To borrow money and incur indebtedness for the corporation's purposes, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security as approved by the Board.
- To carry on a business at a profit and apply any profit that results from such business activity to any activity that it may lawfully engage in as approved by the Board.
- To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property as approved by the Board.
- To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the corporation's purposes as approved by the Board.
- To communicate the vision, mission and core values of the school to staff; to contributors, to funders, and to governmental entities.
- To work with the Board to establish the school's Board of Directors.
- To provide advice and counsel the Board of Directors and its Committees.
- To develop and evaluate staff leaders.
- To oversee the development and provision of standards for appropriate technology systems and information technology services.

- To evaluate and approve licensing, development and management of the educational curriculum, instructional model, strategies, classroom structure and behavior management methods.
- To evaluate and coordinate with real estate and financial consultants to identify facilities, negotiation and execution of financing for lease and/or purchase of facilities as approved by the Board.
- To evaluate and oversee management of all the facilities and real estate, including all facility operations, maintenance, inspection, security, repairs and improvements, coordination of maintenance schedule and staff, development and updates of facility safety and emergency procedures, retention of facility records, and coordination of facility inspections as necessary.
- To procure startup funding and operational funding for the schools.
- To oversee along with ED researching and securing grants to support the schools.
- To draft, review and revise charter petitions, as necessary, to comply with applicable laws.
- To maintain the core principles of best practices in instruction and financial management.
- To maintain authorizer relations.
- To oversee the startup of new schools, including the oversight of student recruitment, master program planning, ordering textbooks and supplies, initial baseline student assessment, locating vendors, technical assistance and hands-on support to establish operational systems for payroll and general accounting.
- To develop marketing strategies, management of public relations, community outreach to parents and community members through local organizations in target communities, and oversight of the schools' local community relationship building and political advocacy.
- To oversee and assist in the identification, recruitment and training of leaders to operate the charter schools.
- To oversee a leadership development program for ED, and provide assistance in developing and implementing the professional development programs for teachers.
- To assist with development of emergency procedures, food programs, and health services for the schools.
- To Procure outsourced vendors to generate economies of scale in purchasing products and services.
- To retain appropriate legal counsel, as well as liability, property and professional insurance policies.
- To ensure the school is in compliance with applicable local, state and federal laws, regulations, financial standards, and reporting requirements.
- To develop, coordinate and present to the school's Board all school operational and financial policies and procedures.
- To evaluate any provision of other programmatic and educational support services, staff, teacher and administrative services, supervisory oversight, and other duties as requested by the Board of Directors.

Expectations: The CEO is expected to:

- Galvanize the team behind a shared vision and build a dynamic organizational culture that is embraced by school level and administrative leadership.
- Evaluate potential expansion models and execute on a growth strategy in order to increase the number of students served.
- Achieve aggressive academic targets by supporting the instructional team.
- Engage educational partners at all levels.
- Create a culture of openness and trust where there is collaboration between administrative leadership and school staff, and where all employees feel supported and empowered with the tools they need to be successful.

Qualities & Qualifications: The CEO demonstrates the following:

- **Commitment to Education:** Belief that reversing the socio-economic achievement gap can be achieved with providing high quality education options to all students.
- **Philosophical Alignment:** Belief that every single student should be held to the highest academic and behavioral expectations and that a structured environment is essential for learning.
- **Relentlessness & Composure:** Exhibits a relentless commitment to achieving results and fulfilling responsibilities, consistently going above and beyond expectations regardless of challenges or circumstances. Ability to remain calm even when faced with the relentlessness of the work and with unexpected challenges.
- **High Emotional Intelligence:** The requisite self-awareness, confidence, and maturity to work productively with a wide variety of people and personalities.
- **Natural Transparency:** An open, honest and transparent style that is effective with a wide range of audiences.
- **Collaborative Style:** A management style that is collaborative, inclusive, supportive and empowering.
- At least 15 years of work experience including a track record of leadership, ideally in an entrepreneurial, start-up and/or high growth organization.
- Specific and substantial management experience in the executive presence to inspire confidence and passion in both *internal* and *external* audiences.
- Holds advanced experience in management, information technology, general operations, strategic planning, and marketing.

The primary goal of this position is to provide administrative and technical support to assigned staff, facilitate effective communication with both internal teams and the public, assist in onboarding and orienting personnel to their roles, ensure compliance with administrative procedures, and offer information or guidance as needed. ([Appendix E5](#))

Executive Director

The ED reports to the CEO and is responsible for the overall operations of the school. The ED bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability.

Responsibilities include:

- Planning and Operations.
- Arrange logistics, and attend all regularly scheduled Board meetings.
- Facilitate strategic planning with the Board.
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps.
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions.
- Recruit, develop, evaluate, retain (and as needed, discipline and terminate) high-performing individuals who are passionate about BPA-SD and its mission.
- Resolve any personnel issues or other disputes that may arise.
- Conducts data analysis and oversees all reporting related to student performance.
- Ensure that an effective performance management system is in place for all staff under direct supervision and formal evaluations are conducted at least once annually.
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Ensures the schools' special education programs comply with applicable laws.
- Collaborates with IT professionals to establish school computer systems, including classroom computers, data systems, records management, reporting, and telecommunications, etc.

Financial Oversight:

- Develop appropriate budget projections, in collaboration with back-office services providers to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.
- Outreach and Collaboration:
- Develop and maintain effective relationships with the Oversight and oversee all aspects of charter renewal, review and compliance.
- Oversee the WASC accreditation process and any related activities.
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.

- Establish and maintain partnerships with community service organizations, businesses and local councils and residents.

Communications:

Maintain open lines of communication between educational partners and work to resolve conflicts and disputes that may arise.

Qualifications include:

The ideal candidate has the ability to inspire excellence within a diverse staff and effectively leverage the strengths of the Board. They are a confident decision-maker with a proven ability to foster collaboration and teamwork. Success in this role requires strong multitasking skills and the capacity to manage a wide range of responsibilities, balancing attention to detail with strategic, long-term thinking.

The candidate must demonstrate an ability to communicate a genuine passion for BPA-SD's mission and vision. Knowledge of the California education, government, and nonprofit funding environment would be valuable in this position. The ED must oversee building and maintaining relationships with parents/guardians, foundations, members of the private sector, community leaders, and government staff as an essential part of their role. Excellent oral and written communication skills are imperative. A Master's Degree or equivalent experience in a relevant field is preferred. ([Appendix E5](#))

Business Manager

The job of the Business Manager is to assist and support the CEO and ED as needed; oversight of Human Resources, Accounts Payable, uploading and maintaining data files/records and budget management. Reports directly to the CEO and ED.

Responsibilities include:

- Provides timely submission of all reports required by the Reporting Agencies.
- Maintains strict confidentiality of sensitive information.
- Compiles, distributes and maintains Governing Board packets, agendas and minutes.
- Receives all invoices.
- Weekly, submits invoice batches to the back office service company for payment/reconciliation.
- Maintains vendor and invoice files for tracking and accounting.
- Participates in Admin Team meetings and compiles agendas, minutes, and attendance.
- Supports development and preparation of yearly and five-year budgets.
- Receives complaints, questions, inquiries, comments and suggestions that are addressed to the CEO/ED and follows up to ensure timely and effective resolutions.
- Maintains the status of ongoing work, projects, assignments and other activities of specific concerns to the CEO/ED and ensures that adequate progress towards completion is being made within the approved timeline.
- Approves Purchase Requests, prepares and generates purchase orders, securing necessary approvals.

- Compiles all vendor contracts and oversees compliance with all State and Federal requirements.
- Generates appropriate checks for approved expenses.
- Reconciles all accounts, including Petty Cash Account, on a monthly basis.
- Coordinates, tracks, reviews, and maintains necessary documents for the appropriate payment of all personnel, including certificated, classified and substitutes.
- Maintains an accounting and reporting of employee absences.
- Plans, develops, implements and maintains benefit packages for employees.
- Maintains personnel files, fingerprinting, new hire paperwork, oversees insurance benefits, submits payroll change reporting, distributes check stubs, etc.
- Processes payroll, obtains required signatures, and integrates payroll information into the budget/accounting system.
- Maintains confidential personnel files, and other functions within the guidelines set by the Governing Board, the school's Charter, state and federal laws.
- Maintains accurate and timely personnel information in the School Pathways database.
- Establishes and supervises the maintenance of comprehensive files and records including material of a confidential nature regarding Certificated and/or Classified employees, employee benefits and other classified related materials.
- Composes, prepares and disseminates correspondence requesting or providing information relative to the Certificated and/or Classified personnel program.
- Provides information to Certificated and/or Classified employees regarding their positions, transfer or promotional opportunities, qualifications, rights and benefits, privileges and responsibilities, procedures, discipline, fringe benefits, including insurance programs, retirement programs and benefits; advise and counsel employees as appropriate; refer complex or serious issues to the CEO/ED.
- Assists the CEO/ED in the development and preparation of employment forms and handbooks.
- Provides and/or coordinates in-service training for OSHA requirements, retirement information, Workers Compensation insurance, employee related issues and employee benefit packages.
- Provides orientation for new Certificated and/or Classified employees.
- Processes all new, changed and terminated employees.
- Prepares wage and salary schedules as assigned.
- Oversees compliance with all nonprofit requirements/applicable laws/regulations (Form 700, Brown Act, Code 1090, etc).
- Performs other related duties as assigned by the CEO/ED.

Training, Education and Experience:

- Any combination of training, education, and experience equivalent to the requirements of the position.
- Five years of increasing work related responsibilities with at least one year supervisory experience.

Knowledge, Skills and Abilities Required:

- General knowledge of basic accounting practices.
- Advanced knowledge of computer technology and its application in office automation.
- Advanced skills in computers including the use of EXCEL, spreadsheets, databases, and word processing.
- Advanced knowledge of specialized software applications as required by the specific job assignment (Microsoft Office, Excel, Word, Access and PowerPoint, Google, etc.); excellent computer skills are a must.
- Ability to understand and apply laws, rules, and standards as applicable to the business operations of a California non-profit public benefit corporation.
- Ability to analyze and resolve critical problems with significant organizational impact.
- Ability to work tactfully and effectively with all staff and the public.
- Ability to communicate clearly and effectively, in a timely manner, both verbally and in writing to a diverse community and student population.
- Ability to maintain confidentiality of school issues, business, personnel and payroll.

Administrative Assistant

The goal of this position is to provide administrative and technical support to designated staff, ensure effective communication with both internal personnel and the public, assist in onboarding and orienting staff to their roles, maintain compliance with administrative procedures, and offer information and guidance as needed.

Essential Duties:

This job description is not intended to be an exhaustive list of all the duties, knowledge, or abilities associated with this position, but it is intended to accurately reflect the primary elements. Duties may vary on occasion. Incumbents may perform any combination of the essential job functions listed below:

- Denotes an essential job function.
- Perform a wide variety of specialized and responsible office administrative duties in support of assigned administrative staff; provide assistance with administrative functions.
- Coordinate communication and respond to inquiries with staff, parents, students, and the public to provide information and direction as may be required.
- Compose documents (e.g., correspondence, agendas, minutes, bulletins, reports, etc.) to communicate information to school staff, the public, state officials, etc.
- Prepare a variety of items including school communications, emails, instructions materials, requisitions, forms, letters, legal documents, and other materials to disseminate information to appropriate parties.
- Initiate, maintain, and update confidential administrative, instructional, and management files and records and maintain and update resource materials.
- Prepare and maintain a variety of records, lists, and files related to operations and activities including budget and financial records.
- Collect and compile information for meetings, projects, and workshops.

- Compile and summarize complex statistical data from a variety of sources to prepare required reports and surveys.
- Perform a variety of projects requiring considerable independent judgment and initiative, as assigned.
- Serve as a resource regarding the school and explain policies, procedures, and practices to other staff, parents, students, and the public.
- Coordinate activities and evaluate situations and take appropriate action after administrative approval or refer the situation to other appropriate staff for resolution after administrative approval.
- Inventory, order, receive, store, and distribute office and departmental supplies and materials. Follow up with vendors concerning missing or incorrect orders; tabulate, duplicate, and forward invoices to appropriate individuals.
- Coordinate and schedule meetings, conferences, and appointments for the ED; arrange meeting logistics and room reservations; and manage the ED's calendar.
- Initiate, answer, and screen telephone calls, providing information and referring callers to appropriate staff.
- Respond to requests for information from students, staff, parents, and the general public about the school programs, policies, and procedures and regulations.
- Monitor assigned activities and program components (e.g. education code, School requirements, program budgets, critical timelines, etc.) for the purpose of ensuring compliance with legal, and administrative requirements.
- Perform duties to relieve the ED of administrative detail as appropriate.
- Assist with monitoring the school workload to maximize the efficiency of the workforce and meet timelines and other operations requirements.
- Train and provide work direction and guidance to staff as assigned by the position.
- Participate in various activities (e.g. meetings, training, etc.) to receive and/or convey information.
- Working knowledge of the SIS system, Reg Online, ParentSquare, and databases in order to input and extrapolate information.
- And other duties as assigned.

Qualifications:

- Correct English usage, spelling, grammar, vocabulary, composition, and punctuation.
- Principles, procedures, and techniques of record keeping, records management systems, and filing systems.
- Principles of public relations and interpersonal relationships.
- Report preparation techniques.
- Modern office procedures and equipment including computer equipment.
- Office terminology, processes, and operations.
- Business telephone techniques and etiquette.
- Knowledge of school practices, rules, regulations, and procedures related to assigned functions.
- Methods of collecting and organizing data and information.
- Business letter and report writing techniques.

Competencies:

- Operate standard office equipment including use of basic computer applications.
- Communicate effectively, both orally and in writing.
- Establish and maintain effective and cooperative working relationships with staff, parents/guardians, students, and the public.
- Demonstrate interpersonal techniques with tact, patience, and courtesy.
- Use the keyboard with speed and accuracy.
- Use English in both written and verbal form; use correct spelling, grammar, vocabulary, and punctuation.
- Understand and carry out oral and written instructions.
- Serve as receptionist by greeting office visitors and managing incoming and outgoing phone calls with tact, patience, and professionalism.
- Use Office/Google docs, sheets, drive, and other software required by position.
- Maintain consistent, punctual, and regular attendance.
- Prepare reports based on data collections.
- Compose correspondence and written materials independently or with direction.
- Perform basic mathematical calculations.
- Work independently; make common sense decisions in routine and critical situations.
- Perform mathematical computations to update budgets, produce reports, maintain records, complete requisitions, submit travel reimbursement requests, and other forms.
- Maintain strict confidentiality of information related to all functions of the school.

Special Education Coordinator

Qualifications:

The minimum requirement for a BPA-SD Special Education Coordinator is a valid and current California teaching credential issued by the CTC. A BPA-SD Special Education Coordinator needs to have demonstrated success, in either prior Special Education Administration, Special Education teaching, and/or related experiences, in meeting the intellectual, emotional, and physical needs of individual students.

Responsibilities include:

- Manage the implementation of the BPA-SD IDEA procedures, including procedures for IEP development, placement, evaluation and re-evaluation of students with disabilities.
- Coordinate BPA-SD's Special Education Program in conjunction with the EDCOE Charter SELPA.
- Represent BPA-SD on the EDCOE Charter SELPA Steering Committee.
- Maintain documentation within the IEP program and the SEIS system that captures and organizes special education timelines and data.
- Coordinate/conduct IEP meetings.
- Coordinate all IEP student assessments.
- Coordinate the setup and delivery of IEP mandated services to students.
- Communicate and consult with teachers regarding the instructional program for students with disabilities or other learning differences.

- Oversee the development, tracking, dissemination and proper implementation of IEP or 504 plan mandated accommodations for students with learning differences during state testing events.
- Coordinate implementation and proper administration of the Student Support Team (SST) process; participate in SST meetings as required.
- Collaborate with the EDCOE Charter SELPA and the school team concerning all facets of programming for students with learning differences, from pre-referral intervention to transition and dismissal.
- Work directly with parents/guardians, as needed, to answer questions and ensure that all school actions are in compliance and that students are learning in the Least Restrictive Environment.
- Develop a working knowledge of BPA-SD's curriculum and how it can be adapted and implemented to meet specific student needs.
- Provide supervision/services to special education students.
- Participate in school wide staff development as required by the ED.
- Plan, implement, and evaluate staff in-service activities.
- Perform other duties as assigned by the ED.

Teachers

BPA-SD retains or employs teaching staff who hold appropriate California Commission on Teacher Credentialing certificates, permits, or other documents, equivalent to that which a teacher in other public schools would be required to hold. In addition, teachers possess the specific requirements related to Special Education and CLAD/BCLAD as appropriate. BPA-SD shall also comply with the applicable highly qualified requirements under ESSA. A BPA-SD teacher needs to have demonstrated success, either in prior teaching, student teaching, and/or related experiences, in meeting the intellectual, emotional, and physical needs of individual students. This position reports to the ED or Designee.

Responsibilities:

- Maintain accurate and up-to-date documentation of student learning for their personal education plan and academic progress (or lack thereof).
- Reflect continually in order to ensure a culture of high academic and behavioral standards.
- Teach and guide in accordance with the abilities and achievements of the students assigned to them, and in conformance with BPA-SD's philosophy, goals and objectives.
- Use detailed data analysis of student performance to inform best practices.
- Upon completion of the personal education plan, undertake those activities that result in the student achieving their academic and career goals.
- Ensure accurate and timely management of student documentation, including attendance, academic records, work completion, grades, parent/guardian contact logs, and any other records as required.
- Demonstrate evidence of team building, collaboration, creative problem solving, flexibility, conflict resolution, cultural sensitivity, and genuine care for each student.
- Maintain a professional demeanor and high expectations in their interactions that are conducive to learning, and work cooperatively with administrators in attempting to resolve problems.

- Identify and attempt to meet learning differences of pupils, and initiate referrals to special programs and services as necessary.
- Communicate with students and parents/guardians regarding the educational and social progress of the student. Prepare formal progress reports and provide other information appropriate for inclusion in the cumulative records of the pupils assigned to their student list.
- Assist in interpreting the programs and goals of the school to the community.
- Maintain lesson plans, records, paperwork and instructional materials in such a way that they can be utilized by substitute personnel when the need arises.
- Assist in maintaining acceptable pupil behavior in all school areas.
- Attend meetings called by the ED or Designee.
- Supervise extracurricular activities as directed.
- Serve, as requested, on school and organization-wide committees and project teams.
- Attend and participate in required in-service training activities and work with their ED or Designee in planning their own in-service program.

All teaching credentials are maintained on file at all times at the school office by the Business Manager and are available upon request for inspection by the Oversight. BPA-SD established its own procedures for the selection of teachers. Additionally, the school develops and implements its own policies for personnel accountability and evaluation. ([Appendix E5](#))

Additional Certificated Personnel

BPA-SD may hire additional certificated personnel to assist in providing supplementary instruction, management, and support services. All staff have the necessary qualifications, skills, experience, and credentials to fulfill the requirements described in their job description.

Non-Certificated Personnel

As needed, based on the operational demands of the school and its commitment to serving students, families, and staff, BPA-SD Leadership hires for non-certificated positions. Once these positions are established, detailed job descriptions will outline the required qualifications, skills, and experience for each role.

Administrative Assistant

The Administrative Assistant position supports the CEO and ED and provides high-level administrative and technical assistance to ensure effective communication, accurate documentation, and compliance with school procedures. This position provides direct communication and guidance to staff, while also engaging with families, the public, and external organizations. Acting as a liaison to the broader community, it ensures timely information and responsive support. Additionally, this role enhances organizational operations by coordinating scheduling, reporting, and the planning of projects, events, and extracurricular activities.

Receptionist/Office Assistant/Attendance

The Receptionist/Office Assistant/Attendance position provides clerical and administrative

support, ensuring accurate attendance accounting and managing related records in accordance with school policies. This role is responsible for maintaining the school's reception area, assisting visitors, and managing student information, including enrollment paperwork, transcripts, and other essential data. This individual prepares and maintains files and records and reviews and verifies the accuracy and completeness of various student documents and data.

Additionally, the position handles a variety of secretarial tasks, communicates with staff, families, and students, and supports the daily operations of the school, ensuring efficient and effective office management.

Lunch Coordinator

This role ensures the safe, sanitary, and efficient operation of the school food service program by adhering to food safety and sanitation guidelines, organizing and serving meals, and maintaining accurate records and reports. Responsibilities include using the POS system to track student meals and payments, communicating food program guidelines to families, managing food orders and inventory, and ensuring compliance with state and provider requirements. The position also involves participating in required training, maintaining updated student records, and coordinating system integration with the Student Information System (SIS), while supporting menu planning and performing related duties as needed.

Custodian

The Custodian position is responsible for maintaining a clean, safe, and attractive environment by cleaning and securing school facilities, arranging furnishings for events and activities, and minimizing property damage and liability. This role involves repairing furniture and equipment, delivering materials, and coordinating the maintenance and safety of the school grounds. Additionally, the position ensures proper inventory management and participates in activities that support the ongoing operations and safety of the facility.

Academic Coach

The Academic Coach position assists with the instruction of students, both individually and/or in group settings in a classroom or similar setting. While full responsibility for appropriate instruction, training, curriculum materials and evaluation procedures remain with the teacher, this position actively and appropriately supports student learning. This position is directly involved with student supervision and any related responsibilities.

Compensation and Benefits

BPA-SD compensates the administrators, teachers, and support staff of the school comparably with their counterparts in similar positions within California charter schools. The BPA-SD Governing Board reviewed a salary schedule and staffing plan for BPA-SD to maximize quality while assuring the financial stability of the school. Full-time staff receive benefits, including retirement benefits as described in Element 11. BPA-SD makes all employer contributions as required by workers' compensation insurance, unemployment insurance and any other payroll obligations required of an employer.

Pursuant to Ed. Code § 47605(e), no SMUSD employee will be required to work at BPA-SD.

ELEMENT 6

Health and Safety

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (i) That each employee of the school furnish the school with a criminal record summary as described in § 44237. (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of § 32282 and procedures for conducting tactical responses to criminal incidents. (iii) For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) and (N) of paragraph (2) of subdivision (a) of Section 32282. That the school safety plan be reviewed and updated by March 1 of every year by the charter school. [Education Code § 47605(b)(5)(F)]

Health, Safety, and Risk Management

BPA-SD implements a comprehensive set of health, safety, and risk management plans and procedures to ensure the well-being of students, staff, and visitors. A draft of these plans will be submitted to SMUSD at least 30 days prior to the start of operations, and up-to-date copies will be readily available in the school's main office.

BPA-SD's School Safety Plan addresses and includes the following:

- i) Child abuse and reporting,
- ii) Disaster procedures, including earthquake preparedness, procedures for allowing school grounds to be used as a disaster shelter, and adaptations for students with disabilities in accordance with the federal Americans with Disabilities Act,
- iii) Policies for students who committed certain serious acts that would lead to suspension, expulsion or mandatory expulsion recommendations,
- iv) Procedures to notify teachers of dangerous students,
- v) A discrimination and harassment policy,
- vi) The provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if the school has adopted that type of a dress code,
- vii) Procedures for safe ingress and egress of students, parents/guardians and school employees to and from school,
- viii) A safe and orderly environment conducive to learning at the school,
- ix) Procedures for conducting tactical responses to criminal incidents.
- x) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
- xi) A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

BPA-SD's School Safety Plan is reviewed and updated annually by March 1. The Plan is developed and revised with input from educational partners, school administration, staff, local first

responders, legal counsel, and school safety experts (“Knowledge Saves Lives”). BPA-SD ensures that all staff members receive annual training on the Plan and its specific components.

The Plan is reviewed, updated, and modified as necessary, and will remain readily available for inspection by SMUSD upon request. [Education Code § 4760 and § 47605.6 and § 32282(a)(2)(A) through (H)]. ([Appendix E6](#))

In addition to implementing a comprehensive School Safety Plan, BPA-SD partners with Vector Solutions (SafeSchools), a trusted provider of risk management and compliance training for teachers and staff. Vector Solutions offers annual mandatory training to all staff to ensure a safe and supportive learning environment. These trainings are accessible year-round, allowing staff to review and practice essential safety protocols at their convenience. Topics covered include Mandated Reporter Training, Bloodborne Pathogens, Sexual Harassment Prevention, Youth Suicide Awareness and Prevention, Fire and Earthquake Safety, Active Shooter and Lockdown Procedures, Bullying Prevention, First Aid Basics, Family Educational Rights and Privacy Act, and Emergency Response Protocols. This continuous training reinforces BPA-SD’s commitment to student and staff safety by ensuring the BPA-SD team is well prepared and informed throughout the academic year.

Procedures for Background Checks

Employees and contracted service providers of BPA-SD are required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code § 44237 and § 45125.1. BPA-SD complies with all State and federal laws concerning the maintenance and disclosure of all BPA-SD employee records. BPA-SD’s Business Manager serves as the custodian of record. New employees must submit two sets of fingerprints to the California Department of Justice to obtain a criminal record summary. The Business Manager monitors compliance with this policy and reports to the Board of Directors on an annual basis. The BPA-SD Board Chair monitors the fingerprinting and background clearance of the CEO.

Any individual who is not an employee, including, however not limited to, volunteers, who will be in close proximity to students without the direct supervision of a cleared employee must undergo fingerprinting and receive background clearance prior to having any unsupervised contact with students.

Role of Staff as Mandated Child Abuse Reporters

BPA-SD adheres to the requirements of California Penal Code § 11164 and § 11166 regarding child abuse reporting. All employees must report to the proper authorities if they suspect that a student is subject to any of the following:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person needs only be "reasonably suspect" that abuse or neglect has occurred; the reporting person does not have to prove abuse. The ED or Designee works with staff members to make sure all appropriate steps are taken if a child abuse situation occurs. Annually, BPA-SD provides mandated reporter training to all employees in accordance with Education Code § 44691. All faculty and staff understand that it is their duty and responsibility to report any suspicions of child abuse. Staff understand that under California law, anyone who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff are not required to investigate any incident, only report to the ED or Designee and proper authorities.

BPA-SD staff complete a written report of the situation and immediately notify the Department of Children Services. If necessary, the San Diego County Sheriff's Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or San Diego County Sheriff's Department since they will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, BPA-SD staff will obtain the contact information of the agency person removing the child. This information will be placed in the student's record and made available to the parents.

TB Testing

All employees and volunteers of BPA-SD are tested for tuberculosis prior to commencing employment and working with students as required by Education Code § 49406. BPA-SD maintains TB clearance records and certifications on file.

Immunizations and Medical Records

All students enrolled at BPA-SD are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code § 120325-120375, and Title 17, California Code of Regulations § 6000-6075. Students' medical records are kept on file at the school and made available to school staff as necessary to protect student safety and confidentiality.

Medication in School

BPA-SD adheres to Education Code § 49423 regarding administration of medication in school.

Students requiring prescription medications and other medicines during school hours are accommodated. Parents/Guardians must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions.

Parents/Guardians will complete the appropriate form authorizing school staff to administer medication. Designated staff puts medications in a locked cabinet or refrigerator as needed. Designated staff logs times for administering medications for each student and establishes a reminder system to ensure that students are called and medications are dispensed at the appropriate times. In cases where medications are long-term prescriptions, designated staff provides

parents/guardians with one week's notice to alert them that additional medications are needed.

Vision, Hearing, Dyslexia

BPA-SD adheres to Education Code § 49450, et seq., and § 53008, as applicable to the grade levels served by the school. Students are screened for vision, hearing, and Dyslexia to the same extent as students attending non-charter public schools.

Diabetes

BPA-SD provides an information sheet regarding type 2 diabetes to the parent/guardian of incoming 7th grade students, pursuant to Education Code § 49452.7. The information sheet includes, but-not be limited to, the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Safety and Compliance Training

BPA-SD provides annual safety and compliance training to all staff through the Vector Training System. This system delivers required courses such as blood-borne pathogens, sexual harassment prevention, FERPA, Title IX, Mandated Reporter, Workplace Safety (OSHA topics), Equity & Inclusion, Student Mental Health, Data Privacy, etc., ensuring all staff meet state and federal training requirements. Vector also tracks completion, provides certification, and allows BPA-SD Leadership to customize content to align with specific school policies and regulations.

Blood-borne Pathogens

Annually, the school provides mandatory Vector training as part of its comprehensive School Safety Plan to protect employees and students from potential exposure to bloodborne pathogens, including HIV and hepatitis B (HBV). The training outlines procedures and safety protocols in accordance with OSHA regulations and public health guidelines.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the most recent medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

BPA-SD functions as a drug, alcohol and tobacco free workplace.

Facility Safety

BPA-SD complies with Education Code § 47610 by utilizing facilities that are compliant with the

California Building Standards Code or local building codes. BPA-SD holds a Certificate of Occupancy. BPA-SD tests sprinkler systems, fire extinguishers, and fire alarms annually to ensure maintained and operable condition at all times. BPA-SD complies with all fire inspection policies. BPA-SD regularly conducts fire, earthquake and lockdown drills (in conjunction with SMUSD if located in a District facility) as required under Education Code § 32001.

Emergency Preparedness

BPA-SD adheres to its safety policies relating to emergency responses. They are specifically drafted to the needs of the site and developed in conjunction with law enforcement and the Fire Marshall. The Emergency Preparedness Handbook includes, but not be limited to the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

Auxiliary Services

BPA-SD staff conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Health and Wellness Plan

Based on BPA-SD policy, BPA-SD Wellness Plan outlines the School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this plan establishes goals and procedures to ensure that:

- Students in the School have access to healthy foods throughout the school day, both through reimbursable school meals and other foods available throughout the school campus, in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during, and after school.
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives. ([Appendix E6](#))

Feminine Hygiene

BPA-SD will stock the school's women’s restrooms, all-gender restrooms, and at least one men’s

restroom with feminine hygiene products (i.e., tampons and sanitary napkins for use in connection with the menstrual cycle) at all times and without charge, and will post the required notice, pursuant to Education Code Section 35292.6.

CA Healthy Youth Act

BPA-SD complies with the California Healthy Youth Act, requiring charter schools to teach sexual education and HIV prevention to students in grades 7-12 at least once in junior high or middle school.

ADA Compliance

BPA-SD will adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

Comprehensive Sexual Harassment Policies and Procedures

BPA-SD is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, gender identity, gender expression, sexual orientation, or disability or any other characteristic listed in Education Code § 220. BPA-SD has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student and student to employee). Misconduct of this nature is very serious and will be addressed in accordance with the BPA-SD sexual harassment policy.

Suicide Prevention Policy

BPA-SD adopted a policy on student suicide prevention in accordance with Education Code § 215. This policy will be updated to address the needs of specific high-risk groups. When BPA-SD issues student identification cards, they include the telephone number for the National Suicide Prevention Lifeline. ([Appendix E6](#))

Human Trafficking Prevention Policy

BPA-SD adopted a policy that includes the most appropriate methods of informing parents/guardians of human trafficking prevention resources as well as an implementation plan of those methods. [Education Code § 49381]

Anti-bullying Procedures

BPA-SD adopted procedures for preventing acts of bullying, including cyberbullying. BPA-SD annually provides access to the online training module developed by Vector to all its employees.[Education Code § 234.4 and 32283.5]

Mental Health Services

BPA-SD notifies both students and parents/guardians of students on how to initiate access to available student mental health services and resources on campus and in the community. This notification is provided at least twice annually during the school year. Information, resources and brochures are posted at the school site as well as on the school website and sent home with students. Resources include links to mental health resources within the community. [Education Code § 49428]

Educational Equity: Immigration and Citizenship Status

BPA-SD adopted policies and procedures to provide all students the right to a free public education regardless of immigration status or religious beliefs. These policies prohibit charter school officials and staff from collecting information or documents regarding the immigration status of all students and their family members in order to provide a safe and protected learning environment. (AB 699).

These policies are incorporated, as appropriate, into the BPA-SD's student and staff handbooks and reviewed on an ongoing basis in the school's staff development efforts and BPA-SD Governing Board policies.

ELEMENT 7

Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

California Education Code § 47605 (b)(5)(G)

Assurances

BPA-SD works with neighborhood organizations to educate families about the availability of the charter school and actively recruit students from these traditionally underserved areas, as defined by the area demographic data, in order to enroll a student population that reflects the racial, ethnic, economic, and academic balance of the surrounding community.

BPA-SD Student Population

As outlined in our community description (Element One) and recruitment plan (Element Seven), BPA-SD is committed to serving families across North San Diego County and aims to reflect the demographic composition of local district schools. Currently, BPA-SD mirrors and exceeds the racial, ethnic, and socioeconomic diversity of the SMUSD.

According to DataQuest (2024–25), SMUSD's student population includes 46.0% Hispanic or Latino students, while BPA-SD serves 55.6%; 36.6% White (BPA-SD: 28.4%); 6.0% Asian (BPA-SD: 4.9%); 2.2% Filipino (BPA-SD: 2.5%); and 1.0% African American (BPA-SD: 3.7%). Additionally, 38.0% of SMUSD students qualify for free or reduced-price lunch, compared to 58.0% at BPA-SD. English Learners represent 10.8% of the SMUSD population, while BPA-SD serves 17.4%.

- BPA-SD maintains its commitment to welcome all families in North San Diego County. This includes the development and distribution of multilingual promotional and informational materials that are culturally relevant and representative of the racial and ethnic diversity surrounding communities.
- Distribution of these materials at a wide variety of venues, such as local events, community centers, library, parks and recreation activities, social service agencies, shopping centers, apartment complexes and other dwellings, etc.
- Translations, interpreters at meetings, posting at schools and community gathering places, etc. are done in both English and Spanish.
- Outreach meetings for prospective students and parents.

In addition, every effort is made to hire bilingual personnel to ensure families who primarily converse in Spanish are accurately informed in all matters of school business.

Federal Compliance

To the extent that BPA-SD is a recipient of federal funds, including federal Title I, Part A funds, BPA-SD has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. BPA-SD agrees to keep and make available the SMUSD any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their student’s classroom teacher including a timely notice to each individual parent that the student has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating students, a school-parent compact.
- Hold Title I meetings for parents/guardians of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents/guardians of participating students a written parent involvement policy.

BPA-SD understands that as part of its oversight of the school, SMUSD may conduct a program review of federal and state compliance regulations.

ELEMENT 8

Admission Requirements

Admission requirements, if applicable
California Education Code § 47605(b)(5)(H)

BPA-SD is open to all students residing in California who wish to attend the school, as outlined in Education Code § 47605(d)(2)(A). BPA-SD shall not discriminate on the basis of the characteristics, whether actual or perceived, as listed in Education Code § 220, including , but not limited to the following: disability, gender, nationality, race or ethnicity, religion, sexual orientation, immigration status or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. No parent/guardian involvement is required for admission to, or continued enrollment at BPA-SD. BPA-SD will adhere to all state and federal laws regarding the minimum age of students.

Non-discrimination

BPA-SD does not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or EL status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in § 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. BPA-SD may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in the charter.

Admissions

BPA-SD is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment in the school is open to any resident of the State of California. Enrollment is on a first come, first serve basis. BPA-SD will continue to enroll all students who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

BPA-SD is fully committed to serving all students who wish to attend, regardless of socioeconomic status, race/ethnicity, academic achievement, special education needs or other vulnerabilities. In response to the need for college preparatory and individualized educational options, BPA-SD will aim to enroll students from North County San Diego. If the number of students who wish to attend BPA-SD exceeds the school's capacity, attendance (except for existing students of BPA-SD) shall be determined by a public random drawing in accordance with Education Code § 47605(d)(2) and all other federal requirements.

Lottery Preferences and Procedures

Lottery Exemptions:

If there are more seats available for a grade level than exempt student applicants, then all students with an exemption to the lottery are offered a seat without being required to participate in the lottery drawing.

If there are not enough grade-level seats to accommodate all exempt student applicants, an initial lottery will be conducted among them. Applicants selected in the lottery, up to the number of available seats, will be offered placement. Remaining exempt applicants will be prioritized at the top of the charter school's waitlist.

Lottery Exemption includes: Currently attending BPA-SD students.

Lottery Preferences after all applicants with exemptions have been offered seats:

All general applicants will be entered into a lottery drawing based upon the below lottery preferences:

1. Siblings of a currently attending BPA-SD student.
2. Students who are currently enrolled in or who reside in the elementary school attendance area of the Public elementary school(s) in which BPA-SD is located (for purposes of the Charter School Facility Grant Program)
3. Pupils who reside in the District
4. Children or wards of BPA-SD employees, limited to 10% of the charter school's total enrollment.

Transitional Kindergarten students who turn five between September 2-December 2 are given priority during open enrollment. Students who turn five after December 2, but before the end of the school year, are placed on a waitlist until space is available. Depending on enrollment numbers, students will be enrolled into a TK class upon their 4th birthday. Should multiple students share a 4th birthday and space is not available for students in the TK program, then applicants will be entered into a lottery based on the preferences listed above which are used for K through grade eight. The ED or Designee reserves the right to determine which students will be admitted depending on the advantages and disadvantages to each student. While state legislation prohibits LEAs from denying enrollment to TK students based on toileting independence, BPA-SD strongly encourages parents/guardians to ensure their child is fully potty trained before enrolling with exception to those with specified accommodations addressed in an IEP/504.

Admission Process and Open Enrollment

In order to be included in the admissions lottery (if a lottery is necessary), families must submit an application that includes the student's name, grade, birthday, and contact information for the family. Application materials are made available in English and Spanish. The enrollment period is advertised in English and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents/guardians, social media, search engines such as Google, and announced on the school's website. BPA-SD will attempt to advertise through local media as the school's budget permits. In the event that the enrollment deadline is extended due to available space, the revised deadline to apply will be announced to the community using similar venues.

Open enrollment begins on the first business day after October 1 each year and continues through the second Friday of January after winter break. All interested families will be required to submit a completed Admissions Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.) regarding admission to the school. Submitted Admission Application Forms will be date-and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceeds capacity as of the date of the application deadline, the school will hold a public random lottery to determine enrollment for the impacted grade level. In the event that the school has not received sufficient enrollment forms to fill to capacity, the enrollment period may be extended beyond the March deadline. In the case of an extended deadline for open enrollment, the date for the public random drawing, if required, may be extended accordingly. All families who have applied for admission will be advised by email of any changes to the date and time for the public random drawing.

All admissions timelines will be subject to annual review and adjustment by the BPA-SD Governing Board to meet the needs of the school while providing ample time for applicants. Changes will be reflected in adopted Board policies.

Public Random Drawing Procedures

As stated, should the number of pupils who wish to attend BPA-SD exceed the school's capacity, then admission will be determined by a public random drawing in accordance with Education Code § 47605(d)(2)(B). Lottery rules and deadlines will be communicated via the Admissions Application Form, flyers/posters, and the BPA-SD website. Public notice will be posted regarding the date and time of the public drawing once the enrollment deadline date has passed. Notice will include an explanation that parents/guardians do not need to be present at the lottery, however may attend if they choose to do so.

The BPA-SD admissions lottery is conducted as a public event by at least one school employee, with the participation of an additional staff member, to ensure the process is transparent and fairly executed.

The BPA-SD lottery will occur during the month of January of each year following the close of the open enrollment period. The lottery will be conducted at a time that is convenient for a majority of interested parties and will be open to the public (either on the weekend or after 6 pm on a weekday). BPA-SD will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail/email at least two weeks prior to the lottery date.

The lottery will be held at the school site if the school facility can accommodate all interested parties. BPA-SD will invite SMUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Admissions Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists will be readily available in the school's main office for inspection upon request. Each applicant's admissions application will be kept on file for the academic year with his or her assigned lottery number in the school database and on his or her enrollment application.

Students who are offered enrollment spots will be notified by email and asked to complete an Enrollment Packet by a predetermined deadline (approximately two weeks for initial post-lottery enrollment; an expedited timeline will be required for families offered enrollment spots from the waitlist) to secure their enrollment spots. BPA-SD staff will be available to assist families in completing this paperwork if needed.

Waitlist

The random public lottery determines applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery wait list in the order they are received. Vacancies that occur during the school year will be filled according to the waitlist. When an offer occurs during the school year, families will be contacted in the order of the waitlist and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such waitlist exists where the space is available, the space will be made available on a first come, first served basis to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until BPA-SD's admissions period commences for the following year. Applications are only valid for the current school year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current school year.

McKinney Vento Homeless Assistance Act

BPA-SD will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth. BPA-SD will comply with all applicable provisions of Education Code § 48850-48859.

Every Student Succeeds Act

BPA-SD will adhere to all admission and enrollment provisions of ESSA pertaining to Public School Choice and other legal requirements. [ESSA § 1111(d)(1)(D)]

ELEMENT 9

Financial Audit, Financial Planning and Reporting, Facilities and Administrative Services

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

California Education Code § 47605(b)(5)(I)

The manner in which administrative services of the School are to be provided and potential civil liability effects.

California Education Code § 47605(g).

Attendance Accounting

BPA-SD utilizes an appropriate student information system for attendance tracking and reporting purposes. Attendance accounting procedures will satisfy requirements for SMUSD. Required reports will be completed regarding daily attendance and submitted to the requesting agencies.

Annual Independent Audit

Fiscal Audit - An annual independent fiscal audit of the books and records of BPA-SD will be conducted as required under the Charter Schools Act, § 47605(b)(5)(I) and § 47605(m). The books and records of BPA-SD will be kept in accordance with generally accepted accounting principles and, as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the “*Standards and Procedures for Audits of California K-12 Local Education Agencies*” K-12 Audit Guide, prepared by the State Controller’s office and approved by the Education Audit and Appeals Panel annually. The selected Auditor will have experience in education finance. Funds have been allocated for the cost of the audit.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the complete audit report including any of the auditor's findings will be forwarded to SMUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

Audit Exceptions and Deficiencies - The CEO and ED, along with the audit committee, will review any audit exceptions or deficiencies and report to BPA-SD’s Board with recommendations on how to resolve them. The Board will submit a report to the SMUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SMUSD, along with an anticipated timeline for the same.

Budget

Annual Budget - For each upcoming fiscal year, the CEO, and the budget committee, in collaboration with BPA-SD's on-site staff or a third-party back office service provider, will prepare and submit a proposed budget to the BPA-SD's Board. The Board will review and modify the budget as needed, approving the final budget on or before July 1. Each approved budget shall contain estimated actuals for the fiscal year just ending, budget detail and a monthly cash flow projection for the upcoming fiscal year, and a multi-year projection for the subsequent two fiscal years.

A proposed three year financial projection, including budgets and cash flows as required by the Charter Schools Act, is included in this petition. ([Appendix E9](#))

Fiscal Year - The fiscal year for BPA-SD will be July 1 through June 30.

Financial Reporting - BPA-SD shall provide reports to SMUSD in accordance with Education Code § 47604.33, and shall provide additional fiscal reports as requested by SMUSD:

- By July 1, a preliminary budget for the current fiscal year as described above under "Annual Budget".
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of BPA-SD's annual, independent financial audit report for the preceding fiscal year shall be delivered to SMUSD, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the SMUSD shall include an annual statement of all BPA-SD's receipts and expenditures for the preceding fiscal year.

Insurance

BPA-SD shall maintain general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. SMUSD shall be named as an additional insured on all policies of BPA-SD.

Administrative Services

Plan for Sound Fiscal Management - To ensure effective financial management, BPA-SD will contract with a third party administrative back office services provider, when needed, with expertise in finance, facilities, business management, and administration. At all times, BPA-SD will retain final authority and control over these functions. BPA-SD has also developed internal controls and effective practices to ensure sound financial management.

Auxiliary Services

BPA-SD staff will conduct annual reviews to ensure all auxiliary services are safe (food services, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Fundraising

BPA-SD's fundraising efforts will not require any parent, guardian, or student to make a financial donation to BPA-SD for admission and/or continued enrollment.

Facilities

BPA-SD will not operate satellite schools, campuses, sites, resource centers, or meeting spaces not identified in the charter without the prior written approval of the SMUSD.

Financial Impact on the Sponsoring District

Facilities - BPA-SD is eligible for facilities under Proposition 39. In the event that BPA-SD receives District facilities pursuant to Proposition 39, BPA-SD shall pay a pro-rata facilities charge designed to mitigate the fiscal impact of BPA-SD's occupancy on District facilities costs.

Budget - SMUSD will provide supervisory oversight as required by law, in exchange for its actual costs of supervisory oversight up to one percent² of BPA-SD's revenue as defined in Education Code § 47613(f). BPA-SD will enter into a Memorandum of Understanding (MOU) with SMUSD which outlines the fiscal relationship between SMUSD and BPA-SD.

Civil Liability

BPA-SD shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code § 23701d.

Pursuant to Education Code § 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of BPA-SD or for claims arising from the performance of acts, errors or omissions by BPA-SD if the authority has complied with all oversight responsibilities required by law. BPA-SD shall work diligently to assist SMUSD in meeting any and all oversight obligations under the law, reporting, or other SMUSD requested protocol to ensure SMUSD shall not be liable for the operation of BPA-SD.

CDE Reporting

BPA-SD agrees to provide quarterly operational data to the SMUSD demonstrating the actions BPA-SD is taking to achieve at least 5% reserve by the beginning of the 2026-27 school year.

² To be increased to 3% if the District provides BPA-SD with substantially rent-free facilities. Facilities provided pursuant to Proposition 39 do not qualify as substantially rent-free.

ELEMENT 10

Pupil Suspension and Expulsion

While BPA-SD upholds all legal requirements regarding suspension and expulsion, BPA-SD is committed to minimizing the use of exclusionary discipline by addressing behavior through proactive, equitable, and restorative practices whenever possible.

Restoring Before Removing: A Proactive Plan to Keep BPA-SD Students Learning

BPA-SD Students: We are **DRIVEN**...

Determination:

- Persevering towards a difficult goal
- Pursuing success relentlessly
- Being bold and taking positive action

Respect:

- Contributing to the well-being of your school culture
- Following school behavioral expectations
- Demonstrating positive citizenship

Integrity:

- Taking ownership of individual learning experiences
- Displaying motivation for academic excellence
- Demonstrating character and compassion through positive morals and values

Vision:

- Having a clear and concise plan to achieve your goals
- Taking ownership of your future
- Creating a path towards your success

Excellence:

- Accepting rigorous challenges
- Going above and beyond expectations
- Leading others to achieve greatness

Notable:

- Leaving a positive mark on everything
- Being remarkable in all that you do
- Aspiring to perform at your best

The purpose of BPA-SD DRIVEN Character through Positive Behavioral Interventions and Supports (PBIS) is to establish a consistent, schoolwide approach for managing student behavior, ensuring all staff members promote a safe, respectful, and positive learning environment through clear, supportive interventions.

As part of a proactive and student-centered approach, BPA-SD recognizes the importance of engaging, appropriately challenging instruction that meets the diverse needs of all students, with emphasis on the most vulnerable student. BPA-SD educators consistently invest time and expertise in designing meaningful lessons and PBL, making thoughtful adjustments to support every student's learning style and ability. In return, BPA-SD encourages students to take ownership of their learning, stay engaged, and contribute positively to the classroom community.

Through its schoolwide DRIVEN Character PBIS framework, anchored in tiered interventions, a clearly defined behavior matrix, restorative reflection protocols, positive reinforcement systems, equity-focused data monitoring, and ongoing staff development, BPA-SD fosters an inclusive learning environment built on strong relationships, intentional planning, and early intervention. These practices work collectively to proactively address behavioral concerns, promote student agency, and support academic excellence and social-emotional development.

Aligned with the CDE's research-based guidance, BPA-SD acknowledges that exclusionary discipline, such as suspension, often fails to address the root causes of student behavior, disproportionately affects historically marginalized students, and undermines academic progress. In response, BPA-SD remains committed to dismantling the school-to-prison pipeline through a MTSS, restorative practices, culturally responsive teaching, implicit bias awareness, and high-quality instruction that keeps students connected to their learning and school community.

By implementing this comprehensive system with equity and intentionality, BPA-SD strives to ensure that every student, especially those in vulnerable populations with the greatest needs, has access to the conditions and support necessary for long-term academic success, personal growth, and postsecondary opportunities.

Purpose of BPA-SD's DRIVEN Character PBIS is to establish a consistent, schoolwide approach for managing student behavior, ensuring all staff members promote a safe, respectful, and positive learning environment through clear, supportive interventions:

Among the many tools embedded within BPA-SD's DRIVEN Character PBIS framework, the student self-reflection session stands out as a restorative, non-punitive approach that creates a safe space for students to process their actions and emotions. Rather than serving as a consequence, this session is designed to guide students through a structured reflection, from the start of their day to the moment of the incident, helping them identify emotional triggers, contextual factors, and moments of decision-making.

Through this process, students are encouraged to explore their feelings, recognize the impact of their choices, and develop constructive strategies for self-regulation and more positive outcomes in the future. The ultimate goal is not discipline, but empowerment, equipping students with tools to better navigate challenges and take ownership of their behavior moving forward:

BPA-SD Self-Reflection Guidelines

Focus Goal

To help students grow through self-awareness, take ownership of their actions, and actively contribute to a thriving school environment.

At Baypoint, students are responsible for their personal growth and for contributing to a safe, respectful, and productive community. The school staff works diligently to create a supportive academic environment. In return, students are expected to show appreciation by consistently:

- Arriving on time and ready to learn
- Engaging fully in their work
- Demonstrating kindness, compassion, and grace
- Treating others with respect and understanding

Self-reflection is a key tool to support students in aligning their behavior with Baypoint's values.

Self-Reflection Components

1. Students will complete a written plan, to identify the behavior that led to the self-reflection session.
2. Map out the series of events and identify the triggers.
3. Explore better ways to self-regulate and respond in future situations.
4. Consider proactive solutions and support offered by staff.

Commitment to Baypoint's Mission & Vision

Students will reflect on Baypoint's mission and vision, writing down key takeaways and how their actions align with the school's values of academic success, respect, and responsibility.

DRIVEN Character Selection

Students will:

1. Choose one or more Baypoint DRIVEN character traits to develop.
2. Artistically represent the chosen traits.
3. Make a personal commitment to embody these traits moving forward
4. Complete Personal Action Plan

Based on the reflection process, the student creates a clear plan outlining:

1. Specific steps for improvement
2. Support needed (e.g., staff guidance, seating changes, breaks).
3. When and where the plan will be put into action.
4. How the student will stay accountable.

Suspension and Expulsion Procedures and Policy

While BPA-SD prioritizes restorative and preventative strategies to keep students engaged in learning, the school however, maintains clear and consistent procedures aligned with state law when suspension or expulsion becomes necessary.

Governing Law: The procedures by which pupils can be suspended or expelled. – California Education Code Section 47605(b)(5)(J).

These Pupil Suspension and Expulsion Policies and Procedures have been established to promote learning and protect the safety and well-being of all students at BPA-SD. When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction. Compliance with the procedures set forth in this Charter shall be the only processes for the Charter School to remove or otherwise exclude a student who attends the Charter School from attendance at the Charter School.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

These procedures may be amended without the material revision of the charter so long as the amendments comport with legal requirements.

These Procedures will be printed and distributed as part of the Charter School's Student-Parent Handbook and will clearly describe discipline expectations. The Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. ([Appendix E10](#))

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Procedures are available on request at the front's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- A. related to school activity;

- B. related to school attendance occurring at the Charter School or any other school; or
- C. related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
 - 1) while on school grounds;
 - 2) while going to or coming from school;
 - 3) during the lunch period, whether on or off the school campus;
 - 4) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension and Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Either:
 - i) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - ii) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- c) Caused or attempted to cause damage to school property or private property.
- d) Stole or attempted to steal school property or private property.
- e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
- f) Committed an obscene act or engaged in habitual profanity or vulgarity.
- g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

- h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these act constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- i) Knowingly received stolen school property or private property.
- j) Possessed an imitation firearm. “Imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- m) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- n) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- o) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- p) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i) A message, text, sound, video, or image.
 - ii) A post on a social network Internet Web site including, but not limited to:
 - 1) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - 2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - 3) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- q) An act of cyber sexual bullying.
- i) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- ii) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iii) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- iv) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- r) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- s) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has committed sexual harassment as defined in Educational Code § 212.5. The conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.
- t) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code § 233.
- u) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

- v) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the Executive Director or Designee of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.
 - i) “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
 - ii) School property includes, but is not limited to, electronic files and databases.
- w) For a pupil subject to discipline, the Executive Director or Designee may use their discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior.

2. Shall Recommend for Expulsion Offenses

The Executive Director or Designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- i) Causing serious physical injury to another person, except in self-defense.
- ii) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- iii) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to students).
- iv) Robbery or extortion.
- v) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

3. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

- i) Possessing, selling, or furnishing a firearm, as defined below. [Educational Code § 48915(c)(1)]
- ii) Brandishing a knife at another person. [Educational Code § 48915(c)(2) 1]
- iii) Unlawfully selling a controlled substance listed in Health and Safety Code section 11053 et seq. [Educational Code § 48915(c)(3)]
- iv) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses above. [Educational Code § 48915(c)(4)]
- v) Possession of an explosive . [Educational Code § 48915(c)(5) 2]

1 “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

2 The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code. of 26

Teachers

1. Teacher Recommendations for Suspension and Teacher Suspensions

A teacher may also refer a pupil, for any of the acts enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” to the Executive Director or Designee for consideration of a suspension from the school.

The Charter School Governing Board may adopt a policy authorizing a teacher to suspend any pupil from class, for any of the acts enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses,” for the day of the suspension and the day following. The policy shall specify that:

The teacher shall immediately report the suspension to the Executive Director or Designee of the school and send the pupil to the Executive Director or Designee for appropriate action. If that action requires the continued presence of the pupil at the school site (e.g., onsite suspension), the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which they were suspended, during the period of the suspension, without the concurrence of the teacher of the class and the Executive Director or Designee.

A pupil suspended from a class pursuant to this policy shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class

from which the pupil was suspended.

2. Parent/Guardian Classroom Attendance

The Charter School Governing Board may adopt a board policy authorizing teachers to require the parent or guardian of a pupil who has been suspended by a teacher for committing an obscene act or engaging in habitual profanity or vulgarity or disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, subject to the grade limitations specified above, to attend a portion of a school day in the classroom of their child. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.

Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to the policy uniformly to all pupils within the classroom.

The adopted policy shall include the procedures that the Charter School will follow to accomplish the following:

- i) Ensure that parents or guardians who attend school meet with the Executive Director or Designee after completing the classroom visitation and before leaving the school site.
- ii) Contact parents or guardians who do not respond to the request to attend school.

If a teacher imposes the procedure, the Executive Director or Designee shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to board policy. This notice shall apply only to a parent or guardian who is actually living with the pupil.

The notice may specify that the attendance of the parent or guardian be on the day the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board.

Alternatives to Suspension or Expulsion

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Educational Code § 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the Executive Director or Designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

- i) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ii) Willfully used force or violence upon the person of another, except in self-defense.

- iii) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Executive Director or Designee of the Executive Director.
- iv) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- v) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- vi) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

- i) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- ii) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- iii) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- iv) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- v) Enrollment in a program for teaching prosocial behavior or anger management.
- vi) Participation in a restorative justice program.
- vii) A positive behavior support approach with tiered interventions that occur during the school day on campus.
- viii) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

- iv) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.

In-Class Suspensions

A pupil suspended from a school for any of the reasons enumerated in the "Discretionary Suspension and Recommendation for Expulsion Offenses" may be assigned, by the Executive Director or Designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension.

The Charter School may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- i) The supervised suspension classroom is staffed as otherwise provided by law.
- ii) Each pupil has access to appropriate counseling services.
- iii) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
- iv) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person, by email, or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

Suspension Procedure

The following suspension procedures shall be followed:

- i) Suspensions for violations of the offenses listed in the “Discretionary Suspension and Recommendation for Expulsion Offenses” stated herein shall be for no more than five consecutive days.
- ii) For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- iii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:
 - 1) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - 2) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- iv) The notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).
- v) The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director or Designee with the student and his or her parent and, whenever practical, the teacher,

supervisor or Charter School employee who referred the student to the Executive Director or Designee.

The conference may be omitted if the Executive Director or Designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within (2) two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an Executive Director or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive Director or Designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or Designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

48913.5. (a) Upon the request of a parent, a legal guardian or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays the homework that the pupil would otherwise have been assigned.

If a homework assignment that is requested pursuant to subdivision (a) and turned into the teacher by the pupil either upon the pupil’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil’s overall grade in the class.

Expulsion Procedures

Students will be recommended for expulsion after the Executive Director or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, or attempted to commit robbery or extortion, a decision for expulsion by the Executive Director or Designee will be based on one or both of the following findings:

- i) Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
- ii) Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Executive or Designee recommendation to expel the student will satisfy all the procedural requirements stated herein.

Expulsion Hearing – Rules and Regulations

The family of a student who has been expelled will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the CEO. A document will be prepared by the Executive Director or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

- i) The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 schooldays after the date the Executive Director or Designee determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the Executive Director or Designee. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.

ii) If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the Executive Director or Designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five school days. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as school days in meeting the time requirements. The days not counted as school days in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 school days, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:

- The date and place of the hearing.
- A statement of the specific facts and charges upon which the proposed expulsion is based.
- A copy of the disciplinary rules of the school that relate to the alleged violation.
- A notice of the parent, guardian, or pupil's obligations pursuant to Educational Code § 48915.1(b).
- Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a non attorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony.

- Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a non-attorney adviser at the hearing. "Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

"Non-attorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.

- iii) The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.
 - 1) If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.
 - 2) If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Educational Code § 48900 or to commit a sexual battery as defined in subdivision (n) of Educational Code § 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- iv) If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.
- v) If the administrative panel determines to expel, findings of fact in support of

the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence added at the hearing.

- vi) The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
- vii) A recording of the hearing shall be made. The record may be maintained by any means, including electronic recording, so long as a reasonably accurate and complete written transcription of the proceedings can be made.
- viii) Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.
- ix) In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Educational Code § 48900 or to commit a sexual battery as defined in subdivision (n) of Educational Code § 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- x) Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the Executive Director or Designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the Executive Director or Designee or the pupil, issue subpoenas. All

subpoenas shall be issued in accordance with Sections 1985, 1985.1, and 1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

- 1) Any objection raised by the Executive Director or Designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.
- 2) If the administrative panel determines that a perceived witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.
- 3) Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.
- 4) Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the Executive Director or Designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:
 - a) Notice of the right to appeal the expulsion to the Charter School Governing Board.
 - b) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.
 - c) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.
- xi) The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Decision of the Panel

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

- i) Uphold the expulsion.
- ii) Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

- i) The outcome of the hearing and the decision of the administrative panel
- ii) The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
- iii) Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
- iv) Reinstatement eligibility review date (if expulsion is decided)
- v) A copy of the rehabilitation plan (if expulsion is decided)
- vi) The type of educational placement during the period of expulsion (if expulsion is decided)
- vii) Pupils who are expelled shall be responsible for seeking alternative education programs
 - 1) Alternative Education - Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
 - 2) Rehabilitation Plans - Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil

may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or Designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Charter School Board following the meeting regarding their determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

Notice of Expulsion to Last Known District of Residence

The Charter School shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- i) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- ii) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
- iii) At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
- iv) The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

- v) The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
- vi) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- vii) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- viii) The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the courtroom during that testimony.
- ix) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
- x) Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- xi) If the pupil being expelled requests a public hearing, the complaining witness

shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Educational Code § 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Educational Code § 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

Expulsion Appeals

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 school days following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

Transcripts

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of the notice of appeal with the Governing Board. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- i) Where the pupil's parent or guardian certifies to the Charter School that they cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- ii) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

Standard of Review

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- i) Whether the administrative panel acted without or in excess of its jurisdiction.
- ii) Whether there was a fair hearing before the administrative panel.
- iii) Whether there was a prejudicial abuse of discretion in the hearing.
- iv) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an “abuse of discretion” is established in any of the following situations:

- i) If school officials have not met the procedural requirements of this article.
- ii) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.
- iii) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

Decision on Appeal

The decision of the Governing Board shall be limited as follows:

- i) If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:
 - 1) Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.
 - 2) Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.
- ii) If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:
 - 1) Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil’s parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil’s enrollment in a new school district, to inform that school district of the pupil’s expulsion.
 - 2) The Charter School shall maintain a record of each expulsion, including

the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

- iii) In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Executive Director or Designee shall send a copy of the written notice of the decision to expel to the school district of the student's last known residence, within thirty (30) days.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

- ii) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- 1) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- 2) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- 3) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs

first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

Special Circumstances

The Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or Designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- i) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- ii) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- iii) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- i) Notice
- ii) Manifestation determination
- iii) Continued receipt of special education services

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- i) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
- ii) The parent has requested an evaluation of the child; or
- iii) The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. the Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. [Educational Code § 47605(b)(5)(J)(iii-iv)]

ELEMENT 11

Employee Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
California Education Code § 47605(b)(5)(K)

Retirement Benefits

BPA-SD's Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff. BPA-SD's Board of Directors retains the option for BPA-SD to participate in the State Teachers' Retirement System (CalSTRS), or a 403b retirement plan that may offer rates competitive within the existing marketplace, or to implement any other retirement plan at its discretion. BPA-SD will coordinate such participation as appropriate with the Social Security system or other reciprocal system, so that at a minimum, all staff will be covered by STRS and/or PERS, or alternatively, by federal social security, pursuant to Education Code § 47605(b)(5)(K). All employees who are not members of STRS or PERS must contribute to the federal social security system. If the Board of Directors determines to participate in STRS for certificated employees who are eligible, and STRS is no longer available for Charter Schools, BPA-SD may offer a matching rate on the 403 b plan that would be competitive within the existing marketplace. Currently, BPA-SD does not intend to participate in the Public Employees Retirement System (CalPERS). BPA-SD will be responsible for contracting retirement plan services with an experienced provider selected by the Board.

BPA-SD will make appropriate arrangements with the County Office of Education to ensure proper reporting in accordance with Education Code § 47611.3, as applicable. The County Office shall cooperate as necessary to forward any required payroll deductions and related data to the appropriate agencies in exchange for its actual costs for providing the service.

Certificated, classified, and other staff members of the school shall retain all previously vested rights in their respective retirement systems, including, but not limited to, STRS, PERS, and the Social Security System.

Other Benefits

Life, health, dental and vision benefits will also be provided to all full-time employees. The Board of Directors will determine the amount paid to employee benefits on an annual basis.

BPA-SD will also make contributions for workers' compensation insurance, Medicare, unemployment insurance, and any other payroll obligations of an employer as required by law.

Oversight of Benefits

BPA-SD contracts with a back-office service company and/or a payroll company and accounting services as well as handle some aspects in house. The CEO or Designee will be responsible for ensuring that all appropriate arrangements for retirement coverage have been made for employees. The Board of Directors may, in its discretion, contract with another qualified provider for payroll and accounting services.

Policies may change during the term of the charter. BPA-SD will routinely review potential retirement options for its employees and will provide the most valuable and convenient options available.

BPA-SD will inform prospective employees of the retirement system in place for employees of the BPA-SD prior to employment, as required by Education Code § 47611.

ELEMENT 12

Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

California Education Code § 47605(b)(5)(L)

Public School Attendance Alternatives

No student shall be required to attend BPA-SD. Students who reside within SMUSD who choose not to attend BPA-SD may attend a school within SMUSD according to SMUSD policy or at another school district or school within SMUSD through SMUSD's intra and inter-district policies. Parents/Guardians of each student enrolled in BPA-SD will be informed on admissions forms that the students have no right to admission in a particular school of any LEA as a consequence of enrollment in BPA-SD, except to the extent that such a right is extended by the LEA.

ELEMENT 13

Employee Return Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

California Education Code § 47605 (b)(5)(M)

Employee Return Rights

No SMUSD employee shall be required to work at BPA-SD. Employees of SMUSD who choose to leave the employment of SMUSD to work at BPA-SD will have no automatic rights of return to SMUSD after employment by BPA-SD unless specifically granted by SMUSD through a leave of absence or other agreement in accordance with the Board policies and collective bargaining agreements of SMUSD.

All employees of BPA-SD will be considered the exclusive employees of BPA-SD and not of SMUSD, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at SMUSD or any other school district will not be transferred to BPA-SD. Employment by BPA-SD provides no rights of employment at any other entity, including any rights in the case of closure of BPA-SD.

ELEMENT 14

Dispute Procedures

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

California Education Code § 47605 (b)(5)(N)

Disputes between SMUSD and BPA-SD

BPA-SD and SMUSD will be encouraged to attempt to resolve any disputes with SMUSD amicably and reasonably without resorting to formal procedures.

In the event of a dispute between BPA-SD and SMUSD, BPA-SD staff, employees and Board members of BPA-SD and SMUSD may agree to first frame the issue in written format (“dispute statement”) and may refer the issue to the SMUSD Superintendent and Executive Director of BPA-SD. In the event that the SMUSD Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code § 47607, BPA-SD requests this be noted in the written dispute statement. However, BPA-SD understands participation in the dispute resolution procedures outlined in this section shall not impede or act as a prerequisite to SMUSD’s ability to proceed with revocation in accordance with Education Code § 47607.

The CEO and Superintendent may informally meet and confer in a timely fashion in an attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the CEO of BPA-SD and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO may meet jointly to identify a neutral third party mediator to engage the Parties in a voluntary mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO. Mediation shall be held within sixty business days of receipt of the dispute statement. While the SMUSD cannot be pre-bound to a contractual obligation to split the cost of mediation or agree to mediation to resolve a dispute, BPA-SD and SMUSD may agree to mediation and may agree to split equally the costs of the mediator. Each party shall be responsible for its own legal representation, if any. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of SMUSD and BPA-SD. A designee may be utilized by the Superintendent or CEO in following this process. During this process, both parties will not make any public comments.

ELEMENT 15

Charter School Term, Renewal and Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

California Education Code § 47605(b)(5)(P)

Term of the Charter

The term of this Charter will be seven years, commencing July 1, 2026.

Charter Renewal

The Charter School must submit its renewal petition to the District's Charter Schools Division.

Closure Procedures

All documentation noted below will be forwarded to SMUSD.

The revocation or non-renewal of BPA-SD will be documented by an official action of SMUSD. Notice of the charter school's closure for any reason must be provided by SMUSD to the California Department of Education (CDE). In addition, BPA-SD will send a notice of its closure to:

1. Parents or guardians of students
2. SBE
3. The county office of education
4. The special education local plan area in which BPA-SD participates
5. The retirement systems in which BPA-SD employees participate
6. The CDE

This notice must be received by the CDE within ten calendar days of any official action taken by SMUSD. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the two required items above, notification to parents, guardians, and students will also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information
3. Information on student completion of college entrance requirements for all high school students affected by the closure

BPA-SD or SMUSD will announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school so that these districts can then assist in facilitating student transfers. Closure should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

School and Student Records Retention and Transfer

Closure procedures include the following plans for the transfer and maintenance of school and student records:

1. BPA-SD will provide parents, students and SMUSD with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. The nonprofit corporation operating BPA-SD shall serve as the “responsible entity” to conduct closure-related activities and submit proof that BPA-SD has secured the services of said entity to conduct closure-related activities. The Board Chair will be the individual responsible for overseeing these procedures. All records of BPA-SD shall be maintained by the non-profit corporation, Baypoint Preparatory Academy, which operates BPA-SD upon BPA-SD closure. Baypoint Preparatory Academy shall maintain all records until the charter is dissolved and shall determine a suitable location for storage of the same. SBE shall maintain all records, including financial and attendance records, according to the requirements and timelines in 5 CCR § 16023 to § 16026.
2. Provision of a list of students in each grade level and the classes they have completed to the entity responsible for conducting the closure
3. Provision of the students’ districts of residence to the entity responsible for conducting the closure
4. Transfer and maintenance of all student records, state assessment results, and any special education records to the custody of the entity responsible for conducting the closure
5. Transfer and maintenance of records or assessment results required to be transferred to a different entity are excluded from requirement (4) above.

6. The transfer and maintenance of personnel records shall be made in accordance with applicable law

Submission of personnel records will include any employee records maintained by BPA-SD. These include, but are not limited to, records related to performance and grievance.

Financial Closeout

After receiving notification of closure, the CDE will notify BPA-SD and SMUSD if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of BPA-SD if it has reason to believe that the school received state funding for which it was not eligible.

BPA-SD will ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

BPA-SD will complete and file any and all annual reports required by law, including:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports will be submitted to the CDE and SMUSD in the form required. If BPA-SD chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports will be submitted as soon as possible after the closure action, or no later than the required deadline for reporting for the fiscal year.

BPA-SD will also have the independent audit completed within six months after closure. BPA-SD will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by BPA-SD and will be provided to SMUSD promptly upon its completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to BPA-SD.

BPA-SD will complete and file any annual reports required pursuant to Education Code § 47604.33.

Disposition of Liabilities and Assets

Upon closure of BPA-SD, all assets of BPA-SD, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending BPA-SD, remain the sole property of BPA-SD and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets that are SMUSD's property will be promptly returned to SMUSD. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon closure, BPA-SD shall remain solely responsible for all liabilities arising from the operation of BPA-SD.

As BPA-SD is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of BPA-SD, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified in the proposed budget, BPA-SD will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above.

Appendices

E 1

Reference Appendix E1 Independent Study Policy
Reference Appendix E1 Comprehensive List of Annual Professional Development
Reference Appendix E1 ESWED Bylaws
Reference Appendix E1 School Calendar
Reference Appendix E1 Education for English Learners Policy
Reference Appendix E1 Archery Curriculum Elementary
Reference Appendix E1 Archery Curriculum Middle School
Reference Appendix E1 Archery Procedures 2024-25
Reference Appendix E1 Archery Responsibilities
Reference Appendix E1 Archery Lesson Plan
Reference Appendix E1 Archery Lesson Plan Google Slides

E 2

[Reference Appendix E2 BPA-SD LCAP 2024-25 (Written in 2023-24 Academic
Year 3-Year Plan 24-25, 25-26, 26-27)

E 4

Reference Appendix E4 Conflict of Interest Code Policy

E 5

Reference Appendix E5 CEO Evaluation Form
Reference Appendix E5 Evaluation of Executive Director By Chief Executive
Officer
Reference Appendix E5 Walk Through Observation Form
Reference Appendix E5 Business Manager Evaluation
Reference Appendix E5 Part I Formal Teacher Observation Form
Reference Appendix E5 Part II Teacher/Staff Observation form
Reference Appendix E5 Part I Instructional Coach Observation Form

E 6

Reference Appendix E6 School Safety Plan
Reference Appendix E6 Wellness Policy
Reference Appendix E6 Title IX
Reference Appendix E6 Suicide Prevention Policy
Reference Appendix E6 Human Trafficking Policy
Reference Appendix E6 Immigration Policy

E 9

Reference Appendix E9 Financial Audit, Financial Planning and Reporting,
Facilities and Administrative Services

E 10

Reference Appendix E2 Student-Parent Handbook

Appendix E1



National Curriculum

Grades 4-5

Revised 2019



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The National Archery in the Schools Program does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or in the provision of services.

NASP® Revised 2019

“On Target for Life”

Grades 4-5

Archery

Important note: This archery unit may be used ONLY in conjunction with the National Archery in the Schools certification training and training materials.

Overview: As a result of this unit, the history, physical, emotional and social benefits will be learned. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed.

Note to instructor: The activities, enhancements and timeframe of this unit may be adapted to fit specific student or classroom needs. However, the safety procedures and instructional guidelines for teaching archery as developed by the National Archery in the Schools Program MUST be taught throughout the unit. For adaptations for special needs students, please see the Appendix.

Major focus:

- National Standards:
 - Physical Education (SHAPE America, 2013)
 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
 - Social Studies
 1. US History – Understands comparative characteristics of societies in the Americas that increasing interacted after 1450 (NSS-USH.5-12.1)
 2. History/Culture – Understanding the biological and cultural processes that gave rise to the earliest human communities (NSS.USH.5-12.1)
 3. History/Culture – Understanding major global trends from 1750 to 1914 (NSS.USH.5-12.7)
 - Mathematics
 1. Understand numbers, ways of representing numbers, relationships among numbers and number systems (NM-NUM.9-12.1)
 2. Judge the effects of operations such as multiplication and computation powers on the magnitudes of quantities (NM-NUM.9-12.2)

3. Judge the reasonableness of numerical computations and their results (NM-NUM.9-12.3)
4. Apply appropriate techniques, tools and formulas to determine measurements (NM-MEA.9-12.2)
5. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer (NM-DATA.9-12.1)
6. Select and use appropriate statistical methods to analyze data (NM-DATA.9-12.2)
7. Develop and evaluate inferences and predictions based upon data (NM-DATA.9-12.3)
8. Understand and apply basic concepts of probability (NM-DATA.9-12.4)
9. Create and use representations to organize, record and communicate mathematical ideas (NM-PROB.REP.PK-12.1)

- Essential Core Content:

Social Studies: The history of archery. Students will understand, analyze and interpret historical events, conditions, trends and issues to develop historical perspective.

- History is a series of connected events, shaped by cause and effect relationships, tying the past to the present.
- As early hunters and gatherers developed new technologies, they settled into organized civilizations.

Strategies for archery safety: Using safety strategies in archery activities reduces the possibility of injury.

- *Archery skills and techniques:* Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Character Development through Archery : Physical, emotional and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.

- Communication, cooperation, rules and respect are important to the effective functioning of groups.
- Behaviors such as constructive communication, fulfilling commitments and cooperation show respect and responsibility to self and others.

Mathematical Concepts through Archery: Basic mathematical concepts can be addressed, taught and real-life connections formed through the use of archery.

- Organizer: How can I be “on target for life” through developing skills for, and participating in, the sport of archery?
- Essential Questions:
 - How do I participate in archery in a safe and responsible manner?
 - How do I successfully perform archery skills?
 - How does participation in archery activities promote my character development?
 - How does participation in archery activities enhance my physical, emotional and social well-being?
- Enabling knowledge
 - Safety strategies
 - Archery equipment
 - Archery techniques
 - Basic shooting form
 - Archery rules
 - Scoring procedure
 - Archery etiquette and sportsmanship
 - Archery history
 - Physical, social and emotional benefits of archery
- Enabling skills and processes:
 - Research skills
 - Listening skills
 - Observation skills
 - Hand-eye coordination

- Refinement of motor skills
- Self-evaluation
- Following directions
- Scoring
- Skill improvement through practice
- Effective group participation
- Communication skills
- Cooperation skills
- Practicing responsibility and respect

Instructional Plan 1

Title: String Bow™ Success

Time: 2 to 3 days

Physical Education Standards Addressed:

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- S2.E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).

Example: Use non-stretch 1/8 inch diameter string (“84-90” long) to train and practice the 11 Steps to Archery Success. Pair students up to analyze each other’s form and movement. Encourage students to practice with the String Bow at home in front of a mirror.

S2.E4 Alignment and Muscular Tension- applies skill

Example: use old bicycle inner tubes (or exercise tubing) cut up in smaller lengths for students to practice using muscular effort and tension to control the tube and body alignment during the pre-draw, draw, anchor, aim, shot set-up and follow through steps.

- Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4.E3.4 Listens respectfully to corrective feedback from others.

S4.E3.5 Gives corrective feedback respectfully to peers.

S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

Example: Stress the importance of responsible personal behavior while giving feedback to peers; a good way to remember that is to give one positive comment before each negative comment. Model and/or role play on how to give and receive constructive advice while using a string bow.

S4.E6.4 Works safely with peers and equipment in physical activity settings.

Example: Demonstrate personal space inside the archer’s half of the shooting lane. Remind the archer to keep his body, bow, arrows and quiver in the space provided in the lane. Arrows should only point in the direction of the floor or target when being placed on the bow and always aimed below the top of curtain line.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Essential Content:

Archery skills and techniques:

- Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Essential Questions:

How can I participate in archery in a safe and responsible manner?

How do I successfully perform archery skills?

How can I use the string bow tool to improve my archery skills?

Enabling Knowledge: Safety
strategies Basic
shooting form Archery
techniques History of
Archery

Enabling Skills and Processes:

Listening skills
Observation skills
Hand-eye coordination
Refinement of motor skills
Following directions

Effective group participation
Self-evaluation
Practicing responsibility and respect

Materials needed:

String bow™ (approximately 90” of 1/8” diameter, non-elastic string or cord) for each student
Painter’s tape
Whistle
Eleven Steps to Archery Success poster
Television
DVD/VCR
Archery Journal

Note to instructor: Refer to the Appendix for Glossary of Archery terms. Also refer to the Basic Archery Instructor manual for more information on the specific lessons.

I. Establishing Eye Dominance

(Note to instructor: Establishing eye dominance is crucial to ensure that you have children’s dominant eye matched to their bowstring drawing hand. However, according to industry reports, only 10% of bows sold are left-handed. Cross-dominant students (right-handed and left-eyed) can either be: a) taught left-handed (or right-handed, whichever eye is dominant) to begin with; b) be taught with their dominant hand and use a patch or flip-down to block their dominant eye; c) taught to close their dominate eye in order to aim with their non-dominant eye; and d) allowed to experiment with both methods to see which works best for them.) It is not absolutely necessary that an archer shoot with both eyes open. However, with both eyes open an archer will have better depth perception (binocular vision), better peripheral vision, and in some cases improved balance. If an archer shoots a bow that doesn’t match the dominant eye (i.e. left-eye dominant person shooting a right-handed bow), the dominant eye must be closed or masked to achieve proper form and sight picture. For a right-handed shooter with a left dominant eye, if the left eye isn’t closed the archer will either miss very badly to the left (opposite for left-handed/right-eyed persons) or the archer will exhibit improper posture leaning the head over the bow string to aim with the left eye instead of the right.

Early in the archery lesson it is beneficial to help a new archer determine if his dominant eye and string hand are on the same side. There are various methods of doing this.

You will begin participating in the sport of archery by completing either of the following activities:

Aperture Method (NASP® Preferred)

The instructor will stand about 10 feet in front of each archer. The archer will form a golfball-sized triangle using the index finger and thumb of both hands. With the student facing the instructor, the student will extend and raise both arms and look through the aperture (triangle) at the instructor's nose. The instructor will see, in most cases either the student's left or right eye in the aperture. The eye that is observed in the aperture is the archer's dominant eye. Sometimes the instructor will see the student's nose instead of an eye centered in the aperture. In such cases the archer is likely has "co-dominant" eyes and should try both left and right-handed bows to see which the archer shoots most accurately.

Pointing and Winking:

With both eyes open have the students extend their right or left hand with their index finger pointing at a small, distant object. Then have the student close one eye at a time. For most people when the dominant eye is closed, the finger will appear to move to the right or left of the object. For example, for a right-eye dominant person, when the left eye is winked the object remains under the index pointer finger. When the right eye is winked the finger moves.

OR

Pointing at the Instructor:

Some students will have trouble or will resist these procedures and force the eye they want to be dominant to pass the “point and wink” test. In these cases it can be helpful to have the student stand 10-20 feet from the instructor and with both eyes open, have the student point the index finger of either hand toward the instructor’s face. The instructor should be able to see the pointing finger naturally line up under the student’s dominant eye.

II. Building a String Bow™

The use of the String Bow™ enables the instructor to teach the student what is needed to enjoy archery success without interference or distraction by the target, bow, or arrow. It helps to avoid having the student judge performance by where the arrow hits the target (results) during the beginning stages of learning the **process** of shooting archery...

Use of the String Bow™ will enable the student to determine personal draw length and bow hand and string hand placement. The student can use the String Bow™ to practice proper archery form. The student can also use the String Bow™ to perform warm-up and warm-down exercises.

With the String Bow™ you can teach the new archer proper hand and finger position on the bow’s string. You can guide archers to proper hand placement and knuckle angle alignment on the bow’s grip. Use of the String Bow™ is also used to teach the student how to rotate the elbow to prevent the bow string from hitting the forearm.

The String Bow™ can be used to teach proper archery shooting dynamics. Students can learn which muscles they need to activate and how to keep them active so the arrow will clear the bow before the bow moves. Learning the proper way to release the string is very easy with the String Bow™. It will allow you to observe the student’s follow-through and provide instant feedback whether or not the student is keeping her muscles properly active throughout the shot. By using the String Bow™ you can emphasize the importance of working on shot technique and developing a repeatable form. Without the actual bow and arrow in hand, the student can concentrate on learning proper form without the distraction

of scoring well on a target. Strive to teach the archer to feel the shot. Introduce the idea of shooting to learn rather than thinking about where the arrows land.

(Note to instructor: Please refer to the BAI manual you receive as part of your certification process for more detailed instructions on how to construct and use the String Bow™.)

Activity 2:

Once students have properly constructed a string bow, then instruction may begin on the “Eleven Steps to Archery Success.” This approach allows students to concentrate on executing a correct shot, instead of being focused on the target and result of their shot. (See the Basic Archery Instructor’s manual for further information.)

Eleven Steps to Archery Success

Lesson Objective:

Student archers will learn 11 steps to perform and execute ideal shooting form, shot execution, and follow through.

Discussion: There are many keys to enjoying success in archery. It is important that the archer’s equipment fits and that bows, arrows and accessories are well tuned for effective arrow flight. The archer must also execute consistent shooting process from shot to shot. The archer’s shooting process is most effective when it allows the shooter to be stable, relaxed and comfortable to maintain proper muscle activity throughout each shot.

During this lesson the archer will learn 11 consecutive steps to follow to achieve life-long archery success. These steps will guide the archer from initial form on the shooting line, through execution and reflection of each shot.

This lesson will rely heavily upon the String Bow™ previously constructed. New archers should master these steps using the String Bow™ before moving on to using bows, arrows and targets.

Occasionally, any archer will find it helpful to review their performance of these 11 steps, even using the String Bow™, to improve or maintain the level of performance they desire.

Materials Needed

- Each student needs a properly constructed and fitted String Bow™.

Why 3 Fingers? Some experienced archers will question placing three fingers under the arrow nock rather than one finger above and two below a.k.a “split finger”. Explain that three fingers under prevents twisting of the bow string and reduces the likelihood that the arrow will fall off the arrow rest.

Practicing Turning Elbow to Protect Arm For students who have a difficult time keeping the bow string from hitting the bow arm and who can’t turn the elbow down and to the left (or right for left handed shooter), have them put their bow

hand palm against a wall and turn the elbow under and to the side. It is certainly acceptable for any student to wear an arm guard while shooting.

Classroom Set-Up: No actual shooting will take place during this lesson and this session may be held in a classroom, hallway or gymnasium. However, it is important that there be a waiting and shooting line and target direction for the students to simulate shooting. All students should be behind the waiting line.

Conducting the Lesson: The instructor should first show and explain the Eleven Steps to Archery Success to the class. The class will stand behind the waiting line while the instructor, using the String Bow™, stands at the shooting line. After the steps have been explained and students have followed the instructor through each step, have the students call them out for the instructor to demonstrate again. Then blow two whistles to move students to the shooting line. Next have the students perform the steps. Then have the class call them out as they do them together. If a student has difficulty with a particular step, refer them to more practice of this step using the String Bow™.

Form

Stance: Each student should straddle the shooting line with one foot on either side. If the archer is right-handed, the left foot should be over the shooting line toward the target line. To establish correct foot placement begin with both feet together and toes even or “closed.” Then move the foot closest to the target (front foot) back so these toes are even with the mid-point of the back foot. Then, while maintaining this mid-point toe placement, move the front foot toward the target so the feet are shoulder-width apart. Then turn (open) the front foot toward the target. Imagine the shooter is facing a 12 o’clock position. The toes of the back foot should be pointed to 12 o’clock, parallel to the shooting line. The toes of the front foot should be pointing toward 10 o’clock for a right-handed shooter and 2 o’clock for a left-handed shooter. The archer should stand vertical and relaxed, without the body leaning to the front, back, or from side to side.

Nock Arrow: With your bow in your bow hand, withdraw an arrow from the floor quiver by grasping the arrow below the fletching. Keeping your bow as vertical as possible, carry the arrow up and over the top of the bow. Care should be taken to keep the arrow point, pointed safely towards the target as soon as it is removed from the quiver. With the different colored “index fletching” pointed toward you, away from the bow, snap the arrow’s nock under and against a single nock locator or between a pair of nock locator(s). The arrow shaft should be placed on the arrow rest.

Drawing Hand Set: With your bow at arm’s length and pointed down, grasp the string immediately under the nock at least to the first joint of the 1st and 3rd finger and slightly inside the joint of the middle finger, forming a hook. This is called the “archer’s groove”. Keep the back of the hand flat, the thumb down towards and relaxed. This is done exactly the same for the String Bow™ and the real bow.

Bow Hand Set: Place your hand in the bow grip with the meaty part of your thumb inside the grip to the lifeline of your palm. The lifeline should be aligned over the center of the bow's grip. When set properly the knuckles of your bow hand should form a 30- to 45-degree angle. The hand and wrist should form an "L". At the same time your bow hand is set, rotate your elbow down to the left (for right-handed archer). This hand and elbow position allows for improved string clearance of the bow arm. This is done exactly the same for the String Bow™ and the real bow.

SHOT EXECUTION

Pre-Draw: Starting with your bow arm hanging relaxed at your side, lift your arm allowing it to hinge at your shoulder so your shoulder will remain level. Your drawing hand will remain hooked around the bow string with the bow un-drawn. The drawing arm will be slightly higher than the bow arm. Both hands should be nearly touching as the string is not drawn during this step. The drawing hand, arm and elbow should be parallel to the floor or ground. This is done exactly the same for the String Bow™ and the real bow.

Draw: Pull or draw the string smoothly toward the right side of your face (right-handed archer) by rotating your hips and your shoulder around until your elbow is slightly in front of the arrow line. You want the feeling of getting in behind the bow. You should feel your upper back muscles being activated. This is done exactly the same for the String Bow™ and the real bow.

Anchor: Anchor by touching your index finger to the corner of your mouth. Keep muscles active while maintaining full draw. This is done exactly the same for the String Bow™ and the real bow.

Aiming: Your master eye is your rear sight and needs to be consistent in location as it relates to the anchor. Think of sighting as an alignment between your eye, the string and your front sight. In bare bow archery (without sights) your front sight would be either your arrow or some part of your bow riser or both.

Allow your bow to move naturally—a perfectly still bow is unnatural. Be aware of the target and the sight. Keep your muscles active during the aiming process. This is done exactly the same for the String Bow™ and the real bow.

Shot Set-Up: After you have reached your anchor and begun your aiming alignment, you need to create a slight movement from your drawing shoulder and/or arm to the rear. The archer should be able to feel the muscles move the shoulder blade toward the center of the back, on the drawing side. You can initiate the release anytime during this rearward movement. This is done exactly the same for the String Bow™ and the real bow.

Release: The release is a combination of relaxing your fingers and the back of your hand all at once. All your arm and back muscles remain active during this process. This is done exactly the same for the String Bow™ and the real bow.

Follow-Through/Reflection: Upon release, your drawing hand will move rearward, along the face and under the ear, with your fingers relaxed and end up with your thumb touching or near your drawing shoulder. The drawing shoulder should hinge so your elbow can move down. The bow arm is allowed to move naturally a bit forward then slightly both left (right for left-handed shooter) and down. After follow-through, reflect upon the position of your drawing and bow hand to see that they are in the proper ending positions as a result of having kept your muscles active throughout the shot sequence. This is done exactly the same for the String Bow™ and the real bow. The archer should pause after follow-through to reflect positively on how the shot felt and how the archery might, if necessary improve the process on the next arrow.

Instructional Plan 2

Title: Shoot Straight Be Safe Number
of days: 3 to 4 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (Note- We know this is a 6th grade level outcome, but it can apply to 4th and 5th grade students, especially with archery, as they learn to apply skills in individual-performance activities).
Example: At the beginning, have students practice loading arrows without shooting. Students stand at the shooting line and wait for the whistle command to “shoot.” But instead of shooting, they just load an arrow, take it off, put it back in the quiver, and do it again five times.
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
S2. E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).
Example: Videotape students shooting and then have students watch themselves. Students will then analyze and self-assess one part of their shooting (e.g. draw to anchor, follow through).
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
S3.E2.5 Actively engages in all the activities of physical education
Example: At the elementary level, build the anticipation and excitement of doing archery in PE by having younger students watch a demonstration by 5th grade students. Then when those students reach 4th grade, they are more than eager to do archery by following the 11 steps.
- Standard 4 Exhibits responsible personal and social behavior that respects self and others
S4.E6.5 Applies safety principles with age-appropriate physical activities
Example: Have students be safety monitors during class. Pick a few students each round (maybe some who have 3 shooters in their group) to watch and gently remind classmates to walk on the archery range and to pull arrows from the target correctly.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Essential Content:

- Strategies for archery safety –Using safety strategies (e.g., in archery activities) reduces the possibility of injury.
- Archery skills and techniques –Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports. Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.
- The history of archery:
 - Students understand analyze, and interpret historical events, conditions, trends, and issues to develop a historical perspective.
 - History is a series of connected events shaped by cause-and-effect relationships, tying the past to the present.
 - As early hunters and gatherers developed new technologies, they settled into organized civilizations.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.)

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?

Enabling Knowledge:

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- History of archery

Enabling Skills and Processes:

- Research skills
- Listening skills

- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Following directions
- Effective group participation
- Self-evaluation
- Practicing responsibility and respect

Activity 1

Materials:

- Bow rack
- Easton 1820 Aluminum arrows
- Floor quivers for arrows (e.g., cones)
- Genesis Bow
- Blue painter's tape
- Targets (covered or blank faces until later in lesson, then use FITA 80cm faces)
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

(*Instructor note: Refer to the Appendix or Basic Archery Instructor Manual for Shooting Range Diagram, Archery Range Rules, Whistle Commands, Archery Safety Procedures and a Glossary of Archery Terms.*)

Steps:

- ☐ Describe the boundaries and lines of the shooting range.
- ☐ Explain archery equipment safety rules and location of equipment.
- ☐ Explain and demonstrate “whistle commands.”
 - o Two blasts - Archers may “get bow” and walk to the shooting line.
 - o One Blast - Archers may load their bows and begin to “shoot”.
 - o Three Blasts - Archers may walk to the target line to “go get arrows”.
 - o Five or more blasts –EMERGENCY SITUATION - STOP SHOOTING and put your arrows back in your quivers.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Archery is a safe and enjoyable lifetime physical activity when safety procedures are followed.

- a. Identify four safety procedures you must follow when participating in archery activities.
- b. Explain why each of these are important.

Rubric for scoring open response:

Performance Level	Indicator
International Archer (4)	-Student identifies at least four safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety -Student connects learning to personal experiences or expands his or her explanation of the importance of safety and procedures.
Master Archer (3)	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
(0)	-Student response is totally incorrect or irrelevant

Activity 2

Materials:

- Bow rack
- Easton 1820 Arrows
- Floor quiver for arrows (e.g., cones)
- ☐ Genesis bows
- ☐ Blue Painter's Tape
- ☐ 80 cm FITA faces - Targets
- ☐ Whistle
- ☐ Safety rules posters
- ☐ Clearly defined shooting range
- ☐ Archery Journal

Steps:

- ☐ Review safety procedures and whistle commands.
- ☐ Divide students into groups with two or three students.
- ☐ Begin actual shooting instruction with a target placed at a close distance. Targets will not be moved back until all students have become proficient at this distance
- ☐ Observe and correct any form or technique issues that arise through positive reinforcement. For example, if an archer fails to come to a proper anchor point, provide a specific compliment on about something the archer performed correctly (shoulder width stance), then remind the archer to bring the index finger to touch the corner of the mouth like we did with the String Bow. The teacher should stay with the archer through the next shot to “review” that the archer understood and performed the correction. (See CPR in the NASP® Manual.

Objectives:

- ☐ You will be striving to develop correct form and technique in your students' shooting by making helpful suggestions. Students will encourage and assist other students in your group as they shoot.
- ☐ As the classes progress, you will move the targets back based on the ability of the class until you reach the NASP® competition distances of 10 and 15 meters.
- ☐ Once students can perform the Eleven Steps to Archery Success process, scoring protocols may be addressed, using the rings on the target.

(Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard and Sample Target.)

Archery Journal Entry

Record the scores in your Archery Journal for your last end (or round) of arrows (5 arrows).

You will also record the following:

List and define the “Eleven Steps to Archery Success.”

Describe two things I learned today as I worked on my archery techniques that will help me improve my shooting skills.

Activity 3

Note to the Instructor: You may collaborate with the Language Arts, Social Studies, and/or Media Specialist in the completion of the research activity.

Materials:

- Summary of the History of Archery (Appendix)
- Resource materials on the history of archery
- Computer Lab
- Book-marked Internet sites

You will read a summary of the history of archery provided by your instructor. Choose a topic from these materials and using reference books from the library or the internet prepare a two-page report on the impact of archery on society at a particular time in history, contrasting the place archery had then and in the world today.

OR

Select from one of the following topics:

- History of Olympic archery,
- Archery in contemporary bow hunting,
- Compound bow versus recurve bow,
- Compare one historical period of archery with another, or
- Another archery topic with instructor's approval.

Note to the Instructor, suggestion for enrichment activities:

Collaborate with the art teacher for students to create a mural depicting a timeline of the history of archery.

Collaborate with the English teacher in the selection of literature or reading materials that include archery activities from historical time periods.

Instructional Plan 3

Title: Practice Makes Perfect Number
of days: 6 to 7 days

Physical Education Standards Addressed:

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- S2.E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).
- Standard 4 Exhibits responsible personal and social behavior that respects self and others

S4.E3.4 Listens respectfully to corrective feedback from others

S4.E3.5 Gives corrective feedback respectfully to peers

Example: Using video with students is a great way to analyze movement and apply concepts. Combining that with a peer assessment reinforces behavior that respects self and others. Have students video each other and do a peer assessment. To start with, they will discuss one thing their partner is doing well and mention one thing they need to correct.

- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class

Example: Introduce students to archery clubs in the area that have programs for elementary students to participate in open shooting and/or competitions. Use guest speakers or go on a field trip to the club.

- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response

Example: Collaborate with the ELA teacher to develop a writing assignment comparing and contrasting archery and one other activity of the student's choice.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Academic Expectation:

- ☐ Students demonstrate skills that promote individual well-being.
- ☐ Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- ☐ Psychomotor Skills - Students perform physical movement skills effectively in a variety of settings.
- ☐ Lifetime Physical Activities - Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Essential Core Content:

- ☐ Strategies for archery safety - Using safety strategies (e. g., in archery activities) reduce the possibility of injury.
- ☐ Archery skills and techniques - Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.
- ☐ Principles of motor skills refinement (e.g., accuracy, techniques, movement) require a logical and sequential approach.
- ☐ Character development through archery participation - Physical, emotional, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.
- ☐ Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- ☐ There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well-being?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- Archery etiquette and sportsmanship
- Physical, emotional, and social benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills

- Observation skills
- Refinement of motor skills
- Self-evaluation
- Effective group participation
- Communication skills
- Cooperation skills
- Sportsmanship
- Practicing responsibility and respect

Activity 1

- Bow rack
- Easton 1820 arrows
- Floor arrow quiver (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Steps:

- ☐ Whole group: Brainstorm what communication, cooperation, rules, and respect mean to students and how these will be applied when participating in archery activities.
- ☐ Depending on the size of your class and the available equipment, place students in a group of two to four students to share the same target.
- ☐ Following safety procedures and commands, students will repeatedly shoot one end (5 arrows) throughout the class period.
- ☐ "Non-shooting groups" will rotate through centers to develop core-strength and flexibility and be able to work with their string bows on proper shot execution.
- ☐ Students record their scores on their scorecard.

Archery Journal Entry: You will record the scores in your Archery Journal.
Answer the following Open Response Question in your Archery Journal:

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

- a. Give two examples of how a person uses communication skills and applies these skills effectively in a group archery activity.
- b. Provide two examples of opportunities to cooperate with others in a group archery activity and explain how these examples impact the group.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates an extensive understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates an extensive understanding of how these examples impact the function of the group.
Master Archer (3)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates a broad understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a broad understanding of how these examples impact the function of the group.
Bowman (2)	- Student identifies one or two ways a person can use communication skills in a group archery activity. -Student demonstrates a basic understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how these examples impact the function of the group.
Yeoman (1)	- Student identifies one way a person can use communication skills in a group archery activity. -Student demonstrates minimal understanding of how these skills impact the function of the group. -Student proposes one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a minimal understanding of how these examples impact the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

Activity 2

Materials:

- Bow rack
- Easton 1820 arrows
- Floor arrow quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Discuss with students the principles of practice and the importance of practice in improving their skill in any sport.

To enhance their archery skills through practice, they will be allowed to shoot with a group of students of your choice.

OR

Allow students to challenge willing classmates to a friendly competition.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Martha is excited about joining an Archery Club. She wants to be on a competitive team but knows she has to practice in order to improve her shooting skills and reach her goal.

- a. List two important principles of practice to be considered when practicing any sport.
- b. How can Martha apply these two principles of practice to improve her skill level in archery?

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these two principles of practice will affect the level of archery skills.
Master Archer (3)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these two principles of practice will affect the level of archery skills.
Bowman (2)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a basic understanding of how the application of these two principles of practice will affect the level of archery skills.
Yeoman (1)	-Student identifies one principle of practice to be considered when practicing any sport. -Student demonstrates a limited or no understanding of how the application of this one principle of practice will affect the level of archery skills.
(0)	-Student response is totally incorrect or irrelevant.

Activity 3

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Students will brainstorm with the class a list of positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. They will be required and expected to practice good sportsmanship during the following tournament.

Steps:

- Place students in a single elimination seeding based on their previous scores recorded on a scorecard and turned in.
- Review safety procedures and commands.
- Give each student five arrows for a practice round.
- Allow students to perform in a one-on-one tournament to determine the winner, scoring after each end.

Archery Journal Entry

Record your scores from the score card in your journal.

Answer the following Open Response question in your Archery Journal:

Ben enjoys participating in sports activities and is a good athlete, but he needs to improve his sportsmanship.

- Describe three behaviors Ben can demonstrate as a participant in a team activity to show good sportsmanship.
- Describe three behaviors Ben can demonstrate as a spectator of a team activity to show good sportsmanship.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student describes three behaviors a participant can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants. -Student describes three behaviors a spectator can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.
Master Archer (3)	-Student describes two behaviors a participant can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants. -Student describes two behaviors a spectator can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for spectators.
Bowman (2)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants. -Student describes one behavior a spectator can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for spectators.
Yeoman (1)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants. OR -Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.
(0)	-Student response is totally incorrect or irrelevant.

Activity 4

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- "100 Benefits of Exercise" sheet from Appendix
- Archery Journal

Steps:

- Place students in teams of three. Each team will have students designated as A, B, and C players as determined by previous scores.
- Each team will shoot several rounds to determine the seeding for the follow day, practicing good sportsmanship during the following tournament.
- Students will participate in a double-elimination tournament.
- Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

Archery Journal Entry: As a class you will brainstorm and make a list of the short- and long-term physical, emotional, and social benefits of exercise.

OR

Create an individual list of physical, emotional, and social benefits of exercise to share with the class. Compile a class list.

Your instructor will hand out "100 Benefits of Exercise."

Compare the class list with the "100 Benefits of Exercise" list.

Circle 30 items on either list that have the most relevance to you. Discuss why these benefits are important.

(Note to Instructor: See Appendix for handout.)

Archery Journal Entry: Choose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

In your Archery Journal explain why you chose these benefits and how they are important to you.

(Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece.)

As an out-of-class assignment you will research the possible physical, emotional, and social benefits of participating in archery activities. Select and complete one of the following writing activities.

You will write an article for the school newspaper that will convince students and school staff of the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to your school-based council convincing them that archery should become a permanent part of your school's curriculum. Site and explain the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to a large business or corporation (e.g., bank, manufacturing company) in your community requesting funding for an archery club in your school. Site the physical, emotional, and social benefits students will experience as a result of participating in the sport of archery. Explain the effect that these benefits will have on the community as a whole.

Archery Journal Entry

(Note to the Instructor: Collaborate with the mathematics teacher in the development of appropriate types of graphs for this activity.)

Using all of your recorded scores, create a graph for your journal that demonstrates the change in your skill level over time.

Activity 5

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected
- Archery Journal

Assessment Activity

(Note to the Instructor: Refer to the Appendix and the Archery Instructor Manual for information to use in the development of the archery assessment questions.)

Students will complete a written test developed by you, as the instructor, covering the content learned in the Archery Unit including but not limited to archery safety procedures, "Eleven Steps to Archery Success," archery range, target, equipment, and other archery-related topics.

(Note to the Instructor: Refer to the Appendix for a list of Sample Games and Activities.)

During the remainder of the class period(s) students may participate in archery games for fun.

Resources:

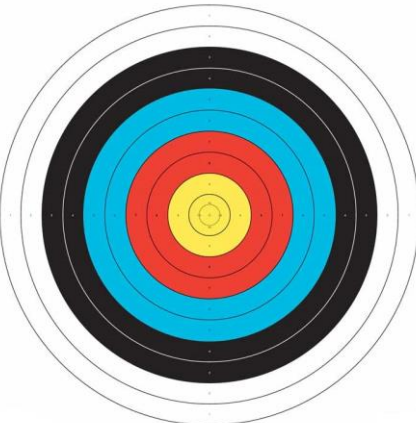
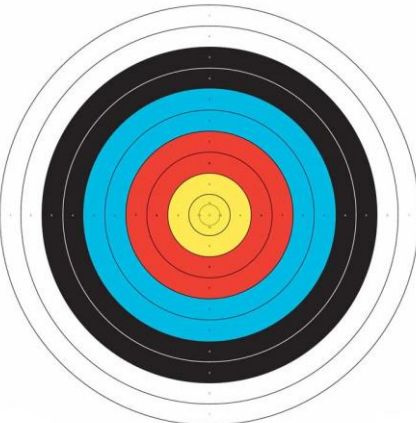
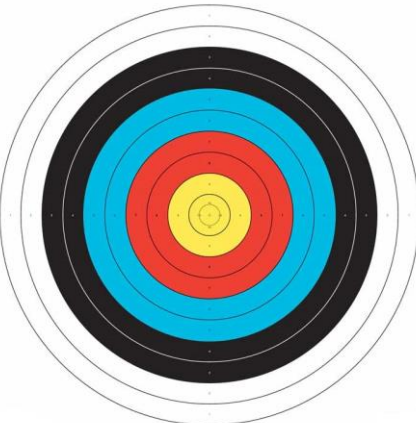
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<http://www.usarchery.org/naapub/history.htm>
<http://www.schuetzenbund.de/archery/history/histo/histo.htm>
<http://www.abc.het.au/olympics/archery/about/history.htm>

NASP® Archery Assessment- This rubric can be used by the teacher and student

NASP® Archery Assessment

Name: _____ Class/Grade/Period: _____

Task	Mastery 4	Advancing 3	Developing 2	Beginning 1	Date/ Score		
String Bow	Consistently uses string bow to improve form, shooting and aiming. Follows all 11 Steps to Archery Success.	Mostly works with string bow. Follows most of 11 Steps. Attempts to improve a consistent release.	Sometimes works with string bow.	Rarely works with string bow.			
Shooting Preparation Steps 1-5	Consistent preparation; stance, nock, draw hand set, bow hand set, and pre-draw.	Mostly prepares for shooting using 3-4 steps correctly.	Sometimes prepares for shooting using 1-2 steps correctly.	Rarely prepares for shooting using 0-1 steps correctly.			
Shooting Steps 6-11	Consistently uses the last 6 steps; draw, anchor, aim, shot set-up, release & follow through/reflect	Mostly uses shooting steps by using 4-5 steps correctly.	Sometimes uses shooting steps by using 2-3 steps correctly.	Rarely uses shooting steps by using 0-1 steps correctly.			
Safety	Consistently follows all whistle commands and arrow safety in nocking, aiming, retrieval and carrying.	Mostly follows the previously mentioned safety rules.	Sometimes follows the previously mentioned safety rules.	Rarely follows previously mentioned safety rules.			
Scoring	Consistently follows scoring protocol; remain on feet, accurately call out and score partner's arrows, remain aware of partner calling out and scoring your arrows, initial box after each end, stay behind target waiting line while partner is pulling arrows.	Mostly follows scoring protocol; following 3-4 guidelines.	Sometimes follows protocol; following 1-2 guidelines.	Rarely follows scoring protocol; following 0-1 guidelines.			
Etiquette	Consistently follows etiquette procedures; remain in half of the lane, remain quiet while shooting, and positive interactions with partner.	Mostly follows etiquette procedures; Some talking while shooting or exciting/discouraging sounds after shots.	Sometimes follows etiquette procedures; doesn't pay attention to half of the lane, talking to partner while shooting, shows frustration in shots.	Rarely follows etiquette procedures; horsing around while waiting, "trash-talking", putting others down.			

Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____



National Archery in the Schools Program

Appendix of Resources

Student Participation in NASP®

Reducing barriers so more students can experience NASP®!

The National Archery in the Schools Program (NASP®) continually receives emails and phone calls from educators, coaches, and parents, inquiring about how they can enable participation in NASP® for individual students with specific physical challenges. NASP® certainly wants to see as many students as possible enjoy archery. This document was compiled from the shared experiences of others that have successfully helped a specific student experience the joy of archery. It is no way intended to be a comprehensive guide for every situation, but more of a starting point based on the previous success of others. This document is intended to provide insights into student support examples with issues such as hearing, vision, stance, draw hand set, and bow hand set. The National Archery in the Schools Program is an in-school archery program for students in grades 4-12. Safety is the ultimate priority. Any participating student must be capable of safely operating the Genesis bow and maintaining its direction toward the intended target. Students must be capable of comprehending and following NASP® rules and safety protocols. While this may not be possible for every student, this guide was certainly intended to increase participation for many. As each child is a unique individual with individual circumstances, anyone seeking options to enable participation by a student in NASP®, should first consult with the student's parents, teachers, and school administrators. These trusted individuals would know best as to the specifics of any existing educational support or modification plan that is in place for an individual student seeking to experience archery.

Please visit:

<https://www.naspschools.org/wp-content/uploads/Student-Participation-in-NASP12142018final.pdf>

HISTORY

The bow and arrow are two of the oldest tools known to mankind, dating back to the Stone Age. As the bow and arrow became dominate, history began to change. Creating lore and legends of Attila, King of the Huns, Genghis Khan, Robin Hood and William Tell, the bow and arrow literally changed the world.

Modern American archery history began in 1828 with the first organized recreational archery club formed in Philadelphia, growing to over six million archers today.

Archery adapts easily to individual physical needs and archers face only the challenge of improving their own score, competing against others or testing their skills in pursuit of wild game.

Excellent physical condition is not required for beginning archery classes. Upper body, shoulder and arm strength can be developed, as can hand-eye coordination, and both gross and fine motor skills.

For a student, competitive shooting matches provide an opportunity to both compete against one's self and to share in personal achievements, team spirit and team pride in competition with others. Participating with a team can create feelings of unity between students and their peers and allows students to develop disciplined self-control.

Students' knowledge of shooting can enhance their enjoyment of the outdoors thanks to the many options that shooting presents.

A More Detailed Archery History

Experts believe the bow and arrow are one of the three most important inventions in human history – right alongside the discovery of fire and the development of speech. Once, sticks and stones were man's only weapons against bigger, stronger and faster predators. But armed with the bow and arrow, man suddenly became the most efficient hunter on Earth, able to shoot his prey accurately from a safe distance. The bow and arrow gave humans greater protection, a diet richer in protein, and also a more abundant supply of the raw materials like bone, sinew and hide, upon which early man depended for survival.

The bow and arrow were crucially important to man's survival at one time. Even though guns replaced bows as a weapon almost 400 years ago, archery has evolved as a sport because it is now a unique and rewarding challenge. There are now at least five million archers in the English-speaking world.

Today, the "twang" of the bowstring can be heard at schools, municipal parks, club ranges and in the programs of various youth groups. The reasons for this popularity are simple. It is a sport that can be practiced at any time of the year, indoors or out, in any part of the world, with friends or alone. It is relatively inexpensive. Unlike athletes in

many other sports, an archer can improve with age, since endurance and skill are far more important than brute strength. Archers in their 80s have won competitions!

Primitive cave paintings, such as those discovered in Eastern Spain, prove that man has hunted with a bow and arrow for at least 12,000 years. Ancient arrowheads found at Bir-El-Atir in Tunisia date back even further, some as early as forty thousand years ago.

3500 BC: The ancient Egyptians used two kinds of wooden longbows, the simple one-piece or “self: bow and the double recurve type. They also used the shorter composite bows, made of Oryx horn and wood. Many of these bows were imported from master bowyers in Syria and Asia Minor. The Egyptians’ leaf-shaped and diamond-shaped arrowheads were made of flint and later bronze.

1700 BC: The Assyrians, who dominated the Middle East for centuries, were the first to use mounted archers. Their powerful composite bows were uniquely triangular in shape and short enough to be easily handled by archers on horseback.

1200 BC: The Hittites’ skillful use of archery from chariots was an effective form of mobile warfare. Their light, fast chariots enabled them to out-maneuver and out-shoot their opponents in many Middle Eastern battles.

100 BC: Although the Romans were great soldiers, unparalleled in hand-to-hand combat, they were ineffective archers. To compensate for this, they hired professional bowmen from nations within their frontiers, who fought under the Latin name: Cohortes Sagittariorum.

AD 100: The Parthians were Asiatic horse-archers who invented the art of twisting around in the saddle and shooting backward while at full gallop. Known as the “Parthian Shot,” this acrobatic maneuver enabled the lightly armored Parthians to ride swiftly through enemy ranks, shooting arrows in any direction.

AD 1066: The Vikings introduced the longbow to the French when they settled in Normandy in the 8th century. The Normans became expert bowmen, and the archers led by William, Duke of Normandy, used the longbow to defeat King Harold’s Saxon army at the Battle of Hastings in 1066. The superiority of the longbow persuaded later generations of Englishmen to adopt it as their main weapon.

AD 1200: The Mongols, armed with powerful composite bows and iron-tipped arrows, conquered most of the world known to them. All of Asia and Europe trembled before these fierce, disciplined, nomadic horse-archers, who, led by the military genius, Genghis Khan, perfected the art of mobile warfare.

AD 1400: English archers, shooting the mighty longbow and “cloth yard” (37 inches) shafts, gained everlasting fame and respect in the 13th and 14th centuries by defeating the French in such historical battles as Crecy, Poitiers and Agincourt.

AD 1600: The bow and arrow began as a weapon in ancient Japan, but by the 17th century, had evolved into a ceremonial archery or kyudo. Still very much a tradition, archers shoot arrows that are one meter long, and bows that are often seven feet or more in length and asymmetrical in shape.

Early tournament archery

By the time of the 17th century in England, lead bullets and gunpowder had replaced the bow as a weapon, but there were still large numbers of trained archers, and interest in the bow remained strong.

Fairs and festivals included contests that captured the fun and challenge of archery. Archers competed by shooting balls tossed in the air, by shooting for distances or shooting arrows into and through armored shields.

Tournaments were held, and target archery evolved as a competitive sport. In 1781, the Toxophilite Society was formed. Women wanted to join men in archery competitions and in 1787, the Royal British Bowmen became the first archery society to admit female contestants.

But the British weren't the only people interested in competitive archery. Many countries in Europe and Asia also included archery in their national sports. In Turkey, the Archery Guild – founded in 1453 – set aside large areas for distance for “flight” shooting. Incredible distances were shot and recorded on stone markers. The farthest distance occurred in 1798 when Sultan Selim shot a flight arrow 972 yards and two inches – a record that stood until as recently as 1968.

In the United States, the Civil War was partly responsible for the rise in interest in archery. After the war, Confederate soldiers were not permitted to own firearms. This forced two veterans, brothers Will and Maurice Thompson to learn to hunt with a bow and arrow. Maurice's book, The Witchery of Archery, described their hunting exploits and captured their love of the sport. The book was widely read and interest in archery spread throughout the country.

In 1879, the Thompsons helped organize the National Archery Association, and Maurice was elected president. The first tournament was held the next year. Will won, and he won the following five tournaments as well.

Although an archer – the mystical Greek hero Hercules, supposedly founded the Ancient Olympic Games – archery did not become an official event until the modern Olympics, held in Paris, France, in 1900.

The French hosts had no standard rules to follow, so they tried to accommodate the different countries' styles and rules. For example, they included an archery event called “la perche,” or the Popinjay,” which is still popular in France today. The “popinjay” targets are brightly colored “birds” made of feathers tied to the top of a mast. The French won three gold medals in the contest, while Belgium won two and Austria took one.

Archery was also in the next Olympiad, held at the St. Louis Worlds Fair in 1904. Rain turned the tournament grounds into a quagmire, but the determined archers shot

anyway. Few foreign archers registered for the tournament and the Americans won all the medals.

Competitors donned their best sporting finery for the 1908 Olympics in England. As the chief archery authority of the host country, the Royal Toxophilite Society set the rules for the competition, which included 25 ladies and 15 gentlemen from Great Britain, 11 gentlemen from France and one American. The rules established by the Society covered more than shooting. Manners on the field were also a concern. For example, rule #8 read: “The gentlemen will not be allowed to smoke at the ladies’ targets.” Great Britain won six medals that year, France four and the lone American gentlemen, Henry Richardson, returned home with a bronze.

Sweden chose not to include archery in the 1912 Stockholm Olympics and in 1916, due to World War I, the Olympics were not held. But in 1920, when the games were held in Belgium, the host country included archery because it was popular there. “Popinjay” was a major event. Not surprisingly, Belgium swept six medals, with the Netherlands, France and England each winning one.

After the 1920 Olympiad, archery was not a part of the Olympic Games for more than a half century. Archery enthusiasts, anxious to compete in international tournaments, knew that universal rules needed to be established. The breakthrough came in 1931, when Poland hosted the first international archery tournament, and with the help of France and Poland organized the Federation Internationale de Tir A L’Arc. Now known as FITA, it is the central authority for international archery competition today.

Later tournament archery

By the 1972 Olympics in Munich, FITA rules were recognized throughout the world, and the “FITA round” was adopted for Olympic competition. In the single FITA round, men competitors shot six sets of arrows from distances of 90, 70, 50, and 30 meters; the women, the same number of arrows from 70, 60, 50, and 30 meters. Olympic archers shot two FITA rounds in the four days’ competition, and the top three men and women with the highest combined totals were awarded gold, silver or bronze medals, respectively.

This format continued unchanged in the ensuing Olympics, held in 1976, 1980 and 1984. Then, in the 1988 Games, the competition was changed to feature two new rounds – the Grand FITA and Grand FITA Team Event.

The Grand FITA round consisted of an Open Round shot as a FITA round, and the Finals Round, in which the 24 men and 24 women with the highest scores in the Open FITA compete. The Finals Round was an elimination in which archers shot nine arrows from each of four distances of the FITA Round. After 36 arrows, six archers were dropped and those left would move on to the next round. This process of elimination continued until only eight men and eight women remained for the exciting final 36 arrows.

In the Grand FITA Team Round, teams from each country are made up of the top three archers from the Open Round shooting at the same time. The scoring was cumulative, and the eight best teams in the Grand Finals shot their final arrows starting at the shortest distance.

In 1992, a more challenging round was developed. The ‘New Olympic Round’ featured match competition among the competitors. During the first two days of the competition, the archers shot a single FITA round as before. The top 32 archers advanced to single elimination match play, shooting one-on-one against their competition. Twelve arrows, shot at 70 meters determined who competed for a medal. A single arrow broke ties closest to the center, in a shoot-off. The new Olympic Round provided spectators with a fast-paced competition that often came down to the last arrow to determine the winner.

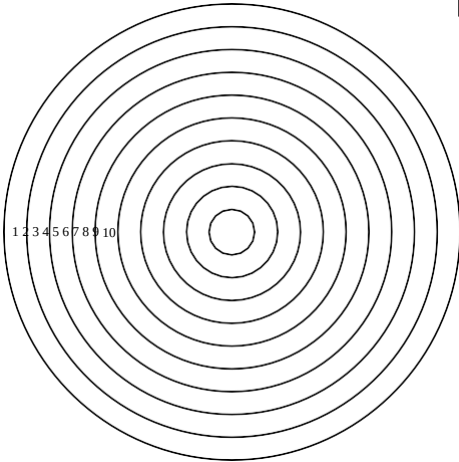
Note: This may be made into a poster for use in the classroom and/or gym.

Sample 80cm target face

Scoring is from 1 (outside ring) to 10 points for the inner yellow ring. Anytime the arrow cuts and is touching the line of the next higher scoring ring – the higher ring value (score) is awarded.



Note: This may be made into a poster for use in the classroom and/or gym.



NASP® scoring instructions

After each stand of arrows, the target should have 10 arrows in each face. Five will be of similar colored nocks (STUDENT 1); five will be of another color (STUDENT 2). Please go by the scoring rings above. If an arrow touches a line, it is counted as the next higher score. If the arrow is outside the total target circle or misses entirely, it is a zero. Arrows that hit the target and bounce off should be left blank and then after all shooting is over, students will be allowed to shoot again for “bounce outs.” No scorer should pull arrows until after they are scored and marked on the score sheets/clipboards. Indicate the number of 10s/Xs for final ranking purposes. Upon completion of the 15 meter round, scorers and students will check the accuracy of the scores and then sign the scorecard before turning them in to the scorers table. See below for an example of a student’s scorecard.

NAME: Bill Smith						Date: 2/12		
Gender: M F Male		GRADE LEVEL: <u>7</u>				Shooting Lane: <u>6</u>		
10 M. SETS	1	2	3	4	5	End Total	Running Total	X
TOTAL SCORE	7	8	9	10	10	44	44	2
	9	9	6	10	8	42	86	1
	10	9	8	9	10	46	132	2
							132	5
15 M. SETS	1	2	3	4	5	End Total	Running Total	X
TOTAL SCORE	7	8	9	10	10	44	176	2
	10	9	6	10	9	44	220	2
	6	8	9	10	10	43	263	2
							263	6
OVERALL TOTAL SCORE							263	11

Note: These may be made into posters for use in the classroom and/or gym.

Glossary of Archery Terms

- Aim:** Any method used to point the arrow in the directions you want it to go.
- Anchor:** Consistent placement of the drawing hand to a position on the face, mouth or jaw.
- Arm Guard:** A piece of stiff material such as leather used to protect the bow arm of the bowstring upon release. It is worn on the inside of the forearm of the bow arm.
- Arrow rest:** The horizontal projection on the bow upon which the arrow lies.
- Back:** The side of the bow away from the bowstring.
- Bare bow:** A style of shooting – without a bow sight.
- Blunt tip:** An arrow point usually made of rubber and used in some archery activities.
- Bow:** A device made of a piece of flexible material with a string connecting the two ends, used to propel an arrow.
- Bow sight:** A mechanical device placed on the bow, which the archer uses for aiming at the target.
- Bow square:** A “T” shaped device used to measure brace height and for placing nock locaters.
- Bow stringer:** A device used to string a bow safely.
- Brace height:** The distance between the pivot point to the string when the bow is strung.
(Also called the string height and once called the fistmele.)
- Broadhead:** A sharp, razor bladed arrow point used for hunting
- Butt:** Any backstop to which a target face is attached.
- Cant:** To tilt the bow left or right while at full draw.
- Cast:** The ability of a bow to propel an arrow at a given distance.
- Center serving:** The material in the center of the bowstring where the arrow is nocked.
Protects the string from wear.
- Composite bow:** A bow made of several materials.
- Compound bow:** A hand-held, hand-drawn bow that uses a pair of cables and wheels to store more energy.
- Crest:** The colored bands around the shaft of an arrow, which aid in its identification.
- Draw:** To pull the bow string back. Also the distance the bowstring is pulled back.
- Draw weight:** The weight, measured in pounds, used to bring the bow to full draw. Also the weight on a bow, using 28 inches to front of bow as the standard draw length.
- End:** A set number of arrows that are shot before going to the target to score and retrieve them.
- Finger Tab:** A flat piece of smooth material, which protects the fingers of the drawing

hand.

Finger Sling: A small strap that attaches to the thumb and index finger of the bow hand.

Fletching/Fletch: The feathers, plastic vanes or other devices attached to the arrow shaft, which stabilize the flight of an arrow.

Flu-Flu: An arrow with large untrimmed feathers, which restrict the distance it will travel; used for shooting aerial targets.

Follow-through: Maintaining the motion of the upper body muscles after releasing the string.

Full-draw: The position of the archer when the bowstring has been draw to the anchor point.

Group: To shoot arrows in a pattern, or the pattern of the arrows in the target.

Laminated bow: A bow made of several layers of material glued together, usually two layers of fiberglass and a hardwood core.

Let down: Returning from full draw to the undrawn position with control and not releasing the string.

Limb: Upper or lower part of the bow that bends when the string is drawn back. The part of the bow where the energy is stored.

Nock: To place the arrow on the string. Also the attachment to the rear end of an arrow, which is placed on the bowstring and holds the arrow on the string.

Nock locator: The mark or device that indicates where the arrow is to be placed on the string.

Recurve bow: A bow with limbs that bend away from the archer when the bow is held in the shooting position

Serving: The wrapping of material around the loops and center of the bowstring to protect it from wear.

Spine: The stiffness or amount and arrow bends, determined by hanging a 2# weight from the center of the arrow and measuring the bend.

Stabilizer: A rod attached to the handle riser. Usually has a weight on the end of the rod. Absorbs the vibration of the bow when the string is released.

Toxophilite: A lover of the bow: an archer.

Tune: To adjust the variables in the bow and arrow system to achieve the best arrow flight and arrow groups.

Vane: Any fletching made of a material other than feathers, usually plastic.

Windage: The left-right adjustment of the bow sight.

Note: This may be made into a poster for use in the classroom and/or gym.

Archery Range Rules

1. Know and obey all range commands and instructors.
2. Always keep your arrows in your quivers until told to shoot with the “one whistle” command.
3. Only use the arrows your instructor gave you. Remember what they look like.
4. When removed from the quiver, always keep your arrows pointed at the target.
5. Only shoot a bow with an arrow nocked on the string.
6. Only aim and shoot at your target downrange.
7. If you drop an arrow, leave it on the ground until you are told to retrieve all your arrows.
8. Always walk on the archery range.
9. Always be courteous to the shooter next to you.
10. Stand behind the waiting line when you are finished or not shooting.
11. Only one archer may retrieve their arrows from the target at a time.
12. Be sure no one is too close behind you when removing your arrows.
13. After removing arrows from the targets, with arrow points covered, walk to return your arrows to your quivers and go behind the waiting line.
14. SAFETY IS ALWAYS FIRST PRIORITY!

Note: This may be made into a poster for use in the classroom and/or gym.

Whistle Commands

Two Blasts – “Archers may walk to “get bows” and go to the shooting line.”

One Blast – “Archers may load their bows and begin to “shoot”.”

Three Blasts – “Archers may walk to the target line to “go get arrows.”

Five or More Blasts – “STOP SHOOTING and put your arrow back in your quiver, bow on the rack and walk behind the waiting line.”

Note: This may be made into a poster for use in the classroom and/or gym.

Archery Safety Procedures

- Always listen to the archery range instructor.
- Always inspect equipment for cracks or damaged areas on the bow limbs, strings, and arrows; remove any damaged materials from the shooting area.
- Observe courtesy and sportsmanship ideals.
- Only approach the shooting line after hearing two whistle blasts.
- Keep your arrows in your quiver until a whistle is blown one time to load your bows and begin shooting.
- Your arrows should always be pointed downrange while loading the bow.
- Only shoot a bow with an arrow nocked on the string.
- Shoot only at the target directly in front of you.
- Always look downrange and beyond your target to be sure that there are no obstructions and the range is clear beyond the targets.
- Shoot with one foot on each side of the shooting line.
- Stop shooting immediately and set your bow down if there are five or more whistle blasts.
- Only approach the target after hearing three whistles and hearing the command to walk to the targets.
- Always carry arrows with one hand covering the points and the other hand placed around the shafts just below the fletching.
- Always store the archery equipment in a secure and locked area with only adult access.
- Store all gear including bows, targets and arrows in a dry area with moderate temperatures.

Note: These may be made into posters for use in the classroom and/or gym.

100 Benefits of Exercise

1. Enhances your immune system.
2. Increases your self-confidence and self-esteem.
3. Improves digestion.
4. Helps you sleep better.
5. Gives you more energy.
6. Adds a sparkle and radiance to your complexion.
7. Improves your body shape.
8. Burns up extra calories.
9. Tones and firms up muscle.
10. Provides a more muscular definition.
11. Improves circulation and helps reduce blood pressure.
12. Lifts your spirits.
13. Reduces tension and stress.
14. Enables you to lose weight and keep it off.
15. Makes you limber.
16. Builds strength.
17. Improves endurance.
18. Increases your body's lean muscle tissue.
19. Improves your appetite for nutritious foods.
20. Alleviates menstrual cramps.
21. Improves muscle chemistry.
22. Increases metabolic rate.
23. Improves coordination and balance.
24. Improves your posture.
25. Eases and possibly eliminates back problems and pain.
26. Improves your body's efficiency to use calories.
27. Lowers your resting heart rate.
28. Increases muscle size through an increase in muscle fibers.
29. Enables your body to utilize nutrients more efficiently.
30. Improves the body's ability to burn fat.
31. Enhances oxygen transport through the body.
32. Improves liver functioning.
33. Strengthens the heart.
34. Improves blood flow through the body.
35. Helps to eliminate varicose veins.

36. Increases maximum cardiac output due to an increase in stroke volume.
37. Strengthens your bones.
38. Increases the weight of the heart.
39. Increases heart size.
40. Improves contractile function of the whole heart.
41. Deters heart disease.
42. Decreases cholesterol.
43. Decreases triglycerides.
44. Increases total hemoglobin.
45. Improves the body's ability to remove lactic acid.
46. Improves the body's ability to decrease heart rate after exercise.
47. Increases the number of open capillaries.
48. Improves blood flow to the active muscles at the peak of training.
49. Enhances the functioning of the cardiovascular system.
50. Enhances the functioning of the respiratory system.
51. Improves efficiency in breathing.
52. Increases lung capacity.
53. Improves bone metabolism.
54. Decreases the changes of osteoporosis.
55. Improves the development of and the strength of connective tissue.
56. Increases strength of ligaments.
57. Enhances neuromuscular relaxation thus reducing anxiety and tension
58. Enables you to relax more quickly and completely.
59. Alleviates depression.
60. Enhances clarity of the mind.
61. Improves emotional stability.
62. Makes you feel good.
63. Increases efficiency of your sweat glands.
64. Makes you better able to stay warm in cold environments.
65. Helps you respond quicker to heat in that sweating begins at a lower body temperature.
66. Improves your body composition.
67. Increase bone density.
68. Decreases fat tissue more easily.
69. Helps you become more agile.
70. Instills a positive attitude about yourself and about life.

71. Alleviates constipation.
72. Increases the efficiency of utilizing oxygen.
73. Enables you to meet new friends and develop fulfilling relationships.
74. Enables you to socialize and get in shape at the same time.
75. Helps you move past self-imposed limitations.
76. Gives you a great appreciation for life as a result of feeling better about yourself.
77. Enables you to better enjoy all types of physical activity.
78. Makes your clothes look better on you.
79. Makes it easier to exercise consistently because you like how you look and feel and don't want to lose it.
80. Gives you a greater desire to fully participate in life and to take more risks as a result of increased confidence and self-esteem.
81. Improves athletic performance.
82. Improves the whole quality of your life.
83. May add a few years to your life.
84. Is the greatest tune-up for your body.
85. Reduces joint discomfort.
86. Increases your range of motion.
87. Gives you a feeling of control or mastery over your life and a belief that you can create any reality you want.
88. Stimulates and improves concentration.
89. Brings color to your cheeks.
90. Decreases appetite when you work out from 20 minutes to one hour before a meal.
91. Gets your mind off of minor irritations.
92. Stimulates a feeling of well-being and accomplishment.
93. Invigorates the body and mind.
94. Is a wonderful way to enjoy nature and the great outdoors.
95. Increases the body's awareness of itself.
96. Reduces or precludes boredom.
97. Increases your ability to solve problems more easily.
98. Gives you a clear perspective of ideas, issues, problems and challenges.
99. Releases blockages and limitations in thinking.
100. Helps you to save money on doctor bills and insurance premiums.

Sample games and activities

Tic-tac-toe

Cover the target with a tic-tac-toe target about three feet square. Shoot three arrows trying to get three in a row. Score three points for each. You can also play this head to head with another archer.

Twenty-One

Shoot at the standard, 10-ring NASP® target face. Provide each archer 5 arrows. Each archer shoots as many of his 5 arrows as necessary to reach a score of 21 without going over 21 or missing the target.

Score as follows:

Each arrow is scored according to the ring it lands or the ring it touches.

An archer stops shooting when her score, seen from the shooting line, appears to be as close to 21 as she dares.

If an archer's score exceeds the 21, the archer loses.

Color shoot

First person shoots one arrow and goes to the target to score. This archer and all of that team will aim for that particular color. Each team may be aiming for a different color. Score one point for each arrow in the right color area. Instructor may select color and archers shoot and score only the hits within that color.

Musical arrows

When the music starts, each archer shoots until the music stops. Score and retrieve arrows and move to the next target.

Score as follows: Target #1: All arrows that hit red count one point.

Target #2: All arrows that touch any part of the target count one point. The black dot counts three.

Target #3: Arrows that hit the gold count one point.

Target #4: Arrows that hit the black count one point.

Target #5: Arrows that hit the blue count one point.

Bingo

Make target face to represent a Bingo card on a brown paper bag or wrapping paper. A scorecard can be made by having the students fill in number on the squares before the shooting begins.

Shoot six arrows; and as they are removed from the target, the corresponding number is crossed off the scorecard. Winner is the first to get any combination of numbers crossed.

Bottle Shoot

Target: A half-gallon plastic bottle hung by the neck or handle. The hanging bottle should be within a hands-width of a safe backstop.

Distance: 10 meters

Number of arrows: four

Scoring: 15 if the arrow sticks in the bottle, 10 if it strikes the bottle and rebounds,

and 0 if it misses the bottle.

Shoot the instructor's hat

Hang your hat on the target for the archers to shoot at.

Balloon elimination shoot

After a scoring round, rank the archers from lowest to highest. Hang a balloon in the center of the target. Starting with the lowest scoring archer, each archer shoots one

arrow at the balloon. If the archer pops the balloon, they move to the winners' circle until all archers in turn have shot three arrows. Prizes are awarded to the balloon breakers.

Holidays

If classes are taught as the different holidays approach, it is fun to make special targets in the shape of an item that represents the holiday. For example, the students can shoot at pumpkins, witches, and cats at Halloween, a turkey at Thanksgiving, a bell at New Year's, a shamrock on St. Patrick's Day, eggs at Easter, and flowers at May Day. The scoring areas can follow the outline of the target, giving higher values as the arrows come nearer whatever "center" there may be for that shape. At the completion of the event, it might be fun to award silly prizes appropriate to the holiday.

For the 4th of July, archers can shoot at balloons filled with flour or confetti to simulate fireworks.

Tablecloth shoot

Target: a regular target covered with a checkered oilcloth with two-inch squares; squares randomly numbered from one to nine.

Distance: 15 meters

Number of arrows: four

Scoring: as marked

Wand Shoot

Target: a three-inch string of masking tape placed vertically on the target mat

Distance: 10 meters

Number of arrows: twelve

Scoring: five points for each hit

Battle ship

Use index cards sized accordingly to the ability of the archers. Draw different ships on the cards and assign points from one to five. You can also include blank cards. Each individual or team will pin the cards up with the blank side showing on the target of their competitor. Archer shoots three to six arrows each or 12-15 as a team. Points are scored by the value of the ship they hit.



National Curriculum

Grades 6-8

Revised 2019



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NASP® Revised 2019

“On Target for Life”

Grades 6-8

Archery

Important note: This archery unit may be used ONLY in conjunction with the National Archery in the Schools certification training and training materials.

Overview: As a result of this unit, the history, physical, emotional and social benefits will be learned. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed.

Note to instructor: The activities, enhancements and timeframe of this unit may be adapted to fit specific student or classroom needs. However, the safety procedures and instructional guidelines for teaching archery as developed by the National Archery in the Schools Program MUST be taught throughout the unit. For adaptations for special needs students, please see the Appendix.

Major focus:

- National Standards:
 - Physical Education (SHAPE America, 2013)
 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
 - Social Studies
 1. US History – Understands comparative characteristics of societies in the Americas that increasing interacted after 1450 (NSS-USH.5-12.1)
 2. History/Culture – Understanding the biological and cultural processes that gave rise to the earliest human communities (NSS.USH.5-12.1)
 3. History/Culture – Understanding major global trends from 1750 to 1914 (NSS.USH.5-12.7)
 - Mathematics
 1. Understand numbers, ways of representing numbers, relationships among numbers and number systems (NM-NUM.9-12.1)
 2. Judge the effects of operations such as multiplication and computation powers on the magnitudes of quantities (NM-NUM.9-12.2)

3. Judge the reasonableness of numerical computations and their results (NM-NUM.9-12.3)
4. Apply appropriate techniques, tools and formulas to determine measurements (NM-MEA.9-12.2)
5. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer (NM-DATA.9-12.1)
6. Select and use appropriate statistical methods to analyze data (NM-DATA.9-12.2)
7. Develop and evaluate inferences and predictions based upon data (NM-DATA.9-12.3)
8. Understand and apply basic concepts of probability (NM-DATA.9-12.4)
9. Create and use representations to organize, record and communicate mathematical ideas (NM-PROB.REP.PK-12.1)

- Essential Core Content:

Social Studies: The history of archery. Students will understand, analyze and interpret historical events, conditions, trends and issues to develop historical perspective.

- History is a series of connected events, shaped by cause and effect relationships, tying the past to the present.
- As early hunters and gatherers developed new technologies, they settled into organized civilizations.

Strategies for archery safety: Using safety strategies in archery activities reduces the possibility of injury.

- *Archery skills and techniques:* Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Character Development through Archery : Physical, emotional and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.

- Communication, cooperation, rules and respect are important to the effective functioning of groups.
- Behaviors such as constructive communication, fulfilling commitments and cooperation show respect and responsibility to self and others.

Mathematical Concepts through Archery: Basic mathematical concepts can be addressed, taught and real-life connections formed through the use of archery.

- Organizer: How can I be “on target for life” through developing skills for, and participating in, the sport of archery?
- Essential Questions:
 - How do I participate in archery in a safe and responsible manner?
 - How do I successfully perform archery skills?
 - How does participation in archery activities promote my character development?
 - How does participation in archery activities enhance my physical, emotional and social well-being?
- Enabling knowledge
 - Safety strategies
 - Archery equipment
 - Archery techniques
 - Basic shooting form
 - Archery rules
 - Scoring procedure
 - Archery etiquette and sportsmanship
 - Archery history
 - Physical, social and emotional benefits of archery
- Enabling skills and processes:
 - Research skills
 - Listening skills
 - Observation skills
 - Hand-eye coordination

- Refinement of motor skills
- Self-evaluation
- Following directions
- Scoring
- Skill improvement through practice
- Effective group participation
- Communication skills
- Cooperation skills
- Practicing responsibility and respect

Instructional Plan 1

Title: String Bow™ Success

Time: 2 to 3 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.

Example: At the beginning of the String Bow™, have students select one step (ex. Anchor) they are struggling with and practice it with the String Bow™. Students stand at the shooting line and wait for the whistle command to “shoot”. The student will perform all the steps up to the single one they chose then to pause and reflect on the certain step.

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.

S2.M12.8 Describes and applies mechanical advantages for a variety of movement patterns

Example: Student will verbally state, with a partner(s), the 11 step process while performing the shooting process with the String Bow™. The peer evaluator(s) are not only listening but also watching the archer’s movement. This could be done away from the shooting line where they can work at their own pace. They will rotate being archer and evaluator.

- Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.M14.7 Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

Example: Using a resistance band (exercise tubing), the student will practice the 11 steps and explain to a partner what is happening with the pairs of muscles involved by identifying those muscles and showing the contraction/relaxation through the movements.

(National Standards and Grade-Level Outcomes for K-12 Physical Education
(2014). Champaign, IL: Human Kinetics)

Essential Content:

Archery skills and techniques:

- Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Essential Questions:

How can I participate in archery in a safe and responsible manner?

How do I successfully perform archery skills?

How can I use the string bow tool to improve my archery skills?

Enabling Knowledge: Safety

strategies Basic
shooting form Archery
techniques History of
Archery

Enabling Skills and Processes:

Listening skills
Observation skills
Hand-eye coordination
Refinement of motor skills
Following directions

Effective group participation
Self-evaluation
Practicing responsibility and respect

Materials needed:

String bow™ (approximately 90” of 1/8” diameter, non-elastic string or cord) for each student
Painter’s tape
Whistle
Eleven Steps to Archery Success poster
Television
DVD/VCR
Archery Journal

Note to instructor: Refer to the Appendix for Glossary of Archery terms. Also refer to the Basic Archery Instructor manual for more information on the specific lessons.

I. Establishing Eye Dominance

(Note to instructor: Establishing eye dominance is crucial to ensure that you have children’s dominant eye matched to their bowstring drawing hand. However, according to industry reports, only 10% of bows sold are left-handed. Cross-dominant students (right-handed and left-eyed) can either be: a) taught left-handed (or right-handed, whichever eye is dominant) to begin with; b) be taught with their dominant hand and use a patch or flip-down to block their dominant eye; c) taught to close their dominate eye in order to aim with their non-dominant eye; and d) allowed to experiment with both methods to see which works best for them.) It is not absolutely necessary that an archer shoot with both eyes open. However, with both eyes open an archer will have better depth perception (binocular vision), better peripheral vision, and in some cases improved balance. If an archer shoots a bow that doesn’t match the dominant eye (i.e. left-eye dominant person shooting a right-handed bow), the dominant eye must be closed or masked to achieve proper form and sight picture. For a right-handed shooter with a left dominant eye, if the left eye isn’t closed the archer will either miss very badly to the left (opposite for left-handed/right-eyed persons) or the archer will exhibit improper posture leaning the head over the bow string to aim with the left eye instead of the right.

Early in the archery lesson it is beneficial to help a new archer determine if his dominant eye and string hand are on the same side. There are various methods of doing this.

You will begin participating in the sport of archery by completing either of the following activities:

Aperture Method (NASP® Preferred)

The instructor will stand about 10 feet in front of each archer. The archer will form a golf ball-sized triangle using the index finger and thumb of both hands. With the student facing the instructor, the student will extend and raise both arms and look through the aperture (triangle) at the instructor's nose. The instructor will see, in most cases either the student's left or right eye in the aperture. The eye that is observed in the aperture is the archer's dominant eye. Sometimes the instructor will see the student's nose instead of an eye centered in the aperture. In such cases the archer is likely has "co-dominant" eyes and should try both left and right-handed bows to see which the archer shoots most accurately.

Pointing and Winking:

With both eyes open have the students extend their right or left hand with their index finger pointing at a small, distant object. Then have the student close one eye at a time. For most people when the dominant eye is closed, the finger will appear to move to the right or left of the object. For example, for a right-eye dominant person, when the left eye is winked the object remains under the index pointer finger. When the right eye is winked the finger moves.

OR

Pointing at the Instructor:

Some students will have trouble or will resist these procedures and force the eye they want to be dominant to pass the "point and wink" test. In these cases, it can be helpful to have the student stand 10-20 feet from the instructor and with both eyes open, have the student point the index finger of either hand toward the instructor's face. The instructor should be able to see the pointing finger naturally line up under the student's dominant eye.

II. Building a String Bow™

The use of the String Bow™ enables the instructor to teach the student what is needed to enjoy archery success without interference or distraction by the target, bow, or arrow. It helps to avoid having the student judge performance by where the arrow hits the target (results) during the beginning stages of learning the **process** of shooting archery...

Use of the String Bow™ will enable the student to determine personal draw length and bow hand and string hand placement. The student can use the String Bow™ to practice proper archery form. The student can also use the String Bow™ to perform warm-up and warm-down exercises.

With the String Bow™ you can teach the new archer proper hand and finger position on the bow's string. You can guide archers to proper hand placement and knuckle angle alignment on the bow's grip. Use of the String Bow™ is also used to teach the student how to rotate the elbow to prevent the bow string from hitting the forearm.

The String Bow™ can be used to teach proper archery shooting dynamics. Students can learn which muscles they need to activate and how to keep them active so the arrow will clear the bow before the bow moves. Learning the proper way to release the string is very easy with the String Bow™. It will allow you to observe the student's follow-through and provide instant feedback whether or not the student is keeping her muscles properly active throughout the shot. By using the String Bow™ you can emphasize the importance of working on shot technique and developing a repeatable form. Without the actual bow and arrow in hand, the student can concentrate on learning proper form without the distraction of scoring well on a target. Strive to teach the archer to feel the shot. Introduce the idea of shooting to learn rather than thinking about where the arrows land.

(Note to instructor: Please refer to the BAI manual you receive as part of your certification process for more detailed instructions on how to construct and use the String Bow™.)

Activity 2:

Once students have properly constructed a string bow, then instruction may begin on the “Eleven Steps to Archery Success.” This approach allows students to concentrate on executing a correct shot, instead of being focused on the target and result of their shot. (See the Basic Archery Instructor’s manual for further information.)

Eleven Steps to Archery Success

Lesson Objective:

Student archers will learn 11 steps to perform and execute ideal shooting form, shot execution, and follow through.

Discussion: There are many keys to enjoying success in archery. It is important that the archer’s equipment fits and that bows, arrows and accessories are well tuned for effective arrow flight. The archer must also execute consistent shooting process from shot to shot. The archer’s shooting process is most effective when it allows the shooter to be stable, relaxed and comfortable to maintain proper muscle activity throughout each shot.

During this lesson the archer will learn 11 consecutive steps to follow to achieve life-long archery success. These steps will guide the archer from initial form on the shooting line, through execution and reflection of each shot.

This lesson will rely heavily upon the String Bow™ previously constructed. New archers should master these steps using the String Bow™ before moving on to using bows, arrows and targets.

Occasionally, any archer will find it helpful to review their performance of these 11 steps, even using the String Bow™, to improve or maintain the level of performance they desire.

Materials Needed

- Each student needs a properly constructed and fitted String Bow™.

Why 3 Fingers? Some experienced archers will question placing three fingers under the arrow nock rather than one finger above and two below a.m. “split finger”. Explain that three fingers under prevents twisting of the bow string and reduces the likelihood that the arrow will fall off the arrow rest.

Practicing Turning Elbow to Protect Arm For students who have a difficult time keeping the bow string from hitting the bow arm and who can’t turn the elbow down and to the left (or right for left handed shooter), have them put their bow hand palm against a wall and turn the elbow under and to the side. It is certainly acceptable for any student to wear an arm guard while shooting.

Classroom Set-Up: No actual shooting will take place during this lesson and this session may be held in a classroom, hallway or gymnasium. However, it is important that there be a waiting and shooting line and target direction for the students to simulate shooting. All students should be behind the waiting line.

Conducting the Lesson: The instructor should first show and explain the Eleven Steps to Archery Success to the class. The class will stand behind the waiting line while the instructor, using the String Bow™, stands at the shooting line. After the steps have been explained and students have followed the instructor through each step, have the students call them out for the instructor to demonstrate again. Then blow two whistles to move students to the shooting line. Next have the students perform the steps. Then have the class call them out as they do them together. If a student has difficulty with a particular step, refer them to more practice of this step using the String Bow™.

Form

Stance: Each student should straddle the shooting line with one foot on either side. If the archer is right-handed, the left foot should be over the shooting line toward the target line. To establish correct foot placement, begin with both feet together and toes even or “closed.” Then move the foot closest to the target (front foot) back, behind the shooting line so these toes are even with the back foot. Then slide the front foot towards the heel of the back foot until the front foot toes are even with the instep of the back foot. Then, while maintaining this mid-point toe placement, move the front foot across the shooting line, toward the target so the feet are shoulder-width apart.

Then turn (open) the front foot toward the target. Imagine the shooter is facing a 12 o’clock position. The toes of the back foot should be pointed to 12 o’clock, parallel to the shooting line. The toes of the front foot should be pointing toward 10 o’clock for a right-handed shooter and 2 o’clock for a left-handed shooter. The archer should stand vertical and relaxed, without the body leaning to the front, back, or from side to side.

Nock Arrow: With your bow in your bow hand, withdraw an arrow from the floor quiver by grasping the arrow below the fletching. Keeping your bow as vertical as possible, carry the arrow up and over the top of the bow. Care should be taken to keep the arrow point, pointed safely towards the target as soon as it is removed from the quiver. With the different colored “index fletching” pointed toward you, away from the bow, snap the arrow’s nock under and against a single nock locator or between a pair of nock locator(s). The arrow shaft should be placed on the arrow rest.

Drawing Hand Set: With your bow at arm’s length and pointed down, grasp the string immediately under the nock at least to the first joint of the 1st and 3rd finger and slightly inside the joint of the middle finger, forming a hook. This is called the “archer’s groove”. Keep the back of the hand flat, the thumb down towards and relaxed. This is done exactly the same for the String Bow™ and the real bow.

Bow Hand Set: Place your hand in the bow grip with the meaty part of your thumb inside the grip to the lifeline of your palm. The lifeline should be aligned over the center of the bow's grip. When set properly the knuckles of your bow hand should form a 30- to 45-degree angle. The hand and wrist should form an "L". At the same time your bow hand is set, rotate your elbow down to the left (for right-handed archer). This hand and elbow position allows for improved string clearance of the bow arm. This is done exactly the same for the String Bow™ and the real bow.

SHOT EXECUTION

Pre-Draw: Starting with your bow arm hanging relaxed at your side, lift your arm allowing it to hinge at your shoulder so your shoulder will remain level. Your drawing hand will remain hooked around the bow string with the bow un-drawn. The drawing arm will be slightly higher than the bow arm. Both hands should be nearly touching as the string is not drawn during this step. The drawing hand, arm and elbow should be parallel to the floor or ground. This is done exactly the same for the String Bow™ and the real bow.

Draw: Pull or draw the string smoothly toward the right side of your face (right-handed archer) by rotating your hips and your shoulder around until your elbow is slightly in front of the arrow line. You want the feeling of getting in behind the bow. You should feel your upper back muscles being activated. This is done exactly the same for the String Bow™ and the real bow.

Anchor: Anchor by touching your index finger to the corner of your mouth. Keep muscles active while maintaining full draw. This is done exactly the same for the String Bow™ and the real bow.

Aiming: Your master eye is your rear sight and needs to be consistent in location as it relates to the anchor. Think of sighting as an alignment between your eye, the string and your front sight. In bare bow archery (without sights) your front sight would be either your arrow or some part of your bow riser or both.
Allow your bow to move naturally—a perfectly still bow is unnatural. Be aware of the target and the sight. Keep your muscles active during the aiming process. This is done exactly the same for the String Bow™ and the real bow.

Shot Set-Up: After you have reached your anchor and begun your aiming alignment, you need to create a slight movement from your drawing shoulder and/or arm to the rear. The archer should be able to feel the muscles move the shoulder blade toward the center of the back, on the drawing side. You can initiate the release anytime during this rearward movement. This is done exactly the same for the String Bow™ and the real bow.

Release: The release is a combination of relaxing your fingers and the back of your hand all at once. All your arm and back muscles remain active during this process. This is done exactly the same for the String Bow™ and the real bow.

Follow-Through/Reflection: Upon release, your drawing hand will move rearward, along the face and under the ear, with your fingers relaxed and end up with your thumb touching or near your drawing shoulder. The drawing shoulder should hinge so your elbow can move down. The bow arm is allowed to move naturally a bit forward then slightly both left (right for left-handed shooter) and down. After follow-through, reflect upon the position of your drawing and bow hand to see that they are in the proper ending positions as a result of having kept your muscles active throughout the shot sequence. This is done exactly the same for the String Bow™ and the real bow. The archer should pause after follow-through to reflect positively on how the shot felt and how the archery might, if necessary improve the process on the next arrow.

Instructional Plan 2

Title: Shoot Straight Be Safe

Time: 3 to 4 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns

S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.

Example: At the beginning of shooting arrows, have students practice loading arrows without shooting. Students stand at the shooting line and wait for the whistle command to “shoot.” But instead of shooting, they just load an arrow, take it off, put it back in the quiver, and do it five times.

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance

S2.M13.7 Analyzes the situation and makes adjustments to ensure the safety of self and others

Example: Students will practice the 11 steps while maintaining the safe procedure of always having the arrow point toward the target and never above the curtain. After nocking the arrow, they will move the bow by raising it from floor to shoulder height, not by lowering it from above head to shoulder height.

- Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.

S4.M7.8 Independently uses physical activity equipment appropriately and identifies specific safety concerns associated with the activity.

Example: While waiting for his/her group to shoot, the student will chart the safe and unsafe behaviors observed on the archery range (e.g. loading the arrow, pulling arrows, carrying arrows, walking)

(National Standards and Grade-Level Outcomes for K-12 Physical Education
(2014). Champaign, IL: Human Kinetics)

Essential Content:

- Strategies for archery safety –Using safety strategies (e.g., in archery activities) reduces the possibility of injury.
- Archery skills and techniques –Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports. Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.
- The history of archery:
 - Students understand analyze, and interpret historical events, conditions, trends, and issues to develop a historical perspective.
 - History is a series of connected events shaped by cause-and-effect relationships, tying the past to the present.
 - As early hunters and gatherers developed new technologies, they settled into organized civilizations.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.)

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?

Enabling Knowledge:

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- History of archery

Enabling Skills and Processes:

- Research skills
- Listening skills

- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Following directions
- Effective group participation
- Self-evaluation
- Practicing responsibility and respect

Activity 1

Materials:

- Bow rack
- Easton 1820 Aluminum arrows
- Floor quivers for arrows (e.g., cones)
- Genesis Bow
- Blue painter's tape
- Targets (covered or blank faces until later in lesson, then use FITA 80cm faces)
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

(*Instructor note:* Refer to the Appendix or *Basic Archery Instructor Manual* for Shooting Range Diagram, Archery Range Rules, Whistle Commands, Archery Safety Procedures and a Glossary of Archery Terms.)

Steps:

- ☐ Describe the boundaries and lines of the shooting range.
- ☐ Explain archery equipment safety rules and location of equipment.
- ☐ Explain and demonstrate “whistle commands.”
 - o Two blasts - Archers may “get bow” and walk to the shooting line.
 - o One Blast - Archers may load their bows and begin to “shoot”.
 - o Three Blasts - Archers may walk to the target line to “go get arrows”.
 - o Five or more blasts –EMERGENCY SITUATION - STOP SHOOTING and put your arrows back in your quivers.

Archery Journal Entry:

Answer the following Open Response question in your Archery Journal:
Archery is a safe and enjoyable lifetime physical activity when safety procedures are followed.

- a. Identify four safety procedures you must follow when participating in archery activities.
- b. Explain why each of these are important.

Rubric for scoring open response:

Performance Level	Indicator
International Archer (4)	-Student identifies at least four safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety -Student connects learning to personal experiences or expands his or her explanation of the importance of safety and procedures.
Master Archer (3)	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
(0)	-Student response is totally incorrect or irrelevant

Activity 2

Materials:

- Bow rack
- Easton 1820 Arrows
- Floor quiver for arrows (e.g., cones)
- ☐ Genesis bows
- ☐ Blue Painter's Tape
- ☐ 80 cm FITA faces - Targets
- ☐ Whistle
- ☐ Safety rules posters
- ☐ Clearly defined shooting range
- ☐ Archery Journal

Steps:

- ☐ Review safety procedures and whistle commands.
- ☐ Divide students into groups with two or three students.
- ☐ Begin actual shooting instruction with a target placed at a close distance. Targets will not be moved back until all students have become proficient at this distance
- ☐ Observe and correct any form or technique issues that arise through positive reinforcement. For example, if an archer fails to come to a proper anchor point, provide a specific compliment on about something the archer performed correctly (shoulder width stance), then remind the archer to bring the index finger to touch the corner of the mouth like we did with the String Bow. The teacher should stay with the archer through the next shot to “review” that the archer understood and performed the correction. (See CPR in the NASP® Manual.

Objectives:

- ☐ You will be striving to develop correct form and technique in your students' shooting by making helpful suggestions. Students will encourage and assist other students in your group as they shoot.
- ☐ As the classes progress, you will move the targets back based on the ability of the class until you reach the NASP® competition distances of 10 and 15 meters.
- ☐ Once students can perform the Eleven Steps to Archery Success process, scoring protocols maybe addressed, using the rings on the target.

(Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard and Sample Target.)

Archery Journal Entry

Record the scores in your Archery Journal for your last end (or round) of arrows (5 arrows).

You will also record the following:

List and define the “Eleven Steps to Archery Success.”

Describe two things I learned today as I worked on my archery techniques that will help me improve my shooting skills.

Activity 3

Note to the Instructor: You may collaborate with the Language Arts, Social Studies, and/or Media Specialist in the completion of the research activity.

Materials:

- Summary of the History of Archery (Appendix)
- Resource materials on the history of archery
- Computer Lab
- Book-marked Internet sites

You will read a summary of the history of archery provided by your instructor. Choose a topic from these materials and using reference books from the library or the internet prepare a two-page report on the impact of archery on society at a particular time in history, contrasting the place archery had then and in the world today.

OR

Select from one of the following topics:

- History of Olympic archery,
- Archery in contemporary bow hunting,
- Compound bow versus recurve bow,
- Compare one historical period of archery with another, or
- Another archery topic with instructor's approval.

Note to the Instructor, suggestion for enrichment activities:

Collaborate with the art teacher for students to create a mural depicting a timeline of the history of archery.

Collaborate with the English teacher in the selection of literature or reading materials that include archery activities from historical time periods.

Instructional Plan 3

Title: Practice Makes Perfect

Time: 6 to 7 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity.
Example: Student will practice and concentrate on shooting arrows in a group without a target face. They will attach a marker at a spot on the target
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
S2.M12.8 Describes and applies mechanical advantages for a variety of movement patterns
Example: The student will teach a younger (or inexperienced) student the beginning steps to archery success and will explain the importance of stance and the importance of a long and strong arm when the bow is raised.
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
S3.M5.8 Participates in a self-selected lifetime sport or outdoor activity outside of the school day
Example: The student will log all of his/her physical activity outside of school hours for a month with the goal of practicing archery at least twice a week during that month.
- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
S5.M6.7 Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
Example: The students will create a video using role play to show the importance of supporting classmates in positive ways, not negative.

(National Standards and Grade-Level Outcomes for K-12 Physical Education
(2014). Champaign, IL: Human Kinetics)

Academic Expectation:

- ☐ Students demonstrate skills that promote individual well-being.
- ☐ Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- ☐ Psychomotor Skills - Students perform physical movement skills effectively in a variety of settings.
- ☐ Lifetime Physical Activities - Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Essential Core Content:

- ☐ Strategies for archery safety - Using safety strategies (e. g., in archery activities) reduce the possibility of injury.
- ☐ Archery skills and techniques - Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.
- ☐ Principles of motor skills refinement (e.g., accuracy, techniques, movement) require a logical and sequential approach.
- ☐ Character development through archery participation - Physical, emotional, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.
- ☐ Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- ☐ There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well-being?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- Archery etiquette and sportsmanship
- Physical, emotional, and social benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills

- Observation skills
- Refinement of motor skills
- Self-evaluation
- Effective group participation
- Communication skills
- Cooperation skills
- Sportsmanship
- Practicing responsibility and respect

Activity 1

- Bow rack
- Easton 1820 arrows
- Floor arrow quiver (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Steps:

- ▮ Whole group: Brainstorm what communication, cooperation, rules, and respect mean to students and how these will be applied when participating in archery activities.
- ▮ Depending on the size of your class and the available equipment, place students in a group of two to four students to share the same target.
- ▮ Following safety procedures and commands, students will repeatedly shoot one end (5 arrows) throughout the class period.
- ▮ "Non-shooting groups" will rotate through centers to develop core-strength and flexibility and be able to work with their string bows on proper shot execution.
- ▮ Students record their scores on their scorecard.

Archery Journal Entry: You will record the scores in your Archery Journal.
Answer the following Open Response Question in your Archery Journal:

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

- a. Give two examples of how a person uses communication skills and applies these skills effectively in a group archery activity.
- b. Provide two examples of opportunities to cooperate with others in a group archery activity and explain how these examples impact the group.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates an extensive understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates an extensive understanding of how these examples impact the function of the group.
Master Archer (3)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates a broad understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a broad understanding of how these examples impact the function of the group.
Bowman (2)	- Student identifies one or two ways a person can use communication skills in a group archery activity. -Student demonstrates a basic understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how these examples impact the function of the group.
Yeoman (1)	- Student identifies one way a person can use communication skills in a group archery activity. -Student demonstrates minimal understanding of how these skills impact the function of the group. -Student proposes one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a minimal understanding of how these examples impact the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

Activity 2

Materials:

- Bow rack
- Easton 1820 arrows
- Floor arrow quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Discuss with students the principles of practice and the importance of practice in improving their skill in any sport.

To enhance their archery skills through practice, they will be allowed to shoot with a group of students of your choice.

OR

Allow students to challenge willing classmates to a friendly competition.

Archery Journal Entry: Answer the following Open Response question in your Archery Journal:

Martha is excited about joining an Archery Club. She wants to be on a competitive team but knows she has to practice in order to improve her shooting skills and reach her goal.

- a. List two important principles of practice to be considered when practicing any sport.
- b. How can Martha apply these two principles of practice to improve her skill level in archery?

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these two principles of practice will affect the level of archery skills.
Master Archer (3)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these two principles of practice will affect the level of archery skills.
Bowman (2)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a basic understanding of how the application of these two principles of practice will affect the level of archery skills.
Yeoman (1)	-Student identifies one principle of practice to be considered when practicing any sport. -Student demonstrates a limited or no understanding of how the application of this one principle of practice will affect the level of archery skills.
(0)	-Student response is totally incorrect or irrelevant.

Activity 3

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Students will brainstorm with the class a list of positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. They will be required and expected to practice good sportsmanship during the following tournament.

Steps:

- Place students in a single elimination seeding based on their previous scores recorded on a scorecard and turned in.
- Review safety procedures and commands.
- Give each student five arrows for a practice round.
- Allow students to perform in a one-on-one tournament to determine the winner, scoring after each end.

Archery Journal Entry: Record your scores from the score card in your journal.
Answer the following Open Response question in your Archery Journal:

Ben enjoys participating in sports activities and is a good athlete, but he needs to improve his sportsmanship.

- a. Describe three behaviors Ben can demonstrate as a participant in a team activity to show good sportsmanship.
- b. Describe three behaviors Ben can demonstrate as a spectator of a team activity to show good sportsmanship.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student describes three behaviors a participant can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants. -Student describes three behaviors a spectator can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.
Master Archer (3)	-Student describes two behaviors a participant can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants. -Student describes two behaviors a spectator can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for spectators.
Bowman (2)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants. -Student describes one behavior a spectator can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for spectators.
Yeoman (1)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants. - OR -Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.
(0)	-Student response is totally incorrect or irrelevant.

Activity 4

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- "100 Benefits of Exercise" sheet from Appendix
- Archery Journal

Steps:

- Place students in teams of three. Each team will have students designated as A, B, and C players as determined by previous scores.
- Each team will shoot several rounds to determine the seeding for the follow day, practicing good sportsmanship during the following tournament.
- Students will participate in a double-elimination tournament.
- Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

Archery Journal Entry: As a class you will brainstorm and make a list of the short- and long-term physical, emotional, and social benefits of exercise.

OR

Create an individual list of physical, emotional, and social benefits of exercise to share with the class. Compile a class list.

Your instructor will hand out "100 Benefits of Exercise."

Compare the class list with the "100 Benefits of Exercise" list.

Circle 30 items on either list that have the most relevance to you. Discuss why these benefits are important.

(Note to Instructor: See Appendix for handout.)

Archery Journal Entry: Choose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

In your Archery Journal explain why you chose these benefits and how they are important to you.

(Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece.)

As an out-of-class assignment you will research the possible physical, emotional, and social benefits of participating in archery activities. Select and complete one of the following writing activities.

You will write an article for the school newspaper that will convince students and school staff of the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to your school-based council convincing them that archery should become a permanent part of your school's curriculum. Site and explain the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to a large business or corporation (e.g., bank, manufacturing company) in your community requesting funding for an archery club in your school. Site the physical, emotional, and social benefits students will experience as a result of participating in the sport of archery. Explain the effect that these benefits will have on the community as a whole.

Archery Journal Entry

(Note to the Instructor: Collaborate with the mathematics teacher in the development of appropriate types of graphs for this activity.)

Using all of your recorded scores, create a graph for your journal that demonstrates the change in your skill level over time.

Activity 5

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected
- Archery Journal

Assessment Activity

(Note to the Instructor: Refer to the Appendix and the Archery Instructor Manual for information to use in the development of the archery assessment questions.)

Students will complete a written test developed by you, as the instructor, covering the content learned in the Archery Unit including but not limited to archery safety procedures, "Eleven Steps to Archery Success," archery range, target, equipment, and other archery-related topics.

(Note to the Instructor: Refer to the Appendix for a list of Sample Games and Activities.)

During the remainder of the class period(s) students may participate in archery games for fun.

Resources:

http://www.ping.be/olivier_plcard/medieval/

<http://www.horsearchery.com>

<http://www.centenaryardners.gil.com.au/history.htm>

<http://library.thinkquest.org/27344/history.htm>

<http://www.usarchery.org/naapub/history.htm>

<http://www.schuetzenbund.de/archery/history/histo/histo.htm>

<http://www.abc.het.au/olympics/archery/about/history.htm>

NASP® Archery Assessment- This rubric can be used by the teacher and student

NASP® Archery Assessment

Name: _____ Class/Grade/Period: _____

Task	Mastery 4	Advancing 3	Developing 2	Beginning 1	Date/ Score		
String Bow	Consistently uses string bow to improve form, shooting and aiming. Follows all 11 Steps to Archery Success.	Mostly works with string bow. Follows most of 11 Steps. Attempts to improve a consistent release.	Sometimes works with string bow.	Rarely works with string bow.			
Shooting Preparation Steps 1-5	Consistent preparation; stance, nock, draw hand set, bow hand set, and pre-draw.	Mostly prepares for shooting using 3-4 steps correctly.	Sometimes prepares for shooting using 1-2 steps correctly.	Rarely prepares for shooting using 0-1 steps correctly.			
Shooting Steps 6-11	Consistently uses the last 6 steps; draw, anchor, aim, shot set-up, release & follow through/reflect	Mostly uses shooting steps by using 4-5 steps correctly.	Sometimes uses shooting steps by using 2-3 steps correctly.	Rarely uses shooting steps by using 0-1 steps correctly.			
Safety	Consistently follows all whistle commands and arrow safety in nocking, aiming, retrieval and carrying.	Mostly follows the previously mentioned safety rules.	Sometimes follows the previously mentioned safety rules.	Rarely follows previously mentioned safety rules.			
Scoring	Consistently follows scoring protocol; remain on feet, accurately call out and score partner's arrows, remain aware of partner calling out and scoring your arrows, initial box after each end, stay behind target waiting line while partner is pulling arrows.	Mostly follows scoring protocol; following 3-4 guidelines.	Sometimes follows scoring protocol; following 1-2 guidelines.	Rarely follows scoring protocol; following 0-1 guidelines.			
Etiquette	Consistently follows etiquette procedures; remain in half of the lane, remain quiet while shooting, and positive interactions with partner.	Mostly follows etiquette procedures; Some talking while shooting or exciting/discouraging sounds after shots.	Sometimes follows etiquette procedures; doesn't pay attention to half of the lane, talking to partner while shooting, shows frustration in shots.	Rarely follows etiquette procedures; horsing around while waiting, "trash-talking", putting others down.			

Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____



Appendix of Resources

Student Participation in NASP®

Reducing barriers so more students can experience NASP®!

The National Archery in the Schools Program (NASP®) continually receives emails and phone calls from educators, coaches, and parents, inquiring about how they can enable participation in NASP® for individual students with specific physical challenges. NASP® certainly wants to see as many students as possible enjoy archery. This document was compiled from the shared experiences of others that have successfully helped a specific student experience the joy of archery. It is no way intended to be a comprehensive guide for every situation, but more of a starting point based on the previous success of others. This document is intended to provide insights into student support examples with issues such as hearing, vision, stance, draw hand set, and bow hand set. The National Archery in the Schools Program is an in-school archery program for students in grades 4-12. Safety is the ultimate priority. Any participating student must be capable of safely operating the Genesis bow and maintaining its direction toward the intended target. Students must be capable of comprehending and following NASP® rules and safety protocols. While this may not be possible for every student, this guide was certainly intended to increase participation for many. As each child is a unique individual with individual circumstances, anyone seeking options to enable participation by a student in NASP®, should first consult with the student's parents, teachers, and school administrators. These trusted individuals would know best as to the specifics of any existing educational support or modification plan that is in place for an individual student seeking to experience archery.

Please visit:

<https://www.naspschools.org/wp-content/uploads/Student-Participation-in-NASP12142018final.pdf>

HISTORY

The bow and arrow are two of the oldest tools known to mankind, dating back to the Stone Age. As the bow and arrow became dominate, history began to change. Creating lore and legends of Attila, King of the Huns, Genghis Khan, Robin Hood and William Tell, the bow and arrow literally changed the world.

Modern American archery history began in 1828 with the first organized recreational archery club formed in Philadelphia, growing to over six million archers today.

Archery adapts easily to individual physical needs and archers face only the challenge of improving their own score, competing against others or testing their skills in pursuit of wild game.

Excellent physical condition is not required for beginning archery classes. Upper body, shoulder and arm strength can be developed, as can hand-eye coordination, and both gross and fine motor skills.

For a student, competitive shooting matches provide an opportunity to both compete against one's self and to share in personal achievements, team spirit and team pride in competition with others. Participating with a team can create feelings of unity between students and their peers and allows students to develop disciplined self-control.

Students' knowledge of shooting can enhance their enjoyment of the outdoors thanks to the many options that shooting presents.

A More Detailed Archery History

Experts believe the bow and arrow are one of the three most important inventions in human history – right alongside the discovery of fire and the development of speech. Once, sticks and stones were man's only weapons against bigger, stronger and faster predators. But armed with the bow and arrow, man suddenly became the most efficient hunter on Earth, able to shoot his prey accurately from a safe distance. The bow and arrow gave humans greater protection, a diet richer in protein, and also a more abundant supply of the raw materials like bone, sinew and hide, upon which early man depended for survival.

The bow and arrow were crucially important to man's survival at one time. Even though guns replaced bows as a weapon almost 400 years ago, archery has evolved as a sport because it is now a unique and rewarding challenge. There are now at least five million archers in the English-speaking world.

Today, the "twang" of the bowstring can be heard at schools, municipal parks, club ranges and in the programs of various youth groups. The reasons for this popularity are simple. It is a sport that can be practiced at any time of the year, indoors or out, in any part of the world, with friends or alone. It is relatively inexpensive. Unlike athletes in

many other sports, an archer can improve with age, since endurance and skill are far more important than brute strength. Archers in their 80s have won competitions!

Primitive cave paintings, such as those discovered in Eastern Spain, prove that man has hunted with a bow and arrow for at least 12,000 years. Ancient arrowheads found at Bir-El-Atir in Tunisia date back even further, some as early as forty thousand years ago.

3500 BC: The ancient Egyptians used two kinds of wooden longbows, the simple one-piece or “self: bow and the double recurve type. They also used the shorter composite bows, made of Oryx horn and wood. Many of these bows were imported from master bowyers in Syria and Asia Minor. The Egyptians’ leaf-shaped and diamond-shaped arrowheads were made of flint and later bronze.

1700 BC: The Assyrians, who dominated the Middle East for centuries, were the first to use mounted archers. Their powerful composite bows were uniquely triangular in shape and short enough to be easily handled by archers on horseback.

1200 BC: The Hittites’ skillful use of archery from chariots was an effective form of mobile warfare. Their light, fast chariots enabled them to out-maneuver and out-shoot their opponents in many Middle Eastern battles.

100 BC: Although the Romans were great soldiers, unparalleled in hand-to-hand combat, they were ineffective archers. To compensate for this, they hired professional bowmen from nations within their frontiers, who fought under the Latin name: Cohortes Sagittariorum.

AD 100: The Parthians were Asiatic horse-archers who invented the art of twisting around in the saddle and shooting backward while at full gallop. Known as the “Parthian Shot,” this acrobatic maneuver enabled the lightly armored Parthians to ride swiftly through enemy ranks, shooting arrows in any direction.

AD 1066: The Vikings introduced the longbow to the French when they settled in Normandy in the 8th century. The Normans became expert bowmen, and the archers led by William, Duke of Normandy, use the longbow to defeat King Harold’s Saxon army at the Battle of Hastings in 1066. The superiority of the longbow persuaded later generations of Englishmen to adopt it as their main weapon.

AD 1200: The Mongols, armed with powerful composite bows and iron-tipped arrows, conquered most of the world known to them. All of Asia and Europe trembled before these fierce, disciplined, nomadic horse-archers, who, led by the military genius, Genghis Khan, perfected the art of mobile warfare.

AD 1400: English archers, shooting the mighty longbow and “cloth yard” (37 inches) shafts, gained everlasting fame and respect in the 13th and 14th centuries by defeating the French in such historical battles as Crecy, Potiers and Agincourt.

AD 1600: The bow and arrow began as a weapon in ancient Japan, but by the 17th century, had evolved into a ceremonial archery or kyudo. Still very much a tradition, archers shoot arrows that are one meter long, and bows that are often seven feet or more in length and asymmetrical in shape.

Early tournament archery

By the time of the 17th century in England, lead bullets and gunpowder had replaced the bow as a weapon, but there were still large numbers of trained archers, and interest in the bow remained strong.

Fairs and festivals included contests that captured the fun and challenge of archery. Archers competed by shooting balls tossed in the air, by shooting for distances or shooting arrows into and through armored shields.

Tournaments were held, and target archery evolved as a competitive sport. In 1781, the Toxophilite Society was formed. Women wanted to join men in archery competitions and in 1787, the Royal British Bowmen became the first archery society to admit female contestants.

But the British weren't the only people interested in competitive archery. Many countries in Europe and Asia also included archery in their national sports. In Turkey, the Archery Guild – founded in 1453 – set aside large areas for distance for “flight” shooting. Incredible distances were shot and recorded on stone markers. The farthest distance occurred in 1798 when Sultan Selim shot a flight arrow 972 yards and two inches – a record that stood until as recently as 1968.

In the United States, the Civil War was partly responsible for the rise in interest in archery. After the war, Confederate soldiers were not permitted to own firearms. This forced two veterans, brothers Will and Maurice Thompson to learn to hunt with a bow and arrow. Maurice's book, The Witchery of Archery, described their hunting exploits and captured their love of the sport. The book was widely read and interest in archery spread throughout the country.

In 1879, the Thompsons helped organize the National Archery Association, and Maurice was elected president. The first tournament was held the next year. Will won, and he won the following five tournaments as well.

Although an archer – the mystical Greek hero Hercules, supposedly founded the Ancient Olympic Games – archery did not become an official event until the modern Olympics, held in Paris, France, in 1900.

The French hosts had no standard rules to follow, so they tried to accommodate the different countries' styles and rules. For example, they included an archery event called “la perche,” or the Popinjay,” which is still popular in France today. The “popinjay” targets are brightly colored “birds” made of feathers tied to the top of a mast. The French won three gold medals in the contest, while Belgium won two and Austria took one.

Archery was also in the next Olympiad, held at the St. Louis World's Fair in 1904. Rain turned the tournament grounds into a quagmire, but the determined archers shot

anyway. Few foreign archers registered for the tournament and the Americans won all the medals.

Competitors donned their best sporting finery for the 1908 Olympics in England. As the chief archery authority of the host country, the Royal Toxophilite Society set the rules for the competition, which included 25 ladies and 15 gentlemen from Great Britain, 11 gentlemen from France and one American. The rules established by the Society covered more than shooting. Manners on the field were also a concern. For example, rule #8 read: “The gentlemen will not be allowed to smoke at the ladies’ targets.” Great Britain won six medals that year, France four and the lone American gentlemen, Henry Richardson, returned home with a bronze.

Sweden chose not to include archery in the 1912 Stockholm Olympics and in 1916, due to World War I, the Olympics were not held. But in 1920, when the games were held in Belgium, the host country included archery because it was popular there. “Popinjay” was a major event. Not surprisingly, Belgium swept six medals, with the Netherlands, France and England each winning one.

After the 1920 Olympiad, archery was not a part of the Olympic Games for more than a half century. Archery enthusiasts, anxious to compete in international tournaments, knew that universal rules needed to be established. The breakthrough came in 1931, when Poland hosted the first international archery tournament, and with the help of France and Poland organized the Federation Internationale de Tir A L’Arc. Now known as FITA, it is the central authority for international archery competition today.

Later tournament archery

By the 1972 Olympics in Munich, FITA rules were recognized throughout the world, and the “FITA round” was adopted for Olympic competition. In the single FITA round, men competitors shot six sets of arrows from distances of 90, 70, 50, and 30 meters; the women, the same number of arrows from 70, 60, 50, and 30 meters. Olympic archers shot two FITA rounds in the four days’ competition, and the top three men and women with the highest combined totals were awarded gold, silver or bronze medals, respectively.

This format continued unchanged in the ensuing Olympics, held in 1976, 1980 and 1984. Then, in the 1988 Games, the competition was changed to feature two new rounds – the Grand FITA and Grand FITA Team Event.

The Grand FITA round consisted of an Open Round shot as a FITA round, and the Finals Round, in which the 24 men and 24 women with the highest scores in the Open FITA compete. The Finals Round was an elimination in which archers shot nine arrows from each of four distances of the FITA Round. After 36 arrows, six archers were dropped and those left would move on to the next round. This process of elimination continued until only eight men and eight women remained for the exciting final 36 arrows.

In the Grand FITA Team Round, teams from each country are made up of the top three archers from the Open Round shooting at the same time. The scoring was cumulative, and the eight best teams in the Grand Finals shot their final arrows starting at the shortest distance.

In 1992, a more challenging round was developed. The ‘New Olympic Round’ featured match competition among the competitors. During the first two days of the competition, the archers shot a single FITA round as before. The top 32 archers advanced to single elimination match play, shooting one-on-one against their competition. Twelve arrows shot at 70 meters determined who competed for a medal. A single arrow broke ties closest to the center, in a shoot-off. The new Olympic Round provided spectators with a fast-paced competition that often came down to the last arrow to determine the winner.

Note: This may be made into a poster for use in the classroom and/or gym.

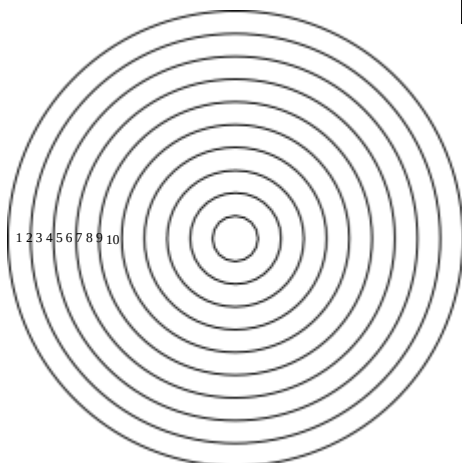
Sample 80cm target face

Scoring is from 1 (outside ring) to 10 points for the inner yellow ring. Anytime the arrow cuts and is touching the line of the next higher

scoring ring – the higher ring value (score) is awarded.



Note: This may be made into a poster for use in the classroom and/or gym.



NASP® scoring instructions

After each stand of arrows, the target should have 10 arrows in each face. Five will be of similar colored nocks (STUDENT 1); five will be of another color (STUDENT 2). Please go by the scoring rings above. If an arrow touches a line, it is counted as the next higher score. If the arrow is outside the total target circle or misses entirely, it is a zero. Arrows that hit the target and bounce off should be left blank and then after all shooting is over, students will be allowed to shoot again for “bounce outs.” No scorer should pull arrows until after they are scored and marked on the score sheets/clipboards. Indicate the number of 10s/Xs for final ranking purposes. Upon completion of the 15 meter round, scorers and students will check the accuracy of the scores and then sign the scorecard before turning them in to the scorer’s table. See below for an example of a student’s scorecard.

NAME: Bill Smith						Date: 2/12		
Gender: M F Male						Shooting Lane: 6		
GRADE LEVEL: 7								
10 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	44	2
	9	9	6	10	8	42	86	1
	10	9	8	9	10	46	132	2
TOTAL SCORE							132	5
15 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	176	2
	10	9	6	10	9	44	220	2
	6	8	9	10	10	43	263	2
TOTAL SCORE							263	6
OVERALL TOTAL SCORE							263	11

Note: These may be made into posters for use in the classroom and/or gym.

Glossary of Archery Terms

- Aim:** Any method used to point the arrow in the directions you want it to go.
- Anchor:** Consistent placement of the drawing hand to a position on the face, mouth or jaw.
- Arm Guard:** A piece of stiff material such as leather used to protect the bow arm of the bowstring upon release. It is worn on the inside of the forearm of the bow arm.
- Arrow rest:** The horizontal projection on the bow upon which the arrow lies.
- Back:** The side of the bow away from the bowstring.
- Bare bow:** A style of shooting – without a bow sight.
- Blunt tip:** An arrow point usually made of rubber and used in some archery activities.
- Bow:** A device made of a piece of flexible material with a string connecting the two ends, used to propel an arrow.
- Bow sight:** A mechanical device placed on the bow, which the archer uses for aiming at the target.
- Bow square:** A “T” shaped device used to measure brace height and for placing nock locaters.
- Bow stringer:** A device used to string a bow safely.
- Brace height:** The distance between the pivot point to the string when the bow is strung. (Also called the string height and once called the fistmele.)
- Broadhead:** A sharp, razor bladed arrow point used for hunting
- Butt:** Any backstop to which a target face is attached.
- Cant:** To tilt the bow left or right while at full draw.
- Cast:** The ability of a bow to propel an arrow at a given distance.
- Center serving:** The material in the center of the bowstring where the arrow is nocked. Protects the string from wear.
- Composite bow:** A bow made of several materials.
- Compound bow:** A hand-held, hand-drawn bow that uses a pair of cables and wheels to store more energy.
- Crest:** The colored bands around the shaft of an arrow, which aid in its identification.
- Draw:** To pull the bow string back. Also, the distance the bowstring is pulled back.
- Draw weight:** The weight, measured in pounds, used to bring the bow to full draw. Also, the weight on a bow, using 28 inches to front of bow as the standard draw length.
- End:** A set number of arrows that are shot before going to the target to score and retrieve them.
- Finger Tab:** A flat piece of smooth material, which protects the fingers of the drawing

hand.

Finger Sling: A small strap that attaches to the thumb and index finger of the bow hand.

Fletching/Fletch: The feathers, plastic vanes or other devices attached to the arrow shaft, which stabilize the flight of an arrow.

Flu-Flu: An arrow with large untrimmed feathers, which restrict the distance it will travel; used for shooting aerial targets.

Follow-through: Maintaining the motion of the upper body muscles after releasing the string.

Full-draw: The position of the archer when the bowstring has been drawn to the anchor point.

Group: To shoot arrows in a pattern, or the pattern of the arrows in the target.

Laminated bow: A bow made of several layers of material glued together, usually two layers of fiberglass and a hardwood core.

Let down: Returning from full draw to the undrawn position with control and not releasing the string.

Limb: Upper or lower part of the bow that bends when the string is drawn back. The part of the bow where the energy is stored.

Nock: To place the arrow on the string. Also, the attachment to the rear end of an arrow, which is placed on the bowstring and holds the arrow on the string.

Nock locator: The mark or device that indicates where the arrow is to be placed on the string.

Recurve bow: A bow with limbs that bend away from the archer when the bow is held in the shooting position

Serving: The wrapping of material around the loops and center of the bowstring to protect it from wear.

Spine: The stiffness or amount an arrow bends, determined by hanging a 2# weight from the center of the arrow and measuring the bend.

Stabilizer: A rod attached to the handle riser. Usually has a weight on the end of the rod. Absorbs the vibration of the bow when the string is released.

Toxophilite: A lover of the bow: an archer.

Tune: To adjust the variables in the bow and arrow system to achieve the best arrow flight and arrow groups.

Vane: Any fletching made of a material other than feathers, usually plastic.

Windage: The left-right adjustment of the bow sight.

Note: This may be made into a poster for use in the classroom and/or gym.

Archery Range Rules

1. Know and obey all range commands and instructors.
2. Always keep your arrows in your quivers until told to shoot with the “one whistle” command.
3. Only use the arrows your instructor gave you. Remember what they look like.
4. When removed from the quiver, always keep your arrows pointed at the target.
5. Only shoot a bow with an arrow nocked on the string.
6. Only aim and shoot at your target downrange.
7. If you drop an arrow, leave it on the ground until you are told to retrieve all your arrows.
8. Always walk on the archery range.
9. Always be courteous to the shooter next to you.
10. Stand behind the waiting line when you are finished or not shooting.
11. Only one archer may retrieve their arrows from the target at a time.
12. Be sure no one is too close behind you when removing your arrows.
13. After removing arrows from the targets, with arrow points covered, walk to return your arrows to your quivers and go behind the waiting line.
14. SAFETY IS ALWAYS FIRST PRIORITY!

Note: This may be made into a poster for use in the classroom and/or gym.

Whistle Commands

Two Blasts – “Archers may walk to “get bows” and go to the shooting line.”

One Blast – “Archers may load their bows and begin to “shoot”.”

Three Blasts – “Archers may walk to the target line to “go get arrows.”

Five or More Blasts – “STOP SHOOTING and put your arrow back in your quiver, bow on the rack and walk behind the waiting line.”

Note: This may be made into a poster for use in the classroom and/or gym.

Archery Safety Procedures

- Always listen to the archery range instructor.
- Always inspect equipment for cracks or damaged areas on the bow limbs, strings, and arrows; remove any damaged materials from the shooting area.
- Observe courtesy and sportsmanship ideals.
- Only approach the shooting line after hearing two whistle blasts.
- Keep your arrows in your quiver until a whistle is blown one time to load your bows and begin shooting.
- Your arrows should always be pointed downrange while loading the bow.
- Only shoot a bow with an arrow nocked on the string.
- Shoot only at the target directly in front of you.
- Always look downrange and beyond your target to be sure that there are no obstructions and the range is clear beyond the targets.
- Shoot with one foot on each side of the shooting line.
- Stop shooting immediately and set your bow down if there are five or more whistle blasts.
- Only approach the target after hearing three whistles and hearing the command to walk to the targets.
- Always carry arrows with one hand covering the points and the other hand placed around the shafts just below the fletching.
- Always store the archery equipment in a secure and locked area with only adult access.
- Store all gear including bows, targets and arrows in a dry area with moderate temperatures.

Note: These may be made into posters for use in the classroom and/or gym.

100 Benefits of Exercise

1. Enhances your immune system.
2. Increases your self-confidence and self-esteem.
3. Improves digestion.
4. Helps you sleep better.
5. Gives you more energy.
6. Adds a sparkle and radiance to your complexion.
7. Improves your body shape.
8. Burns up extra calories.
9. Tones and firms up muscle.
10. Provides a more muscular definition.
11. Improves circulation and helps reduce blood pressure.
12. Lifts your spirits.
13. Reduces tension and stress.
14. Enables you to lose weight and keep it off.
15. Makes you limber.
16. Builds strength.
17. Improves endurance.
18. Increases your body's lean muscle tissue.
19. Improves your appetite for nutritious foods.
20. Alleviates menstrual cramps.
21. Improves muscle chemistry.
22. Increases metabolic rate.
23. Improves coordination and balance.
24. Improves your posture.
25. Eases and possibly eliminates back problems and pain.
26. Improves your body's efficiency to use calories.
27. Lowers your resting heart rate.
28. Increases muscle size through an increase in muscle fibers.
29. Enables your body to utilize nutrients more efficiently.
30. Improves the body's ability to burn fat.
31. Enhances oxygen transport through the body.
32. Improves liver functioning.
33. Strengthens the heart.
34. Improves blood flow through the body.
35. Helps to eliminate varicose veins.

36. Increases maximum cardiac output due to an increase in stroke volume.
37. Strengthens your bones.
38. Increases the weight of the heart.
39. Increases heart size.
40. Improves contractile function of the whole heart.
41. Deters heart disease.
42. Decreases cholesterol.
43. Decreases triglycerides.
44. Increases total hemoglobin.
45. Improves the body's ability to remove lactic acid.
46. Improves the body's ability to decrease heart rate after exercise.
47. Increases the number of open capillaries.
48. Improves blood flow to the active muscles at the peak of training.
49. Enhances the functioning of the cardiovascular system.
50. Enhances the functioning of the respiratory system.
51. Improves efficiency in breathing.
52. Increases lung capacity.
53. Improves bone metabolism.
54. Decreases the changes of osteoporosis.
55. Improves the development of and the strength of connective tissue.
56. Increases strength of ligaments.
57. Enhances neuromuscular relaxation thus reducing anxiety and tension
58. Enables you to relax more quickly and completely.
59. Alleviates depression.
60. Enhances clarity of the mind.
61. Improves emotional stability.
62. Makes you feel good.
63. Increases efficiency of your sweat glands.
64. Makes you better able to stay warm in cold environments.
65. Helps you respond quicker to heat in that sweating begins at a lower body temperature.
66. Improves your body composition.
67. Increase bone density.
68. Decreases fat tissue more easily.
69. Helps you become more agile.
70. Instills a positive attitude about yourself and about life.

71. Alleviates constipation.
72. Increases the efficiency of utilizing oxygen.
73. Enables you to meet new friends and develop fulfilling relationships.
74. Enables you to socialize and get in shape at the same time.
75. Helps you move past self-imposed limitations.
76. Gives you a great appreciation for life as a result of feeling better about yourself.
77. Enables you to better enjoy all types of physical activity.
78. Makes your clothes look better on you.
79. Makes it easier to exercise consistently because you like how you look and feel and don't want to lose it.
80. Gives you a greater desire to fully participate in life and to take more risks as a result of increased confidence and self-esteem.
81. Improves athletic performance.
82. Improves the whole quality of your life.
83. May add a few years to your life.
84. Is the greatest tune-up for your body.
85. Reduces joint discomfort.
86. Increases your range of motion.
87. Gives you a feeling of control or mastery over your life and a belief that you can create any reality you want.
88. Stimulates and improves concentration.
89. Brings color to your cheeks.
90. Decreases appetite when you work out from 20 minutes to one hour before a meal.
91. Gets your mind off of minor irritations.
92. Stimulates a feeling of well-being and accomplishment.
93. Invigorates the body and mind.
94. Is a wonderful way to enjoy nature and the great outdoors.
95. Increases the body's awareness of itself.
96. Reduces or precludes boredom.
97. Increases your ability to solve problems more easily.
98. Gives you a clear perspective of ideas, issues, problems and challenges.
99. Releases blockages and limitations in thinking.
100. Helps you to save money on doctor bills and insurance premiums.

Sample games and activities

Tic-tac-toe

Cover the target with a tic-tac-toe target about three feet square. Shoot three arrows trying to get three in a row. Score three points for each. You can also play this head to head with another archer.

Twenty-One

Shoot at the standard, 10-ring NASP® target face. Provide each archer 5 arrows. Each archer shoots as many of his 5 arrows as necessary to reach a score of 21 without going over 21 or missing the target.

Score as follows:

Each arrow is scored according to the ring it lands or the ring it touches.

An archer stops shooting when her score, seen from the shooting line, appears to be as close to 21 as she dares.

If an archer's score exceeds the 21, the archer loses.

Color shoot

First person shoots one arrow and goes to the target to score. This archer and all of that team will aim for that particular color. Each team may be aiming for a different color. Score one point for each arrow in the right color area. Instructor may select color and archers shoot and score only the hits within that color.

Musical arrows

When the music starts, each archer shoots until the music stops. Score and retrieve arrows and move to the next target.

Score as follows: Target #1: All arrows that hit red count one point.

Target #2: All arrows that touch any part of the target count one point. The black dot counts three.

Target #3: Arrows that hit the gold count one point.

Target #4: Arrows that hit the black count one point.

Target #5: Arrows that hit the blue count one point.

Bingo

Make target face to represent a Bingo card on a brown paper bag or wrapping paper. A scorecard can be made by having the students fill in number on the squares before the shooting begins.

Shoot six arrows; and as they are removed from the target, the corresponding number is crossed off the scorecard. Winner is the first to get any combination of numbers crossed.

Bottle Shoot

Target: A half-gallon plastic bottle hung by the neck or handle. The hanging bottle should be within a hands-width of a safe backstop.

Distance: 10 meters

Number of arrows: four

Scoring: 15 if the arrow sticks in the bottle, 10 if it strikes the bottle and rebounds,

and 0 if it misses the bottle.

Shoot the instructor's hat

Hang your hat on the target for the archers to shoot at.

Balloon elimination shoot

After a scoring round, rank the archers from lowest to highest. Hang a balloon in the center of the target. Starting with the lowest scoring archer, each archer shoots one arrow at the balloon. If the archer pops the balloon, they move to the winners' circle until all archers in turn have shot three arrows. Prizes are awarded to the balloon breakers.

Holidays

If classes are taught as the different holidays approach, it is fun to make special targets in the shape of an item that represents the holiday. For example, the students can shoot at pumpkins, witches, and cats at Halloween, a turkey at Thanksgiving, a bell at New Year's, a shamrock on St. Patrick's Day, eggs at Easter, and flowers at May Day. The scoring areas can follow the outline of the target, giving higher values as the arrows come nearer whatever "center" there may be for that shape. At the completion of the event, it might be fun to award silly prizes appropriate to the holiday.

For the 4th of July, archers can shoot at balloons filled with flour or confetti to simulate fireworks.

Tablecloth shoot

Target: a regular target covered with a checkered oilcloth with two-inch squares; squares randomly numbered from one to nine.

Distance: 15 meters

Number of arrows: four

Scoring: as marked

Wand Shoot

Target: a three-inch string of masking tape placed vertically on the target mat

Distance: 10 meters

Number of arrows: twelve

Scoring: five points for each hit

Battle ship

Use index cards sized accordingly to the ability of the archers. Draw different ships on the cards and assign points from one to five. You can also include blank cards. Each individual or team will pin the cards up with the blank side showing on the target of their competitor. Archer shoots three to six arrows each or 12-15 as a team. Points are scored by the value of the ship they hit.

BPA-Archery

Academic Year 2024-25,

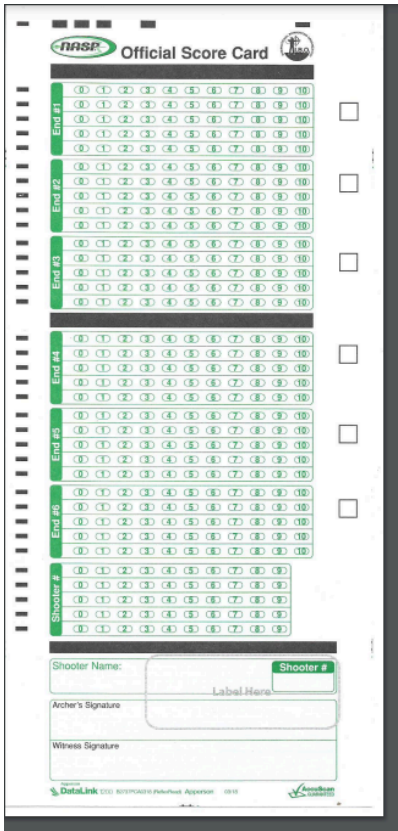
1. Attendance
2. Introduction to Archery (video)
3. **Lesson Plan:** Archery: Lesson 1 Intro
Google Slides: Archery: Lesson 1 Intro

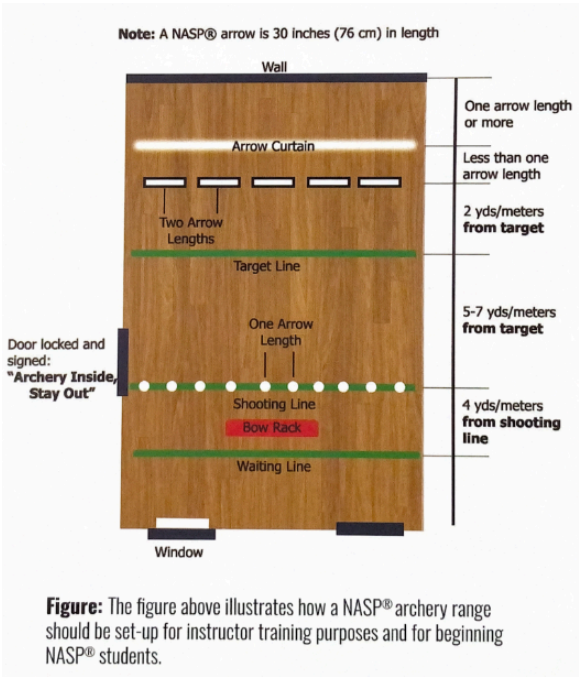
Time	Objectives: By the end of the lesson,...	Activity	Action
4:00-4:15 PM.	I will find a sense of belonging. I will know how it feels to hold the bow and arrow.	Video: Introduction to National Archery in the Schools Program (NASP)	Learned skills: ● focus ● precision ● discipline ● math skills ● hand-eye coordination ● upper strength ● social skills ● confidence ● team player ● build friendships Each student will have an opportunity to hold and feel the weight of the Genesis bow and arrow.
4:15-4:30	I will know which eye is my dominant eye.	Instruction: Dominant eye benefits.	<u>A dominant eye</u> isn't always about one having a better vision but rather one leading better than the other because of preference. <u>Depth perception</u> is the ability to see things in three dimensions (including length, width, and depth) and to judge how far away an object is positioned.

		Group activity Video: https://www.naspschools.org/ -Learning Center	<u>Peripheral vision</u> is our ability to see out of the corner of our eyes. This means that we're able to see things outside of our direct line. The class is divided into groups: A and B Gr A stands opposite Gr B. Students form a line. Gr A provides directions while Gr. B follows the directions. Students pair up, opposite of each other. Students take turns identifying their dominant eye (video).
4:30-4:45	I will know how to read and score target points.	Reading Scores (see below; pg 4)	From the center circle outwards: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0
4:45-5:00	I will learn the 11 steps to archery. success.	Shot Execution (see below; pg 5 and 6)	See below: 11 Steps to Archery Success: - dry practice using a string bow - group activity: 11 steps poster and signs - worksheet and crossword.
Extra/ Notes/ Next Lesson	I will know where Sandy, Utah, and Louisville, Kentucky, are located on the US Map, and ways to get there by car.	1.US Map Google Earth Chromebooks 2. The range, safety, whistle commands,	Students will locate Sandy, Utah, and Louisville, Kentucky, on the map and create travel options to get there by car: -transportation -millage -meals -cost -...

Homework	I will become familiar with the NASP website	https://www.naspschools.org/	Links: What is NASP (Mission and Principles) Bring NASP To Your School Magic of NASP - By the Numbers Magic of NASP® Poster Meet the Leadership of NASP Find your local Coordinator News & Updates ATA Safety Brochure Student Survey How NASP has changed lives Testimonials Frequently Asked Questions NASP Promo videos Find us on YouTube

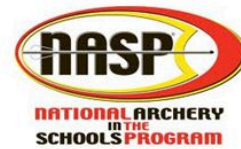
<https://www.naspschools.org/download/scorecard-sample/?wpdmdl=3236&refresh=63e8774ad789c1676179274>


 The image shows a NASP Official Score Card. It features a grid for recording scores for multiple shooters across several ends. The grid has columns for each end (End #1 to End #6) and rows for each shooter (Shooter #1 to Shooter #6). Each cell in the grid contains a target face with numbers 1 through 10. To the right of the grid are checkboxes for each end. At the bottom, there are fields for Shooter Name, Shooter #, Archer's Signature, and Witness Signature.



Eleven Steps to Archery Success

1. **Stance-** Straddle shooting line w/one foot
2. **Nock Arrow-** Click in your arrow
3. **Drawing Hand Set-** Grasp the string with all three finger
4. **Bow Hand Set-**Place your hand in the bow grip
5. **Pre- Draw-** lift the bow arm from hanging position
6. **Draw-** Pull or draw the sting
7. **Anchor-** Touching index finger to the corner of your mouth
8. **Aim-**
9. **Shot Set-up-**slight movement forward
10. **Release-**Open fingers
11. **Follow-** Through- Finish position / Reflect on shot



11 Steps to Archery Success

- 1 **Stance**
- 2 **Nock**
- 3 **Draw Hand Set**
- 4 **Bow Hand Set**
- 5 **Pre-Draw**
- 6 **Draw**
- 7 **Anchor**
- 8 **Aim**
- 9 **Shot Set-Up**
- 10 **Release**
- 11 **Follow Through & Reflect**

Name: _____ Date: _____

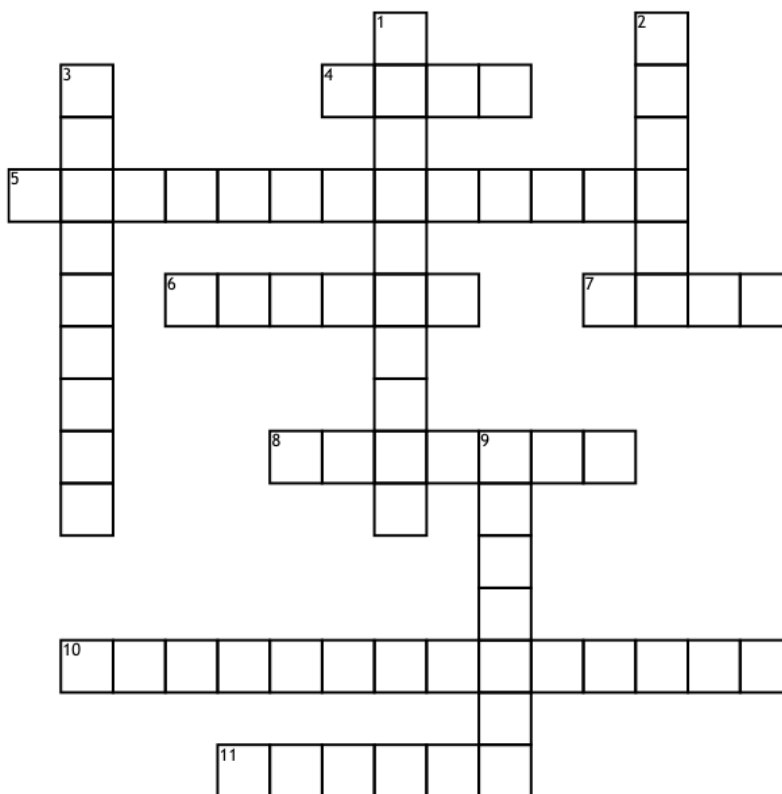
Archery

J N M Y H I R D F R G L R I P Y X V U X O E K B
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I N X D I Y R Q W R M W W W N G D C W Z R N K I
W H P F F P O Z T M R W O R R A Z V R V M C H S
L R W I I Y I R T J F O B N A R M O Q B A K Y Z
J X R C G R E L E A S E W A U O L Z A R Q T I Y
C E Q G M L M E E T A R V C U L M H W W E X V X
W O B Q Y S M W O W J D G R U G O O W G G F U B
A U J N D S V H J O N D E U O R B V E P N M Q G
I Q R T Q W P W F U G O U G L B T C C P A F Y W
T J K I U R O H C N A W E S Y X O A L H R V N O
I B U G I B S H O O T T F T Y J C W I H K J H E
N X A F V H O S R L A V X S O A S H H N R S D B
G L N E E B W H T R R R P F D R A W Y A P M V Z
L T B I R O M D R A Z W A G N Z Z I Z U N B N E
I U R U S U M O R G N V H W D L D C T W F D V N
N H V B X M W I N C T C X E A H V E A S E L C I
E C G N T S F W U Q N F E J Z R S H U Q M L F L
D E O R K V M E S G E T B O W T D O M R W O B T
V X P C C I R D I D T A E W O T Z E X E F R O E
T O O Z A I X C H B W O T H S Q O S R P D L L G
H N B G O K B M R K V W S P G O L Y R P S C S R
Q G J M O N R F H G U O R H T W O L L O F R T A
S H O O T I N G L I N E W N T U M S E U F X A T

Follow Through	Release	Shot Set Up	Aim
Anchor	Draw	Pre Draw	Bow Hand
Draw Hand	Nock	Stance	Shoot
Go Get Arrows	Get Bow	Arrow	Bow
Dry Fire	Quivers	Bow Racks	Arrow Curtain
Target Line	Waiting Line	Shooting Line	Range

Name: _____ Date: _____

11 Steps to Archery Success



Across

4. withdraw arrow from the quiver and snap it on to the string at locator
5. position the body and arm is in after release and archer reflects on its accuracy
6. using master or dominate eye, sight in toward the target
7. pull the string back to the side of face
8. lift arm with the bow undrawn

10. grasp string under the nock to the first joint of the 1st and 3rd finger

11. straddle the shooting line with one foot on either side

Down

1. placing hand in the bow grip
2. after pulling the string back, index finger is at the corner of the mouth
3. after anchor is reached and aiming has taken place, initiate the release
9. relaxing fingers and letting go of the string

Baypoint Preparatory Academy—
San Diego Petition for Renewal

Welcome to **Baypoint Archery Academy**



Baypoint Preparatory Academy—
San Diego Petition for Renewal

accs-feb26item02
Attachment 2
Page 311 of 611





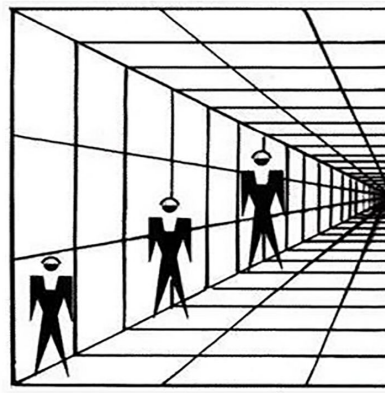
National Archery in the Schools Program



Dominant Eye Benefits:

(Activity I)

Depth Perception



Peripheral Vision

PERIPHERAL VISION WHILE DRIVING



PERIPHERAL VISION



CENTRAL VISION

Stability





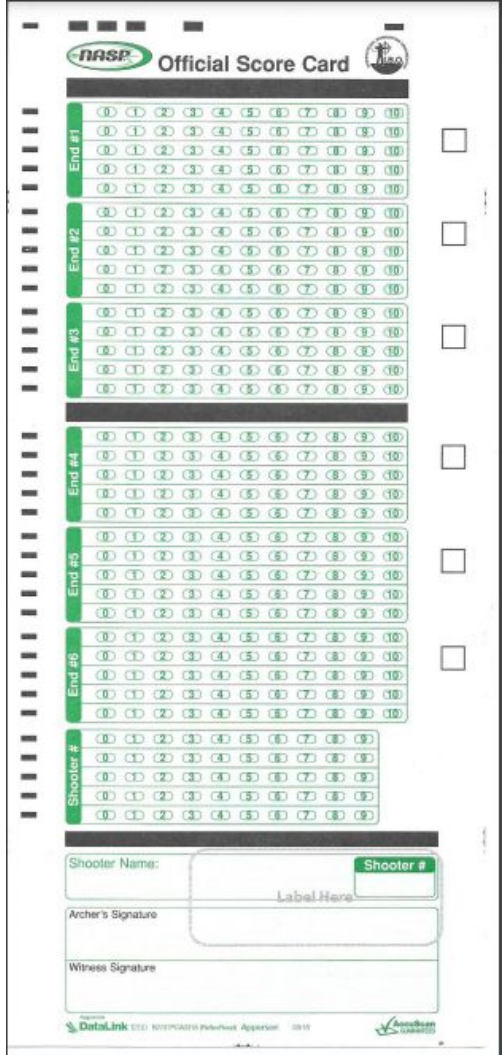


The blue shaft is a "9".
The gold shaft is a "10".

Video: [Updated NASP® Scoring Protocol Video - November 2016](https://youtu.be/1xKTDKb23PU)
<https://youtu.be/1xKTDKb23PU>

Official Score Card:

<https://www.naspschools.org/download/scorecard-sample/?wpdmdl=3236&refresh=63e8774ad789c1676179274>



The image shows a vertical "Official Score Card" from NASP. At the top, it features the NASP logo and the title "Official Score Card". Below this, there are six sections for recording scores, each labeled "End #1" through "End #6" and "Shooter #". Each section contains a grid of 10 columns and 4 rows of boxes for recording scores. To the right of each grid is a checkbox. At the bottom of the form, there are fields for "Shooter Name:", "Shooter #", "Archer's Signature", and "Witness Signature". A "Label Here" box is also present. At the very bottom, there is a footer with the text "DataLink (C) 2015 NASP Schools, Inc. All Rights Reserved." and a small logo.

End #1	End #2	End #3	End #4	End #5	End #6	Shooter #
(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)	(0) (1) (2) (3) (4) (5) (6) (7) (8) (9)
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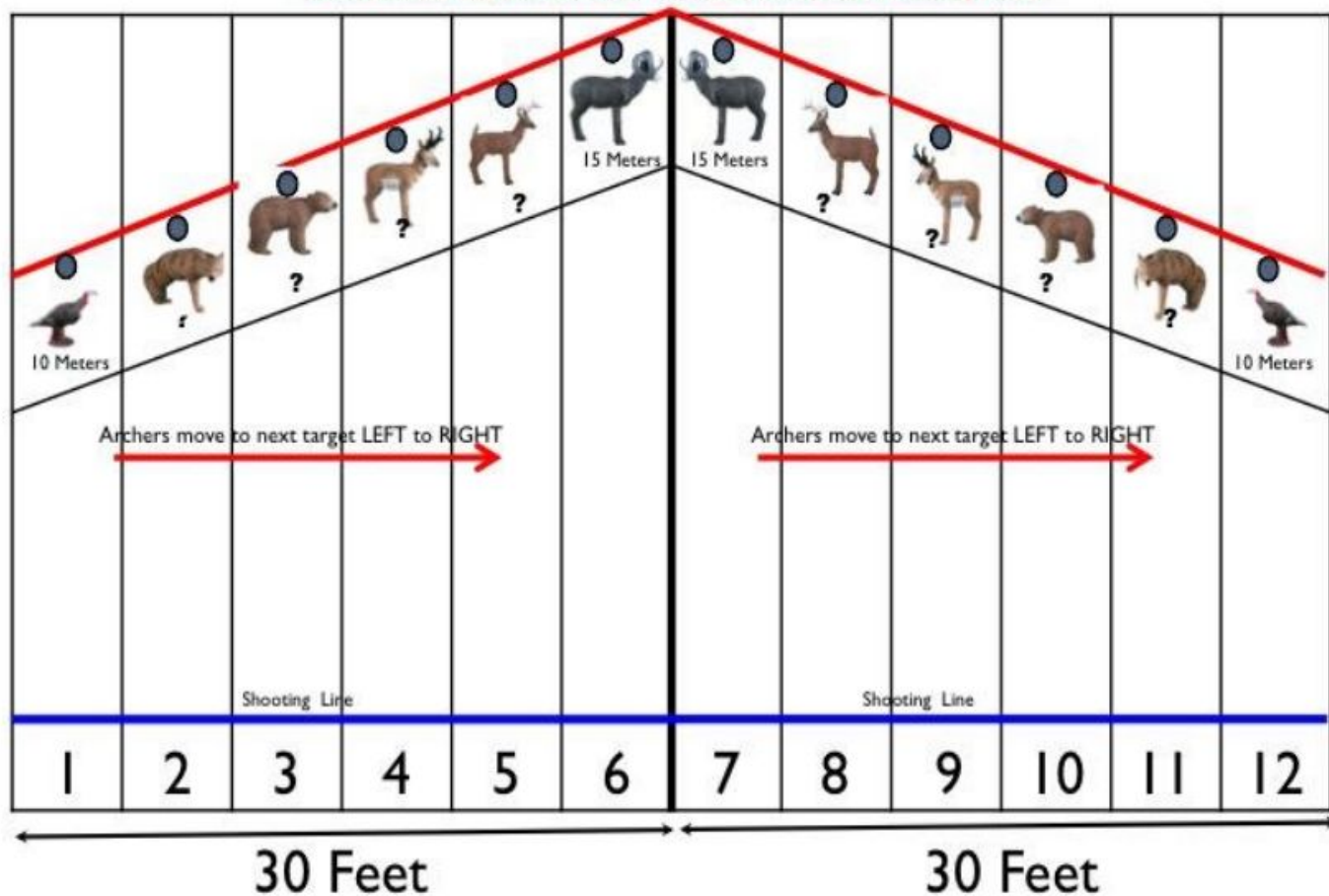
Shooter Name: _____ Shooter # _____

Archer's Signature _____

Witness Signature _____

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Note: Animals may face RIGHT or LEFT to use both sides of scoring insert!



4.5. Archers will have 2 minutes to shoot each 5-arrow end.

11 STEPS TO ARCHERY SUCCESS

(Activity II: Step 5 & 8 have two sub-steps)



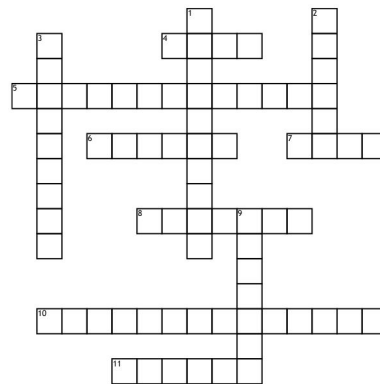


11 Steps to Archery Success

- 1 Stance**
- 2 Nock**
- 3 Draw Hand Set**
- 4 Bow Hand Set**
- 5 Pre-Draw**
- 6 Draw**
- 7 Anchor**
- 8 Aim**
- 9 Shot Set-Up**
- 10 Release**
- 11 Follow Through & Reflect**

Name: _____ Date: _____

11 Steps to Archery Success



Across

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2023 NASP® National Tournaments:

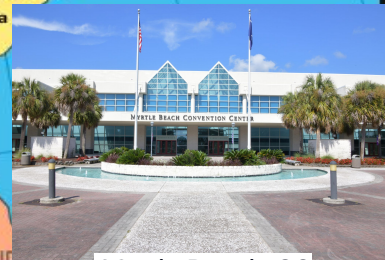
Sandy Utah

(April)

Louisville Kentucky
(May)

A Day At The NASP® National
Tournament 2017

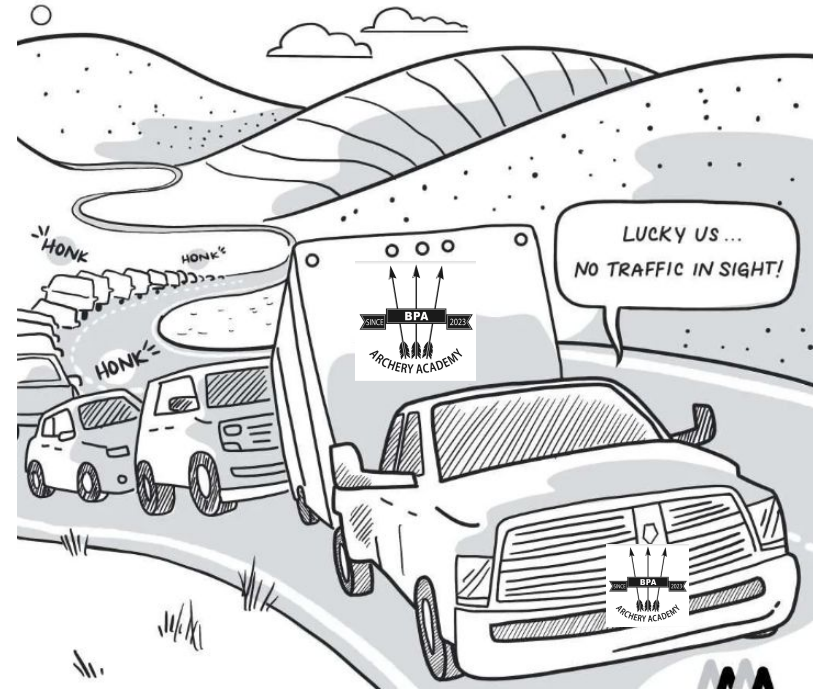




Myrtle Beach, SC



Utah, Here we come!
...2024





Baypoint Archery Academy 2024-25 Guidelines

National Archery in the Schools Program (NASP)

(established in 2023)

Mission and Vision

Mission: Baypoint Archers will compete with honesty and integrity and act in accordance with Baypoint's rules of conduct (BPA-SD Student/Parent Handbook 2024-25).

Vision: As archers, students will strive to shoot their best while competing with integrity. Honesty is expected; sportsmanship and composure are obligations. Archers will encourage others and understand their responsibility to self-officiate and protect the field, with the overall goal of bringing the values of archery into everyday life.

Motto: Are you on Target?

Archery Staff

All Archery Coaches will be trained and certified by NASP Instructors and adhere to the NASP Instructor rules and procedures.

The archery administrative team will consist of the Archery Coordinator and Certified Archery Coaches (Baypoint staff and parents/guardians):

- Archery will adhere to Baypoint's Petition, Student/Parent Handbook, and Parent Advisory Committee (PAC) Financial Policy and Procedures.
- Archery will consist of parents/guardians of students enrolled at BPA-SD and at least one certificated and/or classified employee of BPA-SD.
- The employees of BPA-SD who serve in Archery shall be appointed by the Executive Director.
- Archery will meet at times agreed upon by the coaches.
- Archery may elect from their ranks an Archery Coordinator (representative at the PAC Meetings) to serve one-year terms (each year in May).



- Archery Coordinator will attend ESWED meetings to advocate for Archery Program support from educational partners (students, parents/guardians, staff, and community members).
- Coaches will appoint two Student Archery Team Captains based on staff and students' recommendations. Each coach will have one vote, and all decisions will require a simple majority (each year in May).
- Archery may adopt its own procedures for filling mid-term coach training/vacancies.

All Student Archers

Rules to participate in archery: Students will adhere to the Baypoint Student/Parent Handbook.

Archery is an after-school sports academy that requires commitment from parents and students with consistent participation. To provide a safe and productive environment, the following rules and safeguard practices apply:

- Follow the Coaches' directions at all times (safety).
- Your coaches are your teachers.
- Be respectful.
- No cell phone usage.
- Check yourself: Is my behavior (action) supporting my coaches?
- Participation is a privilege.
- Supporter t-shirts, team t-shirts

Student Team Captains are recommended by teachers and students.

Archery Coaches make the final decision (by simple majority) on choosing Team Captains. Student Team Captains should:

- Lead by example and help to reduce any disruptive behavior.
- Encourage and support all team members.



- Be on time for practices and tournaments.
- Be available to assist with set-up / set-down of archery ranges.
- Help lead stretches/warm-ups prior to practice.
- Captains should have the skill and maintain a level of responsibility when representing the Archery Academy.

AGREEMENT AND ACKNOWLEDGEMENT

Archery procedures are intended to be a general guide under the rules and policies of Baypoint Preparatory Academy.

Baypoint reserves the right to make changes to the procedures.

Parents/guardians and students acknowledge that all safeguards are imperative for the success and safety of students in Baypoint Archery Academy.

Student Statement and Agreement

I, _____ (printed name), have read

I, _____ (printed name), have read

I, _____ (printed name), have read

and agree to abide by all the safeguards contained in the Baypoint Archery Academy 2023-24 Guidelines.

Parent's Signature: _____

Date: _____



Baypoint Archery Academy 2024-25 Guidelines

National Archery in the Schools Program (NASP)
(established in 2023)

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Motto: Are you on Target?

Archer Responsibilities

Attend Practices: Regularly attend all scheduled practices and training sessions.

Follow Safety Rules: Adhere to all safety protocols to ensure a safe environment for yourself and others.

Use Proper Techniques: Practice and refine proper archery techniques as taught by your coach.

Take Care of Equipment: Maintain and properly care for your archery equipment.

Listen to Coaches: Pay attention to your coach's instructions and feedback.

Set Personal Goals: Set and work towards personal improvement goals in archery.

Participate in Competitions: Actively participate in competitions and tournaments as part of the team.

Show Team Spirit: Support your teammates and contribute to a positive team atmosphere.

Stay Fit: Maintain good physical condition to improve your archery performance.

Practice Sportsmanship: Demonstrate good sportsmanship, both in practice and during competitions.

Be Punctual: Arrive on time for practices, meetings, and competitions.

Stay Focused: Maintain focus and concentration during practice and competitions.

Communicate Effectively: Communicate openly with your coach and teammates.

Respect Others: Show respect to your coach, teammates, competitors, and officials.

Balance Commitments: Manage your time effectively to balance schoolwork, archery, and other activities.

I acknowledge that I have read and understand the above document and that I will do my best to follow the responsibilities.

Archer Name

Date

BPA-SD Comprehensive List of Annual Professional Development by Providers and Topics

Technology & Student Safety

- **Clever** - a personalized, secure online space where students and teachers can access learning applications
- **GoGuardian** – Online Student Safety
- **GoReact** – Teacher Observation & Evaluation
- **ParentSquare** – Family Communication Platform
- **Canva** - Graphic design for students & staff
- **School Pathways (SIS):**
 - Attendance & Office Procedures
 - Independent Studies Program
 - Student Portal
 - Intro/Notes
 - Gradebook & Report Cards

Safety, Compliance & Emergency Preparedness

- **Emergency Drills** – Annual training on safety protocols
- **SafeSchools (Vector Solutions)** – Risk Management & School Safety Courses
- **Child Find** – Led by School Psychologist
- **Procopio** – Educational Laws & Legal Compliance
- **CALPADS** – Data Reporting Compliance
- **CA School Dashboard** – Understanding School Accountability Metrics

Curriculum & Instruction

- **ELA, Math, Science, and Social Studies Curriculum**
 - *Wonders* (with emphasis on differentiation and English Learner instruction)
 - *i-Ready My Path and Classroom Mathematics* (with emphasis on differentiation and English Learner instruction)
 - *Discovery Education*
 - CAASPP; CAST, ELPAC, Interim Assessments
 - Tools for Teachers, Lexile & Quantile Measures
 - Veteran teachers- Beginner teachers observations and collaboration: classroom management, curricula , assessments

- Looping: monthly grade level observation in all core subjects
- **Extended Learning Opportunities**
 - ELOP, Homework, i-Ready – Part I & Part II: Procedures & Best Practices
- **Independent Study (IS) Program**
 - Orientation, Compliance, and Instructional Support
- **English Learner Instruction**
 - *CDE EL Roadmap*
 - EL Reclassification Process
 - ELPAC-Initial, Interim, and Summative Assessments
 - Tools for Teachers, Lexile & Quantile Measures

Student Support & Inclusion

- **PBIS** – Positive Behavioral Interventions and Supports
- **Love Languages** – School culture and building connections among staff
- **EL DORADO SELPA:**
 - IEP, SST, 504 Plan Implementation
 - Speech & Language Evaluations and Reports
 - Legal Compliance and Updates
 - **Multitudes** – Dyslexia Screening & Instruction
- **Internal Educational Specialist**
 - Review of IEPs, SSTs, and 504 Plans

Governance, Culture & Compliance

- **Charter School Development Center (CSDC) Conferences & Workshops**
 - Topics: Governance, Financial Audits, LCAP, Data Analysis, Academic Assessment, School Culture, Social-Emotional Learning, etc.
- **Board Policies & School Documents**
 - Parent/Student Handbook
 - Employee Handbook
 - Policies: e.g., Student Retention, Promotion, and EL Reclassification
- **San Diego County Office of Education**
 - ELOP, Title I, CTI 2-year program, PBIS, LCAP, etc.

- Provides Grant Development Support
- Charter Partnership
- Support with Charter School Legal and Operational Compliance



Baypoint Preparatory Academy-San Diego (BPA-SD)

Educational Partners Committee:

School Site Council/Wellness Committee/English Learners Advisory Committee/District English Learner Advisory Committee (ESWED)

Section 1. PURPOSE AND FUNCTION. Under the guidance of the Educational Partners Committee (EPC), the School Site Council (SSC), Wellness Committee (WC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC) shall review and make written comments to the Governing Board on the development and required updates of the Single Plan for Student Achievement (SPSA) and/or Local Control Accountability Plan (LCAP):

- (a) Review and comment on SPSA/LCAP
- (b) Obtain recommendations for the proposed SPSA/LCAP from all educational partners and any applicable school advisory committees.
- (c) Recommend the plan and expenditures to the governing board for approval.
- (d) Provide ongoing review of the implementation of the plan with the site administrator, teachers, and staff members.
- (e) Propose modifications to the plan whenever the need arises.
- (f) Submit the proposed modified plan for governing board approval whenever a material change is made in planned activities.
- (g) Annually evaluate the progress made toward school goals to raise the academic achievement of all students.
- (h) Carry out any other duties assigned to the committee by the governing board and by state law.
- (i) Advise the site administrator and staff on the school's program for the WC and English Learners (EL), including implementation and evaluation of the program objectives and activities.
- (j) Assist in the development of the school's: needs assessment, Language Census Report, efforts to make parents/guardians aware of the importance of regular school attendance,
- (k) Assist in the planning and implementation of EL programs and parent training to support parents/guardians of English Learners.

Section 2. COMPOSITION AND TERMINATION OF MEMBERSHIP. The committee shall be composed of the following members: site administrator/administrator, teacher elected by other teachers, other school personnel elected by other school personnel, student elected by other students, parents elected by other parents, ELAC (<21 EL students), and DELAC (<51 EL



students) representatives elected by EL parents, and community members elected by BPA-SD's parents.

- (a) The percentage of parents of ELs is to be at least the same as that of ELs at the school.
- (b) Each member has equal voting rights.
- (c) The site administrator is responsible for the elections of staff members.
- (d) Half of the membership shall be site administrator/administrator, classroom teachers, and staff, and a half shall be parents or other community members elected by the parents.
- (e) ESED members shall be elected each year in September and shall serve a one-year term that runs concurrently with the academic school year.
- (f) Any elected member may terminate his or her membership by submitting a written letter of resignation to the ESED committee.
- (g) Membership shall automatically terminate for any member who is absent from three consecutive regular meetings.
- (h) In the event of a vacancy, the remaining term may be filled by appointment by the Executive Director or his/her representative.
- (i) Members may be removed for actions that go beyond responsibilities set in these bylaws by three-fourths (3/4) eligible voting members of the ESED. If a position becomes vacant the remaining term may be filled by appointment by the Executive Director or his/her representative.

Section 3. VOTING RIGHTS. Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the committee. Absentee ballots shall not be permitted. Membership on the committee may not be assigned or transferred.

Section 4. APPOINTMENTS AND DUTIES. All appointments are elected by the members of the committee.

- (a) The chairperson shall be elected annually, at the beginning of the academic year, and shall serve for one year, or until a successor has been elected.
- (b) The chairperson shall conduct the meeting of the committee and sign all documentation.
- (c) The administrator shall comply with all policies regarding the meetings and posting of agendas, oversee meetings to ensure that the function of the ESED is met, and present ESED findings/reports to the governing board.
- (d) Any chairperson may be removed from his/her office by a two-thirds vote of all members. A vacancy in any appointment shall be filled at the earliest opportunity by a special election of the committee for the remaining portion of the term.

Section 5. QUORUM A majority of the members of the committee shall constitute a quorum unless otherwise determined by the committee. The act of a majority of members present shall be the act of the committee, provided a quorum is in attendance.



Section 6. MEETINGS OF THE COMMITTEE. The committee shall meet a minimum of three times in the academic year.

(a) Written notice of the meeting shall be posted and sent out at least 72 hours in advance of the meeting at the school site or any other appropriate place that is accessible to the public.

(b) This written notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.

(c) All required notices shall be delivered to committee members no less than seventy-two hours of the meeting.

(d) Any changes in the established date, time, or location of the meeting need to be especially noted in the agenda.

(e) The ESED shall not take any action on any item of business unless that item appears on the posted agenda or unless the ESED members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the ESED after the posting of the agenda.

(f) All meetings must be open to the public with an opportunity to address the committee.

(g) The executive school administration as required may call special meetings of the committee. The notice must be sent out and all meetings must be open to the public with an opportunity to address the committee.

Section 7. PLACE OF MEETING. The committee shall hold its regular meetings at a facility provided by the school unless such facility accessible to the public, including disabled persons, is unavailable. Alternate meeting places may be determined by the chairperson or by the majority vote of the members.

Section 8. ADMINISTRATIVE RESPONSIBILITY. The site administrator/administrator shall have the responsibility for the proper function and implementation of the ESED. Any materials provided to ESED shall be made available to any members of the public at the school site during business hours. These documents will also be available at the committee meetings.

Questions or brief statements made at a meeting by members of the committee, or public that do not have a significant effect on pupils or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If a committee violates the procedural meeting requirements of this section, upon demand of any person, the committee shall reconsider the item at its next meeting, after allowing for public input on the item.

Section 9. CONDUCT OF MEETINGS. Meetings of the committee shall be open to the public and conducted in accordance with the Green Act established by EC Section 35147.

Baypoint Preparatory Academy

Independent Study Board Policy

Baypoint Preparatory Academy San Diego ("Charter School") offers a curriculum supported home-school educational program for families interested in homeschooling their students. Additionally, Charter School may offer independent study opportunities to meet the educational needs of students enrolled in the Charter School in accordance with applicable law.

The Executive Director or designee retains the discretion to approve independent study written agreements for students. Families interested in independent study should contact the Executive Director, Sabina Chaar.

Charter School will provide appropriate services, supports, technology, and resources to enable students to complete their independent study program successfully. These independent study policies have been established by Charter School in alignment with Education Code § 51745 *et seq.*, drafted to meet the requirements of Assembly Bill 130 (2021), and adopted pursuant to Education Code ("EC") § 51747 and 5 C.C.R. § 11701. The following policies are effective as of the start of Charter School's 2021-22 school year:

- A. For each student in independent study, Charter School will assign a certificated employee to coordinate, evaluate, and provide general supervision of the student's independent study instruction. (EC § 51747.5(a).)
- B. For students in independent study in any grade level, the maximum length of time that may lapse between the time an independent study assignment is made and the date by which the student must complete the assigned work is twenty (20) school days. (EC § 51747(a).)
- C. When any student fails to complete three (3) assignments during any period of twenty (20) school days or fails to make satisfactory educational progress (defined below in Section 4), the Charter School will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (EC § 51747(b).)
- D. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program ("IEP"). The Executive Director or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in EC § 52060(d)(4)-(5).

- b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (EC § 51747(b)(2).)
- E. Charter School will provide content to students aligned to grade-level standards that are provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (EC § 51747(c).)
- F. For students who participate in independent study at Charter School for fifteen (15) or more school days per year:

6.1. If a student does not generate attendance for more than three (3) schooldays or 60 percent of the instructional days in a school week, or if a student is in violation of their independent study written agreement, Charter School will:

- a. Verify the student's current contact information;
- b. Notify the student's parent(s) or guardian(s) of the student's lack of participation within one school day of the student's non-attendance day or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- c. Reach out to the student directly and/or parent(s) or guardian(s), as well as health and social services as necessary, to determine the student's needs for re-engagement; and
- d. If the student has failed to complete three (3) assignments during any period of twenty (20) school days or is failing to make satisfactory educational progress as defined in Section 4 herein, Charter School will schedule a pupil-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (EC § 51747(d).)

6.2 Based on each student's grade level, the Charter School will schedule and offer opportunities for synchronous instruction, asynchronous learning, and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).)

"Live interaction" means interaction between the student and Charter School staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher of record, and involving live two-way communication. (EC § 51745.5.)

“Asynchronous learning” occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time.

- a. For students in grades TK-3, inclusive, their assigned teacher of record will schedule and offer opportunities for daily synchronous instruction and asynchronous learning.
- b. For students in grades 4-8, inclusive, their assigned teacher of record will schedule and offer opportunities for weekly synchronous instruction and asynchronous learning, and the Charter School will schedule and offer opportunities for daily live interaction.

Charter School will document each pupil's participation in live interaction and synchronous instruction pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which independent study is provided.

Charter School will maintain documentation of the time that the pupil engaged in asynchronous instruction (e.g. tracking of time spent in asynchronous learning).

A pupil who does not participate in independent study on a school day shall be documented as non participatory for that school day. (EC § 51747.5(c).)

6.3 A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to the Executive Director or designee or their assigned teacher of record. If there is capacity in Charter School's in-person program at the student's grade level, Charter School will transition the student within five (5) school days. If there is not the capacity in Charter School's in-person program at the student's grade level, Charter School will offer to help the student enroll in the in-person program offered by their district of residence and offer the student an opportunity to join Charter School's waitlist, within five (5) school days. (EC § 51747(f).)

- G. A current written independent study agreement for each independent study student will be maintained on file. Each written agreement will contain the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources will include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.

- e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement will be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (EC § 51747(g).)
- i. Charter School will comply with the signature requirements for independent study written agreements set forth in EC § 51747(g)(9), including:
 - i. For the 2021-22 School Year Only (Must Obtain Signatures Within 30 Days of First Day of Independent Study Instruction): Charter School will obtain a signed written agreement from the student, or the student's parent or legal guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student no later than 30 days after the first day of instruction.
 - ii. Beginning in 2022-23 School Year and Thereafter (Must Obtain Signatures Before Independent Study Instruction): Each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
- j. Before signing a written agreement, if requested by the parent or guardian of a student, the Charter School will conduct a phone, videoconference, or in-person

pupil-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (EC § 51747(h)(2).)

H. Short-term Independent Study

- a. Short-term independent study is 15 days or fewer.

I. Additional Independent Study Requirements:

- a. Charter School will not provide any funds or other thing of value to the student or his or her parent or guardian that a school district could not legally provide to a similarly situated student of the school district, or to his or her parent or guardian. (EC § 51747.3(a).)
- b. Charter School may only receive funding for the provision of independent study to students who are residents of San Diego County or who are residents of a county immediately adjacent to San Diego County. (EC § 51747.3(c).)
- c. No student with exceptional needs, as defined in EC § 56026, may participate in independent study unless the student's IEP specifically provides for that participation. (EC § 51745(c).)
- d. Charter School may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher. (EC § 51747.5(b).)
- e. Charter School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (EC § 51747.5(d).)
- f. Records of the independent study program will be maintained for audit purposes and shall include the following:
 - i. A copy of the independent study board policies.
 - ii. A separate listing of the students, by grade level, who have participated in independent study, identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their written agreements.
 - iii. A file of all written agreements, with representative samples of each student's work products and a signed acknowledgment by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.

- iv. A daily attendance register (independent study present, modified independent study present/independent study absent/modified independent study absent), as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals.
- v. Evidence of student participation in synchronous instruction may include, but is not limited to, pupil work produced or performed during that time, or documentation that the pupil participated either visually or verbally.
- vi. Asynchronous time may be counted. Charter School must maintain documentation of each hour or fraction of an hour of both pupil work products (i.e. by assigning a time value to student work products) and the time that the pupil engaged in asynchronous instruction (e.g. tracking of time spent in asynchronous learning).
- vii. Any other documents charter schools are required to maintain as required by law. (5 C.C.R. § 11703.)
- viii. The Charter School has the entire school year to get short-term independent study agreements signed, instead of 10 days.
 - a. For students participating in short-term independent study, meaning independent study that is scheduled for 15 school days or fewer, the written agreement can be signed at any time during the school year in which the independent study takes place.
 - b. Parents/guardians will be provided the agreement at or before the beginning of the school year, for instance a school could include the school's template agreement in the school's orientation materials.
- g. Charter School will comply with all applicable law regarding independent study, including ADA-to-certificated teacher ratio requirements. (EC § 51745 *et seq.*; 5 C.C.R. § 11700 *et seq.*)

Baypoint Preparatory Academy

2025-2026 Academic Calendar

TK-8th Student Hours MTTTF: 8:30 AM - 3:15 PM

TK-8th Student Hours W: 8:30 AM - 12:30 PM

TK-8th Parent/Teacher Conferences: 8:30 AM - 12:30 PM

ELOP School Day Hours: M-F: 7:30 a.m.-8:30 a.m.; 3:30 p.m.-4:30 p.m.

July						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September						
S	M	T	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
S	M	T	W	Th	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
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March						
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22	23	24	25	26	27	28
29	30	31				

April						
S	M	T	W	Th	F	S
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19	20	21	22	23	24	25
26	27	28	29	30		

May						
S	M	T	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

First and Last Day of School

August 18, 2025 and June 5, 2026

School Closed

July 1 - July 22, 2025

Sep 1, 2025: Labor Day

Nov 11, 2025: Veteran's Day

Nov 24-28, 2025: Thanksgiving Break

Dec 22, 2025- Jan 2, 2026: Winter Break

Jan 19, 2026: Martin Luther King Jr. Day

Feb 13-Feb 16, 2026: President's Weekend

March 30-April 3, 2026: Spring Break

May 25, 2026: Memorial Day

June 19, 2026 Juneteenth

Admin/Office Staff Work Schedule

July 23, 2025 Office Opens, June 26, 2026 Office Closes

Staff Development: Non Student Days

Aug 11-15, 2025; Sep 26, 2025; Oct 29, 2025; Jan 5 & 30, 2026;

Mar 20, 2026; June 8-9, 2026

Parent Teacher Conference Days

Sep. 29-Oct 3 Early Release Days Dismiss 12:30

Early Release Days-Wednesdays 12:30 Dismiss

Governance Board Meetings

CAASPP Testing

May 11-29, 2026

ELOP Summer Program (Hours: 7:30 a.m.-4:30 p.m.) July 23-Aug 8, 2025

ELOP (Non-School) Dates: Oct 29, 2025; Jan 5, 2026;

Jan 30, 2026; Mar 30, 2026

June 10-24, 2026

Board Approved March 2025

Appendix E2

Local Control and Accountability Plan 2024-25

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 BPA-SD Preparatory Academy-San Diego (BPA-SD)	Sabina Chaar Executive Director	schaar@baypointprep.org (760) 203-4383

Plan Summary 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.



SBE Baypoint Preparatory Academy-San Diego

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

BPA-SD Vision: Fostering BPA-SD Students Academic and Personal Excellence

Curriculum Enhancement:

Continuously refine and enhance the college preparatory curriculum for TK-8 students to ensure it remains rigorous, relevant, and aligned with educational best practices.

Innovative Learning Environment:

Foster a dynamic and flexible student-centered learning environment that incorporates innovative teaching methods, technology, and personalized learning experiences.

Collaborative Partnerships:

Actively engage in partnerships with educational partners and the community to create a collaborative and supportive system/network. Encourage open communication to strengthen the educational partners community (students, parents/guardians, staff, and the San Marcos community at large).

Academic Support Programs:

Develop and implement targeted academic support programs to address individual student needs, ensuring that every student receives the necessary resources to achieve academic success.

Parental Involvement:

Establish initiatives to involve parents/guardians in their student's education, providing them with the tools and information needed to actively participate in their student's academic journey.

Community Outreach and Inclusivity:

Expand community outreach efforts to promote inclusivity and diversity, ensuring that the educational environment reflects the broader community and celebrates individual differences.

Student Goal Setting:

Implement a structured framework for students to set and track both academic and personal goals. Provide resources and guidance to help students achieve these goals throughout their educational journey.

Continuous Professional Development:

Prioritize ongoing professional development for instructional staff to stay current of educational advancements, teaching methodologies, and technology trends to enhance the overall quality of education.

Data-Driven Decision Making:

Emphasize the use of data to inform decision-making processes, allowing for the continuous assessment and improvement of educational programs, student outcomes, and overall school performance.

Holistic Student Development:

Foster a holistic approach to student development, emphasizing not only academic achievement but also the cultivation of essential life skills, character development, and a sense of responsibility to society.

By pursuing excellence, BPA-SD aims to carry out its mission of providing a high-quality, student-focused education and fostering a supportive community committed to academic success and personal growth.

The BPA-SD college-prep program is built upon a collaboration between BPA-SD educational partners, ensuring a fair and inclusive learning environment. BPA-SD leadership and families are committed to the optimal development of every student, providing a college-prep academic program, social and emotional learning (SEL), cultural community events, and healthy eating and physical activity habits while developing the Whole Child (CA Local Control Funding Formula (LCFF) Priorities: from Cradle to Career).

BPA-SD's comprehensive program ensures that all students including at-risk diverse student populations (socio-economically disadvantaged (SED), English learners (EL), foster youth, homeless, Special Education (SE), at-risk students) are healthy, safe, engaged, challenged, and supported under BPA-SD's positive behavior interventions.

Under the guidance of the CDE's Multi-Tiered System of Support (MTSS) Framework, and its principles/benchmarks (collaboration, use of data, differentiated instruction, proactive targeted interventions), BPA-SD aligns its college-prep program and provides culturally responsive professional development (PD) to its staff to ensure all BPA-SD diverse student populations succeed to their fullest potential. MTSS framework, allows BPA-SD to align its academics, behavior, SEL, and mental health supports into comprehensive service to individual student and family needs while adapting to systematic changes in student life.

As a result, BPA-SD's equitable learning environment, high expectations, and individualized choices encourage, BPA-SD students to be actively engaged and passionate learners:

Schoolwide-Learner Outcomes

BPA-SD students will become:

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

BPA-SD 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-6th. Gradually, BPA-SD broadened its grade span to a full Middle school classroom-based and independent study program serving students in TK-8th grade. BPA-SD is located in San Marcos, California, and its student and staff population is comprised of:

Baypoint Students by Race

Asian: 4.6%

Asian Indian: 2.5 %

Black or African American: 10.1%

Declined to State: 2.1%

Filipino: 3.4%

Hispanic or Latino: 29.5%

Mexican American: 9.7%

Middle Eastern: 0.4%

Other Asian: 1.3%

Puerto Rican: 2.1%

Vietnamese: 0.4%

White: 32.1%

Students by Ethnicity

Hispanic: 55.3%

Not Hispanic: 44.7%

Students by Gender

Female: 40.5%

Male: 59.5%

Total: 237

Socio-economically Disadvantaged: 42.2%

Special Education: 10.1%

English Learners: 11.4%

Foster/Homeless Youth: 1.7%

Migrant: 0.0%

Staff:

Black or African American: 1

Asian: 0

Hispanic: 6

White: 21

Female: 26

Male: 2

Total: 28

BPA-SD utilizes a blended learning, station-rotation model to educate its diverse students including at-risk students. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with cutting-edge educational technology and resources. BPA-SD's curriculum is based on Common Core State Standards (CCSS) and supports BPA-SD's mission statement and Schoolwide Learner Outcomes. Time is spent between working independently, collaboratively, and in daily small group instruction.

BPA-SD is a unique, personalized learning school committed to nurturing all students' educational goals. BPA-SD is able to deliver a standards-based learning program tailored to each student's learning abilities. Even though a challenging curriculum and program model can be compelling, BPA-SD's instructional staff is the key component to student success. All teachers and academic coaches are supported and encouraged to use innovative instructional methods. Each student has the opportunity to reach their individual educational goal with the assistance of the teacher, the academic coach, and the educational partners.

Students and parents/guardians who choose to enroll in BPA-SD's Independent Study program are assigned to a supervising teacher who is responsible for providing families with curriculum and lesson timelines for each subject. The curriculum is selected and provided by the school. The majority of the curriculum is textbook-based, with interactive subject books or assignments to go along with the curriculum. Although BPA-SD utilizes technology programs for additional practice and support for the students, the Independent Study program is not based online. All of the lessons are taught to the student by the parent(s)/guardian(s) at home. If the parent/guardian has questions or needs support the supervising teacher is available to provide suggestions and ideas.

Independent Study students in grades TK-3rd are provided daily synchronous instruction and daily live interaction check-ins by the supervising teacher. Students in grades 4th - 8th meet with the teacher daily for live interaction check-ins and at least once a week for synchronous instruction. During these meetings, the students receive instruction in grade-level English Language Arts (ELA), Mathematics (MAT), Social Studies, and/or Science skills to help support their learning at home. The supervising teacher also provides opportunities to ask questions and offers additional support with assignments and online learning programs. In the virtual meetings, the students have opportunities to interact and collaborate with other students within their grade-level instructional groups.

To effectively address the needs of the Whole Child, BPA-SD collaborated with educational partners to deliver integrated services that promote high expectations in a positive school climate, all of which were necessary for students to thrive. BPA-SD's whole-child approach to education was to equitably prepare each student to reach his/her full potential by creating a school culture of connection and collaboration among educational partners and the San Marcos community at large. Further, the BPA-SD program inspires college-destined culture early on, starting in TK and continuing through 8th grade. When students develop a college-destined mindset early, they are motivated to work toward meeting and exceeding state standards at each grade level.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

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

Table 1. 2023 Student Group Information

Student Group	School Total (Percentage)	District Total (Percentage)
English Learners	13.1%	13.4%
Socioeconomically Disadvantaged	41.7%	38.4%
Students with Disabilities	8.5%	14%

Table 2. 2023 Race/Ethnicity Information

Race/Ethnicity	School Total (Percentage)	District Total (Percentage)
African American	2.5%	0%
Asian	4.5%	5.8%
Hispanic	55.8%	45.4%
Pacific Islander	Not Listed	0.3%
White	27.1%	38.9%

Table 3. 2023 Performance Levels

Dashboard Indicator	School Performance Level	State Performance Level
Chronic Absenteeism	Orange 16.7% chronically absent	Yellow 24.3% chronically absent
Suspension Rate	Blue 0% suspended at least one day	Orange 3.5% suspended at least one day
English Learner Progress	No Color 78.3% making progress	Yellow 48.7% making progress
Graduation Rate	N/A	Orange 86.4% graduated

Dashboard Indicator	School Performance Level	State Performance Level
College/Career	N/A	Medium 43.9% prepared
English Language Arts	Green 15.4 points below standard	Orange 13.6 points below standard
Mathematics	Yellow 8.9 points below standard	Orange 49.1 points below standard

Under the guidance of BPA-SD LCAP 2022-23 goals, successful activities and practices have been evident throughout the academic model and school community engagement. BPA-SD's academic model and adopted curricula provided equitable and academically differentiated instruction for all BPA-SD students, including the subgroup populations of at-risk students.

Based on the CA School Dashboard, BPA-SD maintains a high level of performance in ELA in grades 3rd-8th (Color: Green), including a very high-status level for the EL Progress Indicator that demonstrates BPA-SD's EL students making progress toward ELPAC. Since BPA-SD's EL student population is less than 30 students, the performance level (color) is not presented for accountability purposes.

Additionally, 27% of SPED students met or exceeded standards in MAT (an increase of 4% from the previous year).

Further, it has been a joint effort of all educational partners to build and shape working relationships among the community members to ensure that all students succeed. BPA-SD's Parent Advisory Committee (PAC) as well as Educational Partners Committee: School Site Council, Wellness Committee, English Learners Advisory Committee, and District English Learner Advisory Committee (ESWED) met monthly/quarterly to work collaboratively with school staff and leadership to review, develop, and recommend new strategies. As a result, BPA-SD students practiced mindful engagement to cultivate academic and social experiences (educational school events on and off campus).

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

largely due to the high level of engagement from students, staff, and parents, creating a community where everyone feels valued, heard, and supported.

The positive school culture BPA-SD has cultivated prioritizes open communication, mutual respect, and inclusive decision-making processes, creating a setting where students are motivated to learn and grow. BPA-SD's collaborative approach has effectively minimized conflicts and misunderstandings, ensuring that every student is guided towards positive behavior through understanding and empathy rather than punishment. This relationship between all members of the BPA-SD community has been the foundation of BPA-SD success in maintaining a safe and nurturing environment for all educational partners.

To demonstrate students' areas of progress, BPA-SD partnered with i-Ready diagnostics assessment identified on the CDE's approved verified data list (student grade level placement by domains in ELA and MAT).

BPA-SD's i-Ready internal assessments (Fall 2022 to Spring 2023) data for all grades TK-8 has shown the greatest growth in MAT by +40% (Fall 26%, Spring 66%) and in ELA by +39% (Fall 29%, Spring 68%) meeting the benchmarks/grade-level standards. For testing, grades 3-8 have shown the greatest growth in MAT by +35% (Fall 26%, Spring 61%) and in ELA by +25% (Fall 33%, Spring 58%), meeting the benchmarks/grade-level standards.

Analyzing both quantitative and qualitative internal benchmark data enabled teachers to identify areas of mastery and those requiring further support, which in turn informed and guided instructional strategies.

CAASPP testing in the 2021-22 school year revealed that 59% of all students met or exceeded grade-level standards in ELA, and 52% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 55% of all students met or exceeded grade-level standards in ELA (a 4% decline), and 49% met or exceeded standards in MAT (a 3% decline).

For SED students, CAASPP testing in the 2021-22 school year revealed that 57% of all students met or exceeded grade-level standards in ELA, and 43% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 44% of all SED students met or exceeded grade-level standards in ELA (a 13% decline), and 40% met or exceeded standards in MAT (a 3% decline).

For Hispanic/Latino students, CAASPP testing in the 2021-22 school year revealed that 48% met or exceeded grade-level standards in ELA, and 38% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed

that 41% of all Hispanic/Latino students met or exceeded grade-level standards in ELA (a 7% decline), and 34% met or exceeded standards in MAT (a 4% decline).

For EL students, CAASPP testing in the 2021-22 school year revealed that 45% of all students met or exceeded grade-level standards in ELA, and 9% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 13% of all EL students met or exceeded grade-level standards in ELA (a 32% decline), and 7% met or exceeded standards in MAT (a 2% decline).

For SPED students, CAASPP testing in the 2021-22 school year revealed that 38% of all students met or exceeded grade-level standards in ELA, and 23% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 27% of all SPED students met or exceeded grade-level standards in ELA (an 11% decline), and 27% met or exceeded standards in MAT (a 4% increase).

Despite the decline in both ELA and MAT, BPA-SD continues to score above state levels. In the 2022-23 academic year, CAASPP testing revealed that BPA-SD's SED student population significantly outperformed the state average in ELA, achieving grade-level standards by 9% more than their peers statewide. Specifically, 44% of BPA-SD students met the standards, compared to 35% at the state level. In MAT, SED students significantly outperformed the state average achieving grade-level standards by 17% more than their peers statewide. Specifically, 40% of BPA-SD students met the standards, compared to 23% at the state level.

BPA-SD's Hispanic/Latino students significantly outperformed the state average in ELA, achieving grade-level standards by 5% more than their peers statewide. Specifically, 41% of BPA-SD students met the standards, compared to 36% at the state level. In MAT, Hispanic/Latino students significantly outperformed the state average achieving grade-level standards by 11% more than their peers statewide. Specifically, 34% of BPA-SD students met the standards, compared to 23% at the state level.

BPA-SD's SPED students significantly outperformed the state average in ELA, achieving grade-level standards by 11% more than their peers statewide. Specifically, 27% of BPA-SD students met the standards, compared to 16% at the state level. In MAT, SPED students significantly outperformed the state average achieving grade-level standards by 15% more than their peers statewide. Specifically, 27% of BPA-SD students met the standards, compared to 12% at the state level.

BPA-SD's EL students outperformed the state average in ELA, achieving grade-level standards by 2% more than their peers statewide. Specifically, 13% of BPA-SD students met the standards, compared to 11% at the state level.

In MAT, EL students performed lower than the state average achieving grade-level standards at 3% lower than their peers statewide. Specifically, 7% of BPA-SD students met the standards, compared to 10% at the state level.

BPA-SD is committed to continuing to improve upon students' meeting and exceeding grade-level standards. BPA-SD's CAASPP and internal data 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 learning needs to inform and guide their instructional strategies.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

Educational Partner(s)	Process for Engagement
Students	To ensure BPA-SD elicited substantial representation and meaningful engagement, students were consulted through various communication methods, including surveys and both on-site and virtual ESWED meetings. Students overwhelmingly reported positive experiences, with 95% expressing satisfaction in safety, encouragement, student connectedness, diversity, and academics. They recognized efforts to enhance effective student conflict resolution practices, student activities, school events, and continuing academic support in all areas. Students were involved in resolving school life problems, promoting student development, and working together to create a healthy school environment. They were informed about the 2023-24 LCAP progress and encouraged to provide feedback, suggestions, and ideas for modifying actions to achieve the goals. Collaboration among educational partners was instrumental in identifying and addressing areas of need, with all suggestions prioritized and organized into actionable steps. The process concluded in final remarks presented at the Governing Board meeting, ensuring a comprehensive and inclusive approach to addressing school priorities.

Parents/Guardians	To ensure BPA-SD elicited substantial representation and meaningful engagement, parents/guardians were consulted through various communication methods, including emails, surveys, and both on-site and virtual PAC, ESWED, and Governing Board meetings. At PAC meetings, parents collaborated to plan and organize school events aimed at enhancing the school culture, which in turn contributed to improved student attendance and academic success, as well as increased parental involvement and commitment to their student's educational journey. During ESWED meetings, BPA-SD administration facilitated discussions on LCAP goals, progress areas, and the most pressing needs of the school community. Parents actively engaged in addressing various school-related issues, supporting student growth, and fostering a collaborative effort to build a positive school culture. They were also briefed on the 2023-24 LCAP progress and encouraged to provide feedback, suggestions, and ideas to help tailor actions for progress. Parents/Guardians expressed satisfaction, with 90-95% positive feedback across various domains, including academics, teacher performance, social connectedness, involvement in decision-making, instructional diversity, and administrative communication. Internally, their focus centered on bolstering foundational skills and enhancing teacher feedback mechanisms. Moreover, their priorities extended to supporting extracurricular activities such as music, arts, physical education programs, and field trips. All educational partners collaborated to identify and address areas of need, with their suggestions prioritized and organized into actionable steps. This inclusive approach ensured that the voices and perspectives of parents, alongside other educational partners, were integrated into the decision-making process, ultimately leading to effective improvements in the school community.
Staff	To ensure BPA-SD fostered substantial representation and meaningful engagement, staff members were actively consulted through surveys, and weekly/monthly on-site Staff, PAC, ESWED, and Governing Board meetings.

	During those meetings, BPA-SD administration shared and the staff deliberated on LCAP progress, and the school community's most critical needs. Staff members engaged in discussions related to school life, support for student growth, and the collaborative efforts required to build a positive school culture. With staff indicating a 51% alignment with the 2023-24 LCAP goals and actions, the goals were refined and structured from broad objectives into focused, specific, measurable, attainable, realistic, and time-bound targets (SMART). This strategic restructuring aimed to provide clear direction for achieving desired outcomes.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

All educational partners collaborated to identify and address areas of need, with their suggestions prioritized and organized into actionable steps. This inclusive process ensured meaningful engagement, comprehensive strategic planning, and accountability while adhering to state and local indicators to effectively serve the needs of BPA-SD's diverse student population, including at-risk students.

The educational partners' 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, BPA-SD educational partners became more confident and actively engaged with BPA-SD leadership and more informed about the needs of their students and the direction of the educational program for the 2024-25 academic year.

Goals and Actions

State Priorities and [Related Resources](#)

Priority 1: Basic (Conditions of Learning)

Rate of teacher misassignment as relates to:

- Equity
- Professional Learning
- Resource Alignment
- Teachers

Student access to standards-aligned instructional materials as relates to:

- Curriculum
- Instruction
- Resource Alignment

Facilities in good repair as relates to:

- Culture and Climate
- Resource Alignment

Priority 2: State Standards (Conditions of Learning)

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as relates to:

- Assessment
- Curriculum
- Equity
- Instruction
- Professional Learning

Priority 3: Parental Involvement (Engagement)

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 4: Pupil Achievement (Pupil Outcomes)

Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program as relates to:

- Assessment
- Curriculum
- Equity
- Instruction

Priority 5: Pupil Engagement (Engagement)

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates as relates to:

- Culture and Climate
- Equity
- Family and Community

Priority 6: School Climate (Engagement)

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as relates to:

- Culture and Climate

- Equity
- Family and Community

Priority 7: Course Access (Conditions of Learning)

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, as relates to:

- Curriculum
- Equity
- Professional Learning

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Pupil outcomes in the subject areas described in Education Code Section 51210 and subdivisions (a) to (i), inclusive, of Education Code Section 51220, as applicable as relates to:

- Curriculum
- Equity
- Professional Learning

Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Coordination of instruction of expelled pupils pursuant to Education Code Section 48926 as relates to:

- Resource Alignment

Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records as relates to:

- Resource Alignment

Goal I

Goal #	Description	Type of Goal
1	Goal I Contributions BPA-SD will provide a safe and positive learning environment for all students through shared expectations, support, and accountability by all educational partners to ensure utmost school-wide engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services. (Equity, Professional Learning, Resource Alignment, Teachers, Student access to standards-aligned instructional materials as relates to Curriculum Instruction, Resource Alignment, Facilities in good repair as relates to Culture and Climate, Resource Alignment).

Priority 3: Parent Involvement (Culture and Climate, Equity, Family and Community).

Priority 5: Pupil Engagement (Culture and Climate, Equity, Family and Community).

Priority 6: School Climate (Culture and Climate).

An explanation of why the LEA has developed this goal.

Active involvement of parents/guardians and the broader school community is required for student success. Thus, BPA-SD remains steadfast in fostering genuine family-school relationships that encompass all grade levels. Achieving this partnership requires commitment from all educational partners to advance organizational goals. Enhanced accountability

will drive improvements in various areas, including daily attendance, enhancing and nurturing students' self-esteem, regular student and family attendance at PAC, ESWED meetings, school functions, and test scores.

Therefore, this goal was developed in response to the needs identified through data analysis and input from educational partners. To ensure the successful achievement of the broad goal, it was deconstructed into smaller components, therefore formulating a comprehensive vision for its attainment.

Establish Clear and Shared Expectations: (Student/Parent Handbook, Employee Handbook, policies, monthly school)

- Develop a comprehensive set of behavioral and academic expectations in collaboration with students, parents, staff, and community members.
- Ensure these expectations are communicated clearly and regularly through school assemblies, newsletters, and the school website.

Foster a Supportive Environment: (Staff Prep-time, PD, ELOP etc.)

Implement a system of support, including counseling, mentoring, and tutoring, accessible to all students that takes place inside the classroom and outside the classroom. Train staff to identify and address the individual needs of students, ensuring early intervention and support.

Promote Accountability: (Student Profile, Student-Led-Conference, Parent Guidelines for staff-parent interaction and communication, Staff Evaluation Platform/Software)

- Encourage a culture of accountability where students, parents/guardians, and staff take ownership of their roles and responsibilities in maintaining a positive school environment.
- Create a transparent system for monitoring and evaluating the established expectations.

Engage the School Community: (Staff, PAC, ESWED, Gov. Board Meetings, school events, workshops, extracurricular activities, BPA-communities; students' ran programs, civic duties/responsibilities)

- Organize regular meetings and forums for feedback and suggestions from the school community, including students, parents, and staff.
- Implement community-building activities and programs that promote engagement, understanding, and collaboration among all educational partners.

Continuous Improvement: (LCAP)

- Regularly review and assess the effectiveness of the strategies implemented to support the goal.
- Be open to adjustments and innovations that could enhance the learning environment, based on feedback and changing needs.

Recognition and Celebration: (School assemblies and events)

- Acknowledge and celebrate the contributions and achievements of students, staff, and community members in fostering a positive and safe learning environment.
- Implement a recognition program that highlights exemplary behaviors, engagement, and achievements aligned with the BPA-SD's expectations.

Collaboration with External Partners: (SDCOE, Vendors, Staff Evaluation Platform/Software,)

- Establish partnerships with local organizations, businesses, and educational institutions to support and enrich the learning environment.
- Engage in partnerships for additional resources, expertise, and opportunities for students and the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PAC Participation	Average attendance at PAC meetings: 31% parents/guardian	N/A (In 2024-25 academic year, data will be entered when completing the LCAP for 2025-26)	N/A (In 2025-26 academic year data will be entered when completing the LCAP for 2026-27)	Average attendance at PAC meetings: 40%	N/A (Data will be entered when completing the LCAP for 2025-26 and 2026-27 academic years)
1.2	ESWED Participation	Average attendance at ESWED meetings: 17% parents/guardians	N/A	N/A	Average attendance at ESWED meetings: 30%	N/A

1.3	Parent/Guardian Involvement	Average participation of parents/guardians in volunteering their time and/or contributing to the classrooms.: 54% of parents/guardians/extended family members	N/A	N/A	Average involvement of parents/guardians volunteering their time and/or contributing to the classrooms: 60% parent/guardian/extended family members	N/A
1.4	Student involvement	Leadership Teams: average student participation (4-8th): 16%	N/A	N/A	Average student (4-8th) participation in Leadership activities: 40%	N/A
1.5	Staff involvement	Average staff participation in volunteering: 54%	N/A	N/A	Average staff participation in volunteering: 90-100%	N/A
1.6	End-of-year Student Survey (school culture)	Average student participation in end-of-year survey: 98%	N/A	N/A	BPA-SD will maintain 90-100% of student participation in	N/A

					end-of-year survey	
1.7	End-of-year Parent/Guardian Survey (school culture)	Families participation in the End-of-year survey: over 50%	N/A	N/A	BPA-SD will maintain over 50% of families participation in end-of-year surveys	N/A
1.8	End-of-year Staff Survey (school culture)	Staff participation in the End-of-year survey: over 50%	N/A	N/A	BPA-SD will maintain over 50% of staff participation in end-of-year survey	N/A
1.9	Monthly ADA (Average Daily Attendance) Reports	BPA-SD had an average of 95% ADA	N/A	N/A	BPA-SD will maintain an average of 95% ADA	N/A
1.10	Monthly Facility Inspections: BPA-SD Administration will perform monthly inspections to ensure that the facility is safe and	BPA-SD Administration performed monthly inspections to ensure that the facility is safe and in good working order.	N/A	N/A	BPA-SD Administration will perform monthly inspections to ensure that the facility is safe	N/A

	in good working order.				and in good working order.	

Goal I Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

BPA-SD embraces an inclusive approach, fostering open communication with all parents/guardians. Through student-parent-teacher conferences, focus groups via surveys, regular meetings of the Parent Advisory Committees (PAC/ESWED), and participation in Governing Board meetings, BPA-SD actively seeks input and feedback from its educational partners. This collaborative effort is aligned and guided by BPA-SD's mission, vision, and policies, all aimed at promoting a safe and conducive learning environment that manifested as follows:

BPA-SD strongly emphasizes maintaining well-equipped, well-maintained, and secure facilities. This commitment ensured that students had access to a conducive learning environment that promoted their academic success and overall well-being.

The 2023-24 school-wide implementation of revised and additional programs, services, and staff PD were implemented to foster a positive and inclusive learning environment, especially for the at-risk students. The information and feedback received on programs and services enhanced the educational partners' understanding and enabled them to contribute additional input. The active involvement of parents/guardians in volunteering their time both in the classroom, during school events, and outside field trips greatly enriched the learning experience for BPA-SD students. The assignment of designated room parents for each grade level ensured consistent and valuable support, enhancing the overall educational environment. As a consequence, BPA-SD students have the enjoyment of a brand-new school library, all as a result of the

dedicated volunteer efforts of BPA-SD's parents/guardians and staff. This invaluable addition to BPA-SD fostered a “love for reading” and provided a space for exploration, learning, and academic growth.

Through enriched learning experiences, field trips and school events provided students with hands-on learning opportunities outside the classroom, allowing them to explore real-world applications of what they learned in the classroom (Fall Carnival, Book Fairs, Safari Park, Flower Fields, Fleet Science Center, etc.)

To enhance students' social skills, BPA-SD organized school events and field trips throughout the academic year to encourage interaction among students in a less formal setting, fostering the development of social skills such as teamwork, communication, and collaboration. BPA-SD events involved educational partners, promoting a sense of belonging and community involvement among students and their families. To instill a sense of responsibility and commitment to education, BPA-SD provided attendance awards to recognize students for consistent attendance, motivating them to attend school regularly and punctually.

To improve academic performance and retention, BPA-SD educational partners organized events and field trips to enhance student engagement and provide cultural enrichment by making learning more enjoyable and relevant. Throughout the year, field trips to museums, historical sites, and cultural events exposed BPA-SD students to diverse perspectives, traditions, and experiences, fostering diverse cultural awareness and appreciation.

Consequently, BPA-SD's extracurricular activities and attendance awards played a vital role in providing students with holistic learning experiences, promoting social-emotional development, and fostering a positive school culture, systematic attendance, and academic growth and success.

Further, BPA-SD ESWED was committed to the optimal development of every student and that meant providing nutrition education and physical activities in supporting the Whole Child to ensure that all students are healthy, safe, engaged, challenged, and supported. Since good nutrition and physical activities before, during, and after the school day, are strongly correlated with positive student outcomes, securing resources in support of Whole Child will yield higher grades and test scores, lower absenteeism, and better performance on cognitive tasks. Therefore, BPA-SD's approach was to ensure environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day.

Through BPA-SD's Wellness Action Plan and its goal, BPA-SD achieves and maintains the health and well-being of all students through the implementation of a school-wide plan that focuses on health, nutrition, and physical activity. For the 2023-24 academic year, the BPA-SD Wellness goal and objectives were supported by:

- Curricula (SEL, PE; Power-Up Fitness).
- Nutritious Breakfast-Lunch Programs.
- BPA-SD's culture and physical environment.

The educational partners and the community were engaged in supporting the work of BPA-SD in creating continuity between the school and other settings for students and staff to practice lifelong healthy habits. BPA-SD established and maintained an infrastructure for management, oversight, implementation, communication, and monitoring of the Wellness Action Plan.

Further, in support of the physical activities set by the ESWED committee, BPA-SD established The Baypoint Archery Academy in the 2022-23 academic year. Since then, under the supervision and guidelines of The National Archery in Schools Program (NASP), BPA-SD students have the opportunity to acquire valuable skills and compete on regional, state, national, and international levels. The NASP is a national and international-style archery program taught and supervised by school staff and delivered to students in physical education classes and after-school activities. Therefore, BPA-SD adheres to the National NASP guidelines and curriculum. The national program has been adopted by the State of California and is administered by the Department of Fish & Game in consultation with the Department of Education. The NASP curriculum follows California Physical Education Content Standards. The NASP program is designed to be delivered to students in a very concise, controlled manner. Following the NASP curriculum is critical to the safety of all participants. Therefore, trained BPA-SD designated staff and parent/guardian volunteers (fingerprinted) performed equipment maintenance, student supervision, and instruction at every practice. Further, the NASP curriculum focuses on students' self-control, discipline, and patience that complements BPA-SD's Schoolwide-Learner Outcomes and contributes to the Whole Child for the optimal development of every student.

As a result of archery-parent/coaches efforts and hard work of BPA-SD students, BPA-SD's ten 4th and 5th grade archers qualified for the NASP National Archery Tournament in Sandy, Utha. BPA-SD archers seized a remarkable opportunity to showcase their talents on a national stage. They not only had the chance to engage with fellow archers and students from

different states, BPA-SD archers demonstrated exceptional composure and integrity as they proudly represented BPA-SD in the competition.

Further, PAC's dedication to BPA-SD students, and their commitment to enriching academic experiences led to providing a supplementary computer-coding after school program. These classes were designed with real-world applications in mind, integrating instructions and activities to provide practical learning opportunities. Consequently, students not only had the chance to broaden their knowledge, they cultivated critical thinking skills, all while showcasing their proficiency through the creation of computer programming.

BPA-SD's Expanded Learning Opportunities Program (ELOP) after-school tutoring program was available and encouraged to serve SED families to enhance developing and supporting students' academic, social-emotional, and physical needs through hands-on, engaging, learning experiences. ELOP included tutoring and homework assistance designed to help students meet grade-level standards. ELOP included an educational enhancement element that encompassed fine arts, physical fitness, and science programs, while also encouraging students to take on civic duties by helping their classmates through acts of service, such as participating in a buddy system. Students were assigned to small groups and activities according to grade and ability levels. All activities were intended to keep students motivated and actively engaged. The educational activities included core subjects (ELA, MAT, Art, Science) and were provided as a result of interest expressed in student and parent/guardian surveys. The ELOP plan was shared and updated with the educational partners at the ESWED and Governing Board meetings, and was guided by the Quality Standards for Expanded Learning and its principles.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

BPA-SD utilizes a variety of methods to promote and publicize meetings and events, ensuring a comprehensive outreach strategy, ensuring widespread distribution of information within the school community. By utilizing various platforms such

as Parent Square, email, social media, paper flyers, and weekly newsletters, the school maximizes its reach to all educational partners. The delivery of meeting notices in both English and Spanish further enhances accessibility, accommodating the diverse linguistic needs of the community. Through proactive solicitation of educational partners feedback, including meetings and surveys, BPA-SD demonstrates a commitment to continuous improvement.

By actively engaging with educational partners, the school identifies strengths and areas for enhancement, fostering a culture of collaboration and partnership guided by the school's mission statement. This comprehensive approach to advertisement and outreach not only ensures that information reaches all members of the school community but also encourages active participation and feedback, ultimately strengthening the bond between the school and its educational partners.

BPA-SD adopts proactive measures to promote and monitor student attendance, recognizing its vital role in student success. By providing recognition and incentives for perfect attendance and conducting periodic attendance reviews, staff emphasize the importance of regular school attendance. The proactive approach extends to addressing absenteeism, with the school sending attendance letters to families with unexcused absences, reinforcing the significance of consistent attendance. Furthermore, the employment of certified teachers and classified staff to oversee ELOP afterschool and summer sessions demonstrates a commitment to providing additional support and engagement opportunities for students. By focusing on prevention and intervention strategies, BPA-SD not only encourages regular attendance but also supports students who may face barriers to consistent participation, ultimately contributing to improved academic outcomes and overall student well-being. Moreover, efforts to build student-teacher/staff relationships prioritize social-emotional wellness, fostering a supportive and inclusive school community.

BPA-SD prioritizes the maintenance of a safe and conducive learning environment through comprehensive facility management and safety measures. BPA-SD ensures a clean and safe learning environment through regular cleaning services and adherence to safety protocols. The school's commitment to safety is evident in its implementation of various security measures, including safety drills, controlled access to the school building, and the use of security cameras to monitor the campus. Additionally, staff are required to wear badges with photo IDs, and the enforcement of student dress codes contributes to maintaining a safe and orderly school environment. When suspected/informed, the school conducts sweeps for prohibited items listed in the student/parent handbook, further enhancing safety and security on campus.

Regular campus security risk assessments enable the school to identify potential vulnerabilities and implement appropriate measures to mitigate risks effectively.

Construction efforts to optimize the facility reflect the school's commitment to providing students and staff with modern and functional learning spaces. Ongoing construction reflects a commitment to optimizing the facility for educational and extracurricular activities, contributing to a positive school experience.

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

To enhance student and staff dedication toward reducing student absenteeism and fostering a stronger sense of school community, BPA-SD will implement structured volunteering opportunities.

Goal I establishes the benchmark for participation and contributions from all educational partners, including students. Parents/guardians, staff, and community members are dedicated to serving all BPA students, underscoring the responsibility of adults to instill the value of “giving back.” Consequently, it falls upon the school responsibility to provide avenues/paths for students to engage in acts of service. This includes participating in: a buddy system, school jobs, and supporting staff in various capacities, ultimately fostering a sense of ownership, pride, and protection of the school and its students. Therefore, it is essential for the BPA-SD community to work together, with the support of staff and parents/guardians, to facilitate these opportunities for BPA-SD students.

BPA-SD will implement a requirement for both students and staff to commit to volunteer hours and/or participation in school events over the next academic year. This initiative not only aims to incentivize greater engagement with the school community, it also underscores the importance of active participation in extracurricular and community-based activities. By setting this benchmark for volunteering hours/events, BPA-SD aspires to cultivate a culture of shared responsibility and collective investment in the well-being and success of BPA-SD.

This strategic decision to incorporate volunteering hours/events as an additional metric reflects BPA-SD commitment to holistic education and community building. Recognizing the impact of student and staff engagement on overall school

culture and student achievement, BPA-SD seeks to provide opportunities for meaningful involvement beyond the classroom. By encouraging active participation, BPA-SD aims to instill values of empathy, responsibility, and civic-mindedness/civic duty in BPA-SD students while fostering a deeper sense of belonging among staff members. Through this measure, BPA-SD strives to not only address absenteeism but also cultivate a vibrant and inclusive school environment where every individual feels valued and empowered to contribute positively to the community.

To maximize the effectiveness of the surveys and ensure targeted feedback, BPA-SD intentionally structured the surveys into two distinct sections. The first section focuses on gathering insights regarding school culture (Goal I), while the second section focuses on BPA-SD's curricula and programs (Goal II). This deliberate design allows for a clearer understanding and more accurate measurement of both aspects, facilitating informed decision-making and improvement actions in support of meeting Goals I, II, and III.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Advertisement, Outreach, and Student Attendance.	BPA-SD will advertise meetings and events through a variety of platforms, including, but not limited to, Parent Square, email, social media, paper flyers, and weekly school newsletters. Meeting notices will be available in English and Spanish. BPA-SD will solicit parent/guardian feedback via various media, parent meetings, and annual satisfaction surveys for the identification of school strengths and areas of need enhancement. BPA-SD will provide recognition and incentives for perfect attendance. Administrators will conduct periodic	\$287,117.00	Yes

		attendance reviews for families to remind them of the importance of school attendance. In the effort of being proactive, attendance letters will be sent home to those who have unexcused absences as outlined in the policy.		
1.2	Staff	BPA-SD will employ a certified teacher to manage/oversee the ELOP-Afterschool Session BPA-SD will employ classified staff to manage/oversee the ELOP-Summer Session	\$116,884.00	Yes
1.3	Facility: Cleaning, Maintenance, Safety, and Security.	BPA-SD is committed to providing students and staff with a safe environment in which to learn/work and keep all educational partners trained and well informed about safety improvement/practices: ● practice safety drills ● enhance security measures by implementing an automated locking system to regulate access to the school building ● ensure doors are securely locked and monitored throughout the school hours for added safety ● use of security cameras to monitor the school ● require staff to wear badges with photo IDs ● enforce student dress code ● use of random sweeps for prohibited items (listed in the student/parent handbook) ● periodic campus security risk assessments ● build student-teacher/staff relationships for social-emotional wellness Construction of the BPA-SD campus began in spring 2020, with the completion of classrooms and support rooms achieved by September 2022. To fully maximize the potential of the facility, BPA-SD is currently undergoing construction to finalize all necessary public	\$106,909.00	No

		improvements and develop designated areas for sports and event activities.		

Goal II

Goal #	Description	Type of Goal
2	Goal II Supports BPA-SD will build a school culture of excellence to foster student growth both academically and socially using adopted curriculum and proven methodologies.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic Services. (Equity, Professional Learning, Resource Alignment, Teachers, Student access to standards-aligned instructional materials as relates to Curriculum Instruction, Resource Alignment, Facilities in good repair as relates to Culture and Climate, Resource Alignment).

Priority 2: Implementation of State Standards (Assessment, Curriculum, Equity, Instruction, Professional Learning).

Priority 4: Pupil Achievement (Assessment, Curriculum, Equity, Instruction).

Priority 7: Course Access (Curriculum, Equity, Professional Learning).

Priority 8: Other Pupil Outcomes (Curriculum, Equity, Professional Learning).

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. To ensure the successful achievement of the broad goal, it was deconstructed into smaller components, therefore formulating a comprehensive vision for its attainment.

Academic Excellence: (Curriculum for all subjects)

- BPA-SD will implement a rigorous and engaging curriculum that aligns with state standards and fosters critical thinking, creativity, and problem-solving skills among students.

Curriculum Adoption: (Curriculum for all subjects)

- BPA-SD will select and adopt curriculum materials and resources that are research-based, up-to-date, and effective in meeting the diverse needs of the BPA-SD student population.

Methodology Integration: (PD support for all subjects)

- BPA-SD will integrate proven instructional methodologies, such as differentiated instruction, project-based learning, and technology integration, to cater to various learning styles and abilities, ensuring every student has the opportunity to succeed.

Social Growth: (Student/Parent Hand Book, Policies,)

- BPA-SD will create a supportive and inclusive environment where students feel safe, valued, and respected.
- This includes implementing social-emotional learning programs and initiatives that promote empathy, teamwork, and positive relationships among students.

Continuous Improvement: (Surveys, Staff, PAC, ESWED, Gov. Board Meetings)

- BPA-SD will continuously assess and evaluate the effectiveness of the academic and social programs, seeking feedback from students, staff, parents, and community members to identify areas for improvement and make necessary adjustments to enhance student growth and achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate	2023-24 ADA: 95%	N/A (In 2024-25 academic year, data will be entered when competing the LCAP for 2025-26)	N/A (In 2025-26 academic year data will be entered when competing the LCAP for 2026-27)	BPA-SD will maintain an average of 95% ADA	N/A (Data will be entered when competing the LCAP for 2025-26 and 2026-27 academic years)

1.2	Chronic Absenteeism	Chronic Absenteeism rate: 14%	N/A	N/A	Chronic Absenteeism rate will be reduced to 13% or less.	N/A
1.3	Student Attendance Review Team (SART)	Number of SART meetings: 1	N/A	N/A	Number of SART meetings will be reduced to less than 5	N/A
1.4	Student Attendance Review Board (SARB)	Number of SARB meetings:0	N/A	N/A	Number of SARB meeting will remain at 0	N/A
1.5	Suspension Rate	0.0%	N/A	N/A	Suspension rate will remain at 0.0%	N/A

1.6	Expulsion Rate	0.42%	N/A	N/A	The expulsion rate will be reduced to 0.0%	N/A
1.7	End-of-year Student Survey (Curricula/ academic program specific)	Average student participation in end-of-year survey: 98%	N/A	N/A	BPA-SD will maintain 90-100% of student participation in end-of-year survey	N/A
1.8	End-of-year Parent/ Guardian Survey (Curricula/ academic program specific)	Families participation in the end-of-year survey: over 50%	N/A	N/A	BPA-SD will maintain over 50% of families participation in end-of-year surveys	N/A

1.9	End-of-year Staff Survey (Curricula/ academic program specific)	Staff participation in the End-of-year survey: over 50%	N/A	N/A	BPA-SD will maintain over 50% of staff participation in end-of-year surveys	N/A

Goal II Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Under the guidance of BPA-SD LCAP 2022-23 goals, successful activities and practices have been evident throughout the college prep academic model; adaptive curriculum, school community engagement, and collaboration among educational partners and the community.

Prior to the first day of the 2023-24 academic year, BPA-SD staff participated in eight days of professional PD focusing on curricula, differentiated instruction, assessments, meeting the needs of at-risk populations, student engagement, Special Education adaptation, and adopted technology programs. Reviewing internal benchmark quantitative and qualitative data from the 2022-23 academic year allowed instructional staff to identify students' areas of strength and areas where additional support was needed. Moreover, the PD was ongoing throughout the 2023-24 academic year to continually monitor student growth data and support instructional staff with best practices to implement in their classrooms.

BPA-SD's academic model and adopted curricula provide equitable and academically differentiated instruction for all BPA-SD students, including the student group populations of at-risk students. All BPA-SD students accessed the differentiated curriculum through small group instruction while utilizing resources such as Houghton Mifflin's Journeys, Heggerty-Phonics, Wordly Wise-Vocabulary, Go Math, ELA and MAT i-Ready Programs, Eureka Math, Pearson ELA, Discovery Education, Mystery Science/Generation Genius, Meet the Masters (art), and Second Step (social-emotional learning), etc. Daily, students participated in the teacher-center (teacher station rotation), where the instructional staff applied a higher order of thinking (engagement, representation, action, and expression: application, analysis, evaluation, and creativity) to increase the rigor of the student's instruction.

In addition, BPA-SD's assessments, including i-Ready and CAASPP's Focus Interim Assessment Blocks (FIABs)/Interim Assessment Blocks (IABs)/Interim Comprehensive Assessments (ICAs), provided instructional staff data to guide instructional decisions throughout the academic year.

BPA-SD's MTSS framework served to align academic, behavioral, wellness, and SEL into levels of systems of support. The following accounts for what was implemented 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 academic coaches.
- CCSS-aligned ELA and MAT curriculum.
- Digital app-based platforms: Google Classroom, Seesaw, etc.
- GoGuardian: filtering and monitoring individual student devices program.
- i-Ready, FIABs, IABs, ICAs, CAASPP.
- Time on schedule dedicated to daily intervention/enrichment.
- PD on best practices for classroom instruction and data analysis.
- Tutoring sessions.

Student group Focus: At-risk students.

- Tier II: Targeted Interventions.
- Tier III: Intensive Interventions.
- Differentiated curriculum and instructions.
- Ongoing, informal classroom observations.
- Student Support Team (SST): prevention and intervention process/"Child Find."
- Staff members attend training to improve instructional practices and services provided.
- PD in the area of serving diverse student populations; culturally responsive practices.
- English Learners:
 - Tier II: Targeted Interventions.
 - Tier III: Intensive Interventions.
 - Integrated and designated English Language Development instruction.
 - Auditory and visual read-aloud accommodations for reading passages/books.
 - Lessons in which teachers use visuals/manipulatives to model and deliver instruction.
 - Offering differentiated online learning programs such as i-Ready, 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 and providing conversational opportunities.
 - ELAC/DELAC meeting discussion with parents/guardians.
 - Initial and Summative English Language Proficiency Assessments for California (ELPAC) assessments.
- Special Education:
 - Tier II: Targeted Interventions.
 - Tier III: Intensive Interventions.

Special Education (SE) students are, first and foremost, General Education students, and therefore all sections of the LCAP apply to Students with Disabilities. Under the supervision and close consultation with El Dorado Charter Special Education Local Plan Area Organization (SELPA), BPA-SD students with an Individualized Education Program (IEP)

received Special Education services coordinated by an Education Specialist. The Education Specialist collaborated with each student's General Education teacher to ensure the student received a Free Appropriate Public Education in the Least Restrictive Environment as determined by the student's IEP Team and documented in the IEP. The Team set the pace with an environment that honored each individual's differences and was conducive to learning. BPA-SD utilized external consultation agencies to provide services from a Speech-Language Pathologist, an Occupational Therapist, and a School Counselor if required by an IEP. If an IEP included Specialized Academic Instruction, this was provided by BPA-SD's Education Specialist. BPA-SD views parents/guardians as crucial members in IEP meetings and makes every effort to accommodate parents/guardians' schedules and needs. When necessary, BPA-SD provided an interpreter to ensure that all parents/guardians could engage and effectively participate in the IEP process. BPA-SD aimed to engage parents/guardians throughout the IEP process and ensured they understood their child's IEP.

BPA-SD leadership extended its practices to before-school foundational tutoring in ELA and MAT to support the current academic program and interventions for all students, including at-risk students. With targeted guidance, instructional staff provided individualized and small group skill-set tutorials catered to at-risk students based on their individual achievement plans prior to the start of daily classroom instruction. The foundational tutoring had a holistic approach to building students' comprehension by reaching deeper layers of understanding and ways of processing information. This approach developed transferable learning foundational skills that enhance students' academic success and ability to excel in their understanding of grade-level standards.

BPA-SD's reading-intervention/vocabulary-workshop program incorporates a highly engaging and interactive method of instruction based on the latest research in the Science of Reading. This multisensory approach incorporates the Orton-Gillingham method and teaches the five pillars of literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension, spelling and writing to help students build their brains' word banks, known as orthographic mapping. This program was incorporated by BPA-SD's commitment to ensure that all TK-3rd grade students will learn to read by third grade to help students recover and expand literacy skills. Third grade marks a critical point in reading, where students should begin and be on the path to "read to learn" (analysis of text, vocabulary expansion, introduction to a variety of text, etc.).

BPA-SD staff remained committed to fostering all student growth, both academically and socially-emotionally. The mental health of BPA-SD students has a direct association with student academic progress. To prevent mental and academic

regression, BPA-SD invested in additional resources to support and monitor students through more opportunities for the supplemental program, school community connectedness, and research-based SEL curriculum in grades TK-8.

Additionally, BPA-SD initiated homework assignments to reinforce the concepts that were learned at school. This practice allowed the parents/guardians to visualize what their student was being taught in the classroom. It served as a tool that opened lines of communication between the teacher, the parents/guardians, and the school. Therefore, helping the teacher to understand the needs of their students from a different perspective. Through this practice, parents/guardians were made aware of their student's strengths and weaknesses and, together with the instructional staff, were able to develop personalized strategies and educational plans for the student's continuous growth while respecting the time of at-home family activities (from 20-40 minutes; grade-level appropriate). BPA-SD technical support was available to make sure the student was equipped with a Chromebook if a project or specific learning program was assigned by the instructional staff during the SST process (i-Ready ELA and MAT lessons, etc.). As for the student, homework served as a bridge to encourage the discipline of practice of previously taught skills (ELA/MAT), eliminating the possibility of confusion. This allowed the student to showcase their abilities, think independently, and develop problem-solving skills.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions outlined demonstrate a comprehensive approach to addressing various aspects that contribute to student attendance and overall school effectiveness, ultimately positively impacting the ADA.

Through parent/guardian outreach initiatives facilitated by administration, PAC, and ESWED, the school actively engages families to discuss engagement in school activities and address concerns related to student attendance. By fostering a strong partnership between the school and families, there's a higher likelihood of increased parental involvement, which improves student attendance and academic outcomes.

By prioritizing student safety through measures such as revising the Student/Parent Handbook and updating School Safety Plans and Policies, BPA-SD ensures a conducive learning environment. When students feel safe and supported, they are more likely to attend school regularly, leading to higher ADA rates.

Ongoing PD for staff in areas such as Positive Behavior Interventions and Supports (PBIS), EL Roadmap, and Dyslexia equips staff with the necessary tools and strategies to effectively manage classroom behavior and support student success. A positive classroom environment and targeted interventions for students experiencing academic or behavioral challenges contributes to increased attendance and engagement.

Moreover, employing certified staff to teach subject-specific classes and oversee extracurricular activities not only enriches the academic experience, it provides students with additional opportunities for engagement and connection to the school community. By offering diverse learning experiences, including field trips for real-world experiences, BPA-SD fosters student curiosity and enthusiasm for learning, leading to improved attendance as students are motivated to participate in enriching activities.

Overall, the collective efforts of BPA-SD educational partners and the community to prioritize student safety, provide targeted support, and offer engaging learning opportunities contribute to a positive school culture and, consequently, higher ADA rates.

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

In reflecting on BPA-SD's prior practice and considering ways to enhance the new approach, BPA-SD has incorporated the addition of SART and SARB meetings into the metrics for the coming year. This addition is a proactive step towards addressing student needs more comprehensively and promptly. By integrating SART, BPA-SD aims to provide timely assistance to students and families facing challenges. This adjustment reflects our commitment to continuously improving our practices to better serve the BPA-SD community.

Regular attendance is paramount for academic success at BPA-SD. In order to reduce the necessity for SART and SARB meetings, BPA-SD is dedicated to cultivating a culture of consistent attendance. This involved fostering unity among students, parents/guardians, and staff. Through periodic attendance reviews and the planning of support and resources to overcome obstacles, BPA-SD is committed to ensuring that students and parents/guardians are actively engaged.

To maximize the effectiveness of the surveys and ensure targeted feedback, BPA-SD intentionally structured them into two distinct sections. The first section focuses on gathering insights regarding school culture (Goal I), while the second section focuses on BPA-SD's curricula and programs (Goal II). This deliberate design allows for clearer understanding and more accurate measurement of both aspects, facilitating informed decision-making and improvement actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ADA Student safety Suspension	BPA-SD will continue parent/guardian outreach (PAC/ESWED) to discuss parent/guardian engagement in school activities and address concerns with student attendance. Revision of Student/Parent Handbook to reflect changes in needs to address school and student safety. Revisions and updates to the School Safety Plan and School Policies. Parent meetings will continue to be conducted prior to significant behavior/discipline issues where suspensions are warranted.	\$157,084.00	No
2.2	PD Staff Student Academic Enrichment Outreach	BPA-SD will provide instructional staff with ongoing professional development that promotes positive classroom management and appropriate student behavior: ELOP, PBIS, EL Roadmap, and Dyslexia. BPA-SD will employ a certified staff to teach a subject-specific to all students (ex: Art/PE/Science/SEL-School College Counselor) and manage/oversee school events and extracurricular programs. BPA-SD students will participate in field trips for real-world experiences to explore new environments and collaborate/connect with their peers. BPA-SD staff will work together as a team, empowering students to adhere to BPA-SD's mission at school, at home, and in the community.	\$238,200.00	Yes

Goal III

Goal #	Description	Type of Goal
3.	Goal III Results At the completion of each school year, 80% of continuously enrolled students will demonstrate progress toward mastery of standards in English Language Arts (ELA), Mathematics (MAT), as demonstrated by local assessments and/or California Assessment of Student Progress and Performance (CAASPP).	Broad Goal

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards (Assessment, Curriculum, Equity, Instruction, Professional Learning).

Priority 4: Pupil Achievement (Assessment, Curriculum, Equity, Instruction).

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of data indicated a need to continue supporting in the following areas:

Progress Monitoring:

- Implement progress monitoring assessments in ELA and MAT to track student growth and mastery of standards throughout the school year.

Standard Mastery:

- Develop clear and measurable standards for ELA and MAT aligned with state standards guidelines to ensure consistency in assessing student progress.

Local Assessments:

- Administer local assessments designed to measure student performance against established standards in ELA, and MAT providing timely feedback to students, parents/guardians, and instructional staff on areas of strength and areas needing improvement.

CAASPP Results:

- Analyze CAASPP results to identify areas for improvement in student performance in ELA, MAT, and SCI, informing instructional practices and interventions.

Intervention Strategies:

- Develop targeted intervention strategies and support systems for students who are not demonstrating progress toward mastery of standards, providing additional resources and personalized instruction to address specific learning needs.

Parent/Guardian and Community Engagement:

- Collaborate with parents, guardians, and community educational partners to communicate student progress, share assessment results, and solicit feedback on ways to support student learning and achievement in ELA and MAT.

Data-Informed Decision Making:

- Utilize assessment data to inform instructional decision-making at the individual student, classroom, and school levels, adjusting teaching strategies, curriculum resources, and support services as needed to optimize student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA Annual California State Performance Test: CAASPP Once a year in May	2023-24 ___ % students met/exceeded grade-level standards	N/A (In 2024-25 academic year, data will be entered when competing the LCAP for 2025-26)	N/A (In 2025-26 academic year data will be entered when competing the LCAP for 2026-27)	70% of continuously enrolled students will demonstrate progress toward mastery of standards in ELA	N/A (Data will be entered when competing the LCAP for 2025-26 and 2026-27 academic years)
3.2	MAT Annual California State Performance Test: CAASPP	___ % students met/exceeded grade-level standards -	N/A	N/A	60% of continuously enrolled students will demonstrate progress toward mastery of standards in MAT	N/A

3.3	i-Ready Diagnostics/ benchmarks for ELA	i-Ready: From Fall 34% to Spring 44% mid and above grade level and 21% early on grade level.	N/A	N/A	60% of K-8th grade students will meet end-of-year benchmarks in meeting the state standards.	N/A
3.4	i-Ready Diagnostics/ benchmarks for MAT	i-Ready: From Fall 29% to Spring 44% mid and above grade level and 20% early on grade level.	N/A	N/A	60% of K-8th grade students will meet end-of-year benchmarks in meeting the state standards	N/A

Goal III Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Throughout the academic year, BPA-SD implements a comprehensive approach to progress monitoring, standard mastery, local assessments, and intervention strategies to support student learning and achievement in ELA and MAT.

Progress monitoring assessments (i-Ready, FIABs, IABs, ICAs) are integrated into the curriculum in ELA and MAT, providing ongoing outline of student growth and mastery of standards. These assessments are administered at regular intervals throughout the school year, allowing instructional staff to track student progress, identify areas of strength, and areas needing additional support. By monitoring student's performance consistently, instructional staff can adjust instruction and intervention strategies to meet the needs of individual students.

BPA-SD develops clear and measurable standards for ELA and MAT aligned with state standards guidelines. These standards serve as benchmarks for assessing student progress and ensuring consistency in instructional practices. Instructional staff use these standards to guide lesson planning, assessment design, and instructional delivery, facilitating a cohesive and aligned approach to curriculum implementation.

BPA-SD analyzes CAASPP results to identify areas for improvement in student performance in ELA, MAT. These results serve as a valuable source of data to inform instructional practices and interventions. By examining student performance at the school and classroom levels, instructional staff can identify strengths and areas needing improvement, develop targeted intervention strategies, and allocate resources effectively to support student learning and achievement.

BPA-SD develops targeted intervention strategies and support systems for students who are not demonstrating progress toward mastery of standards. These strategies may include additional resources, personalized instruction, small group interventions, or specialized support services. By providing targeted interventions early and systematically monitoring student progress, instructional staff can address learning gaps and ensure that all students have the opportunity to succeed.

BPA-SD collaborates with educational partners to communicate student progress, share assessment results, and solicit feedback on ways to support student learning and achievement in ELA and MAT. Through open communication, student-parent-teacher conferences, and community outreach events, BPA-SD fosters a culture of partnership and shared responsibility for student success.

At BPA-SD, assessment data drives instructional decision-making at the individual student, classroom, and school levels. Instructional staff utilize assessment data to identify student needs, evaluate instructional effectiveness, and make data-driven adjustments to teaching strategies, curriculum resources, and support services. By examining data to inform

decision-making, BPA-SD maximizes student learning outcomes and ensures that every student receives the targeted support they need to succeed.

With the quality supports and outcomes stated above, BPA-SD students continue to demonstrate growth in ELA and MAT. Each year, BPA-SD's diagnostic assessments and personalized learning programs are evaluated and compared with the students' set goals and outcomes. This process allows the instructional staff to look at student performance and growth over time at various levels in ELA and MAT.

Monitoring Results:

- i-Ready Diagnostic I, II, III results (triannually: Fall, Winter, and Spring).
- K-8th staff track percentage complete/hours to make a correlation between growth and program used.
- Instructional staff use results for their classrooms to target specific groups and skills' needs.
- Points increase/decrease.
- Instructional staff monitors computer adaptive assessment score and set the educational path based on individual student's need.
- Tracking EL students and monitoring reclassified EL students.

Simultaneously, instructional staff utilizes FIABs, IABs, and ICAs. These practice assessments are administered to students throughout the academic year to monitor growth and achievement according to specific academic CAASPP standards, from focused to comprehensive blocks to measure students' overall understanding and progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

BPA-SD underscores a commitment to PD and instructional excellence, resulting in enhanced teaching practices and improved student outcomes.

BPA-SD leadership ensures that classroom instruction is tailored to meet the diverse learning needs of all students including at-risk students. By fostering a culture of continuous learning and growth, instructional staff are empowered to refine their instructional strategies, creating a conducive environment for student learning.

The adoption of CCSS-aligned instructional materials reflect a dedication to high-quality curriculum that is rigorous and aligned with academic standards. These materials, including intervention programs for at-risk students and strategies for test preparation, equip instructional staff with the resources needed to address individual student needs and facilitate academic growth.

Moreover, the integration of instructional technology in ELA and MAT amplifies teaching effectiveness and student engagement. By utilizing technology tools, instructional staff can differentiate instruction, provide personalized learning experiences, and enhance student comprehension and retention of key concepts.

Additionally, the implementation of tri-annual i-Ready assessments allows instructional staff to monitor student progress and proficiency, identifying areas of need, strength, and growth opportunities. This data-driven approach informs instructional planning and intervention strategies, ensuring that all students including at-risk students receive targeted support to achieve academic success.

Lastly, the employment of academic coaches in the classroom further enhances instructional support and student learning. These coaches serve as mentors and guides, collaborating with instructional staff to implement best practices and strategies that optimize all student learning outcomes.

Overall, the collective efforts to prioritize PD, adopt high-quality instructional materials, integrate technology, conduct assessments, and provide instructional support contribute to an effective teaching and learning environment at BPA-SD. As a result, students benefit from engaging, rigorous instruction that fosters academic growth and achievement.

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

No changes were made to the predetermined objectives, metrics, desired outcomes, or strategies for the 2024-25 academic year following an assessment of past practices. BPA-SD chose to persist with last year's goals, metrics, and strategies as there is a need for further academic advancement in ELA and MAT.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staff PD	BPA-SD will employ academic coaches in the classroom to support instruction and student learning. BPA-SD's leadership will guide instructional staff to ensure that classroom instruction is conducive to student learning and instructional staff are provided with adequate learning environments.	\$154,711.00	Yes
3.2	Instructional materials Technology Assessments	BPA-SD 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. BPA-SD will continue to use instructional technology in the areas of ELA and MAT. Instructional staff will administer i-Ready assessments tri-annually to measure proficiency and growth on CCSS.	\$291,897.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$259818	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.050%	0.000%	\$0.00	9.050%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified

need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal II Action 1 and 2	For SED students, CAASPP testing in the 2021-22 school year revealed that 57% of all students met or exceeded grade-level standards in ELA, and 43% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 44% of all SED students met or exceeded grade-level standards in ELA (a 13% decline), and 40% met or exceeded standards in MAT (a 3% decline). For Hispanic/Latino students, CAASPP testing in the 2021-22 school year revealed that 48% met or exceeded grade-level standards in ELA, and 38% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 41% of all Hispanic/Latino students met or exceeded grade-level standards in ELA (a 7% decline), and 34% met or exceeded standards in MAT (a 4% decline). For EL students, CAASPP testing in the 2021-22 school year revealed that 45% of all students met or exceeded grade-level standards in ELA, and 9% met or exceeded standards in MAT. In the 2022-23 school year, CAASPP testing revealed that 13% of all EL	Goal II Actions 1 and 2 encompass detailed steps to address the objectives.	Goal II Metrics 1 and 2 encompass detailed steps to address the objectives.

	students met or exceeded grade-level standards in ELA (a 32% decline), and 7% met or exceeded standards in MAT (a 2% decline).		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal III Action 1 and 2	Needs identified for improvement: In the 2022-23 school year, CAASPP testing revealed that 44% of all SED students met or exceeded grade-level standards in ELA (a 13% decline), and 40% met or exceeded standards in MAT (a 3% decline). In the 2022-23 school year, CAASPP testing revealed that 41% of all Hispanic/Latino students met or exceeded grade-level standards in ELA (a 7% decline), and 34% met or exceeded standards in MAT (a 4% decline). In the 2022-23 school year, CAASPP testing revealed that 13% of all EL students met or exceeded grade-level standards in ELA (a 32% decline), and 7% met or exceeded standards in MAT (a 2% decline).	Goal III Actions 1 and 2 encompass detailed steps to address the objectives.	Goal III Metrics 1, 2, 3, and 4 encompass detailed steps to address the objectives.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A. School does not meet threshold.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	30 to 1	N/A]
Staff-to-student ratio of certificated staff providing direct services to students	16.45 to 1	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2870871	259818	9.050%	0.000%	9.050%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$758,090.00	\$482,183.00	\$22,278.00	\$90,251.00	\$1,352,802.00	\$868,257.00	\$484,545.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Advertisement, Outreach, and Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$264,693.00	\$22,424.00	\$137,035.00	\$88,259.00	\$22,278.00	\$39,545.00	\$287,117.00	4.77
1	1.2	Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$116,884.00	\$0.00	\$0.00	\$116,884.00	\$0.00	\$0.00	\$116,884.00	0
1	1.3	Facility: Cleaning, Maintenance, Safety, and Security.	All	No			All Schools		\$46,671.00	\$60,238.00	\$101,917.00	\$4,992.00	\$0.00	\$0.00	\$106,909.00	3.72
2	2.1	ADA Student safety Suspension	All	No			All Schools		\$157,084.00	\$0.00	\$157,084.00				\$157,084.00	5.47
2	2.2	PD Staff Student Academic Enrichment Outreach		Yes	School wide				\$128,214.00	\$109,986.00	\$128,214.00	\$102,032.00	\$0.00	\$7,954.00	\$238,200.00	4.47
3	3.1	Staff PD		Yes	LEA-wide		All Schools		\$154,711.00	\$0.00	\$154,711.00				\$154,711.00	5.39
3	3.2	Instructional materials Technology Assessments		Yes	LEA-wide		All Schools		\$0.00	\$291,897.00	\$79,129.00	\$170,016.00	\$0.00	\$42,752.00	\$291,897.00	2.76

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2870871	259818	9.050%	0.000%	9.050%	\$499,089.00	26.580%	43.965 %	Total:	\$499,089.00
								LEA-wide Total:	\$370,875.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$128,214.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Advertisement, Outreach, and Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$137,035.00	4.77
1	1.2	Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	0
2	2.1	ADA Student safety Suspension				All Schools	\$157,084.00	5.47
2	2.2	PD Staff Student Academic Enrichment Outreach	Yes	Schoolwide			\$128,214.00	4.47
3	3.1	Staff PD	Yes	LEA-wide		All Schools	\$154,711.00	5.39
3	3.2	Instructional materials Technology Assessments	Yes	LEA-wide		All Schools	\$79,129.00	2.76

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,365,985.00	\$1,577,768.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Advertisement	Yes	\$17,518.00	15347
1	1.2	Outreach	Yes	\$146,106.00	117618
1	1.3	Staff	No	\$104,749.00	115646
1	1.4	Facility: cleaning	No	\$23,044.00	46769
1	1.5	Facility: maintenance	No	\$15,000.00	40850
1	1.6	Facility: safety and security	No	\$2,400.00	4992
1	1.7	Attendance	Yes	\$20,930.00	55067
1	1.8	520 E. Carmel St, San Marcos, CA 92078 (Permanent facility)	No	\$549,809.00	645325
2	2.1	ADA	No Yes	\$25,500.00	14468
2	2.2	Suspension	Yes	\$30,514.00	23592

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Student safety	Yes	\$30,892.00	19786
2	2.4	PD	Yes	\$59,112.00	37353
2	2.5	Staff	Yes	\$111,272.00	71306
2	2.6	Outreach	Yes		0
2	2.7	Student academic enrichment			0
3	3.1	Professional Development (PD)	Yes	\$20,224.00	13693
3	3.2	Instructional materials	Yes	\$161,999.00	174231
3	3.3	Technology	Yes	\$14,100.00	50920
3	3.4	Assessments	No	\$8,768.00	8768
3	3.5	Staff	No	\$24,048.00	122037
			Yes		

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
229861	\$408,909.00	\$444,253.00	(\$35,344.00)	17.240%	18.780%	1.540%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Advertisement	Yes	\$11,518.00	8985	0.49%	.38
1	1.2	Outreach	Yes	\$140,635.00	117619	5.93%	4.97
1	1.7	Attendance	Yes	\$20,930.00	20040	0.88%	.85
2	2.1	ADA	Yes	\$22,740.00	6751	0.96%	.29
2	2.2	Suspension	Yes	\$30,514.00	23592	1.29%	1.00
2	2.3	Student safety	Yes	\$22,359.00	19786	0.94%	.84
2	2.4	PD	Yes	\$46,862.00	37353	1.98%	1.58
2	2.5	Staff	Yes				
2	2.6	Outreach	Yes				
3	3.1	Professional Development (PD)	Yes	\$17,359.00	13693	0.73%	.58
3	3.2	Instructional materials	Yes	\$57,844.00	56897	2.44%	2.40
3	3.3	Technology	Yes	\$14,100.00	17500	0.59%	.74
3	3.5	Staff	Yes	\$24,048.00	122037	1.01%	5.15

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2367755	229861	0	9.708%	\$444,253.00	18.780%	37.543%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

CONFLICT OF INTEREST CODE/ POLICY BAYPOINT PREPARATORY ACADEMY

COUNTY OF SAN DIEGO

2021 AUG 13 PM 4:27

CLERK OF THE BOARD
OF SUPERVISORS

1. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Baypoint Preparatory Academy, a California nonprofit public benefit corporation ("Corporation"), is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code/ Policy of Corporation ("Code"). This Code shall take effect when approved by the San Diego County Board of Supervisors, and shall thereupon supersede any and all prior codes adopted by Corporation.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), each designated employee set forth in the Appendix shall file a Statement of Economic Interests ("Form 700") with the Secretary of the Corporation. Upon receipt of the statements for members of the Board of Directors, the Secretary shall make and retain copies and forward the originals to the Clerk of the San Diego County Board of Supervisors. Statements for all other designated employees shall be retained by the Secretary.

Approved and/or authorized by the Board of Supervisors of the County of San Diego.	
Meeting Date: 10/5/21	Minute Order No. 16
By: 	Date: 10/8/21
Deputy Clerk of the Board Supervisors	

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
BAYPOINT ACADEMY**

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from legal counsel to Baypoint Preparatory Academy, a California nonprofit public benefit corporation ("Corporation"). (Gov. Code, § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code, § 83114(a).)

Opinions rendered by legal counsel to Corporation do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on such legal counsel's opinion as evidence of good faith. In addition, Corporation may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Corporation may bring against the requesting party under Government Code section 91003.5.

I.

Designated Employees

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Members of the Board of Directors	1, 2
President/Chief Executive Officer	1, 2
Treasurer/Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director	1, 2
Business Manager	1, 2
Site Administrator	3
Consultants/ New Positions	*

*Consultants/ New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

The President/Chief Executive Officer or designee may determine in writing that a particular consultant/ new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s/ new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President/Chief Executive Officer’s or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this code. (Gov. Code, § 81008.)

II.

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

All interests in real property which are located in whole or in part within two (2) miles of any facility utilized by a Corporation charter school, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property. Persons are not required to disclose property used primarily as their residence.

Category 2

Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by Corporation.

Category 3

Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the designated position’s department(s).

RESOLUTION NO. 08112021-1

**RESOLUTION OF THE BOARD OF DIRECTORS OF
BAYPOINT PREPARATORY ACADEMY APPROVING A
CONFLICT OF INTEREST CODE AND CERTAIN OTHER
ACTIONS RELATED THERETO**

WHEREAS, Baypoint Preparatory Academy, as a California nonprofit public benefit corporation that operates a public charter school in San Diego County, is required to adopt a Conflict of Interest Code pursuant to Government Code Section 87300;

WHEREAS, the Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 Cal. Code Regs. § 18730) which is a model conflict of interest code and requires certain local agency officials, employees, and consultants to file FPPC Form 700s, Statement of Economic Interests; and

WHEREAS, Baypoint Preparatory Academy desires to adopt a Conflict of Interest Code adopting and incorporating the FPPC Model Code by reference.

NOW, THEREFORE, this Board of Directors of Baypoint Preparatory Academy does hereby find, resolve, and order as follows:

Section 1. A Conflict of Interest Code, in the form attached hereto as Exhibit A, is hereby adopted.

Section 2. The Executive Director or designee is directed to notify any individuals who will hold “designated positions” under the Conflict of Interest Code by providing them with a copy of the Code.

Section 3. After providing notice to individuals designated in the Conflict of Interest Code, the Executive Director or designee is directed and authorized to submit a copy thereof and any other required documents or information to the San Diego County Board of Supervisors, as the code reviewing body, for final approval.

Section 4. This resolution shall take effect immediately upon its adoption.

SECRETARY'S CERTIFICATE

I, Stephanie Long, Secretary of the Board of Directors of Baypoint Preparatory Academy, a California nonprofit public benefit corporation, County of San Diego, California, hereby certify as follows:

The attached is a full, true, and correct copy of the resolutions duly adopted at a meeting of the Board of Directors of Baypoint Preparatory Academy, which was duly held on the 12 day of August, 2021, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES: 4

NOES: 0

ABSTAIN: 0

ABSENT: 0

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this 13 day of August, 2021.



Secretary, Baypoint Preparatory Academy

EXHIBIT A

[Conflict of Interest Code]



Baypoint Preparatory Academy

520 E. Carmel Street
San Marcos, CA 92078
www.baypointprep.org

August 12, 2021

VIA EMAIL (Leah.Botin@sdcounty.ca.gov)

Leah Botin
Clerk of the Board of Supervisors' Office
1600 Pacific Highway, Fourth Floor, Room 402
San Diego, CA 92101

Re: Conflict of Interest Code for Baypoint Preparatory Academy San Diego

Dear Ms. Botin:

Baypoint Preparatory Academy San Diego is a charter school located wholly within San Diego County. Baypoint Preparatory Academy San Diego is required to adopt a conflict of interest code in compliance with the Political Reform Act, and it is our understanding that the San Diego County Board of Supervisors is the school's code reviewing body.

Attached for the County's review and approval, please find a resolution of the Board of Directors of Baypoint Preparatory Academy San Diego approving the proposed conflict of interest code, with the proposed code attached as an exhibit to the resolution. We understand this is all you need for the County's review and approval, but please let me know if you have any questions or need anything else.

Sincerely,

A handwritten signature in black ink, appearing to read 'Frank Ogwaro', is written over a horizontal line.

Frank Ogwaro
Chief Executive Officer
Baypoint Preparatory Academy San Diego

Appendix E5



BAYPOINT PREPARATORY ACADEMY BUSINESS MANAGER EVALUATION

Evaluation Of Business Manager By Chief Executive Officer

Name of Evaluator:

Name of Business Manager:

Performance Area	Coordinate the Board Meetings		
Indicators	Advise on financial and budgetary matters before the Board		
	Attend meetings as assigned by the Board or requested by the CEO		
	Notify the Board of meetings		
	Prepare the Board packets and provide appropriate information to supplement agenda items.		
	Provide notice of all meetings of the Board, including committee meetings and public hearings		
	Record and prepare the minutes of all meetings for which attendance is required; present minutes for the Board's approval; disseminate minutes if required		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations

Performance Area	Oversee School Finances	
Indicators	Assist with financial and budgetary matters before the Board	
	Assist in ensuring that the school receives optimal fiscal entitlement from county, state, and federal resources	

Performance Area	Oversee School Finances		
	Comply with internal audit procedures, schedule an external audit, and respond to audit recommendations		
	Disseminate all operating fund checks and contracts requiring signatures		
	Establish procedures for, and comply with, financial record keeping and security of such records		
Indicators	Issue payment for all the Board-approved expenditures		
	Maintain accurate records of all funds as required by law, and all receipts and disbursements		
	Maintain petty cash		
	Oversees the school procurement process, ensuring appropriate checks and balances, and assists the Board with purchases requiring formal bidding		
	Oversee accounts payable and accounts receivable		
	Prepare and deposit all school funds following banking procedures		
	Prepare, distribute, and file all reports and contracts requiring the business manager's signature and/or assigned to the business manager by the Board		
	Produce all school financial records when directed to do so by the Board		
	Provide financial information to the Board and CEO for budget preparation and file the budget; manage the school budget throughout the fiscal year		
	Receive, manage, and maintain custody of all funds for which the school or the Board is responsible.		
	Assist in reporting the following to the Board: fund balance sheets, revenues, expenditures, and check registers		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations

Performance Area	Perform Risk Management Functions		
Indicators	Call for bids or negotiate with insurance agencies		
	Determine insurable values of building and contents		
	File loss claims and accident reports		
	Maintain inventory of school equipment; update as needed		
	Recommend insurance policies for casualty, liability, fidelity, and school indemnity		
	Respond to claims against the school		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations

Performance Area	Perform Personnel Management Duties		
Indicators	Administer all employee benefits policies/programs and make recommendations to the Board regarding changes to these policies/programs		
	Maintain permanent records of school employees and maintain personnel files following record retention guidelines		
	Maintain records of all personnel		
	Process unemployment claims and payments		
	Provide information on working conditions, benefits, policy, and procedures as requested		
	Prepare, process, and disseminate payroll		
	Provide resource data for negotiations		
	Provide training information on benefits to employees		

Performance Area	Perform Personnel Management Duties		
	Process Workforce Safety and Insurance (WSI) claims and payments		
	Supervise business office clerical, accounting, or other staff as assigned		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations

Performance Area	Perform Other Assigned Duties		
Indicators	Comply with school policies applicable to his/her position		
	Assist in computing school enrollment projections as assigned		
	Perform all duties required by law		
	Performs other duties as assigned		
	Supervises school administrative operations (financial, personnel, inventory, etc.		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations
Performance Area	Demonstrate Professional Competencies		
Indicators	Demonstrate professionalism and courtesy in dealings with the Board members, school employees, students, and patrons		
	Demonstrate accountability and honesty in the execution of all duties		

	Keep abreast of financial and business trends, including participating in professional development opportunities		
Comments			
Notes/Goals			
Ratings	☐ Needs Improvement	☐ Satisfactory	☐ Exceeds Expectations

CEO Evaluation Form

Job Description

The CEO reports to the Governing Board and is responsible overall for the organization and the schools. The CEO works closely with the Executive Director, Director of Operations, and all leadership to ensure accountability and that the schools meet the academic mission, vision, and growth goals. The CEO works closely with the Executive Director, Director of Operations, Business Manager, and financial back office services provider to ensure the organization meets its financial growth goals and sustainability, while securing the school's long-term operations.

Rank answers from 1 to 5:

1. Unsatisfactory	Performance must improve significantly within a reasonable period of time if the individual is to remain in this position. The employee is not performing to the requirements of the job.
2. Some Expectations Met	Performance is noticeably less than expected. Usually performs to and meets job requirements; however, the need for further development and improvement is clearly recognized.
3. Meets Expectations	Performance clearly and fully meets all the requirements of the position in terms of quality and quantity of work. It is described as a good, solid performance. Minor deviations may occur, the overall level of performance meets or slightly exceeds all position requirements.
4. Exceeds Expectations	Performance frequently exceeds job requirements. Accomplishments are regularly above expected levels. Performance is sustained and uniformly high with thorough and on-time results.
5. Far Exceeds Expectations	Performance levels and accomplishments far exceed normal expectations. This category is reserved for the employee who truly stands out and clearly and consistently demonstrates exceptional accomplishments in terms of quality and quantity of work that is easily recognized as truly exceptional by others.

N/A Not Applicable /Not observed

CEO Evaluation Form

Initial (Sept)	1st Review (Dec)	2nd Review (March)	Final (June)



Section I-Planning and Operations

This section is for evaluating the CEO's demonstration of Planning and Operations. Please provide comments and/or examples with suggestions on what he/she could start, stop or continue doing to be an effective leader.



Planning and Operations	1	2	3	4	5	N/A
Promote, instill and execute the vision, mission, and core values of the school(s).						
Create sustainable, scalable systems and policies that will support the schools and enable them to maintain their focus on delivering high-quality instruction.						
Build a team necessary to carry out the expansion of the organization and provide ongoing operations and instructional support to the established schools.						
Recommend for approval, implement and monitor policies and procedures that are aligned with the school's mission.						
Supervise, develop and evaluate assigned staff leaders.						
Oversee the development and provision of standards for appropriate technology systems and information technology services.						

Galvanize the team behind a shared vision and build a dynamic organizational culture that is embraced at the school level and by the administration.						
Create a culture of openness and trust where all employees feel supported and empowered with the tools they need to be successful.						
COMMENTS/EXAMPLES :						



Section II-Financial Oversight

This section is for evaluating the CEO's demonstration of Financial Oversight. Please provide comments and/or examples with suggestions on what he/she could start, stop or continue doing to be an effective leader.

Financial Oversight	1	2	3	4	5	N/A
Advance the mission of the organization by identifying and securing new sources of funding						
Oversee the financial systems and the development of the annual budget. (Goal 2)						
Borrow money and incur indebtedness for the corporation's purposes.						
Contract and make other commitments on behalf of the school that are consistent with BPA's goals, missions, budget and financial policies.						
Procure startup and operational funding for the schools						
Ensure the schools are in compliance with applicable local, state, and federal laws, regulations, financial standards, and reporting requirements. (Goal 3)						
Develop and coordinate all school operational and financial policies and procedures.(Goal 2)						

COMMENTS/EXAMPLES

Section III-Facilities

This section is for evaluating the CEO's demonstration of Facilities Management. Please provide comments and/or examples with suggestions on what he/she could start, stop, or continue doing to be an effective leader.

Facilities	1	2	3	4	5	N/A
Acquire, hold, improve, and/or dispose of real and personal property as approved by the Board.						
Evaluate and oversee management of all the facilities, including: operations, maintenance, inspection, security, repairs and improvements, facility safety, and emergency procedures.						
Retain facility records and coordinate facility inspections as necessary.						
COMMENTS/EXAMPLES:						

Section IV-Outreach and Collaboration

This section is for evaluating the CEO's demonstration of Outreach and Collaboration. Please provide comments and/or examples with suggestions on what he/she could start, stop or continue doing to be an effective leader.

Outreach and Collaboration	1	2	3	4	5	N/A

Serve as the chief spokesperson for the organization, ensuring proper representation of the organization.						
Develop and maintain effective relationships with the current authorizer,						
Manage and develop marketing strategies, public relations, community outreach, and oversight of the schools' community relationship building and political advocacy. (Goal 1)						
Evaluate potential expansion models and execute on a growth strategy in order to increase the number of students served.						
Represent the school as a leader in the California charter school community in all advocacy efforts, as well as with community leaders to maintain support from the local community.						
COMMENTS/EXAMPLES:						

Section V-Communications

This section is for evaluating the CEO's demonstration of communication. Please provide comments and/or examples with suggestions on what they could start, stop, or continue doing to be an effective leader.

Communications	1	2	3	4	5	N/A
Communicate the vision, mission and core values of the school to staff, contributors, funders, and governmental entities.						
Communicate, actively listen, and collaborate with a variety of educational partners and community members. (Goal 3)						
Engage educational partners and community members at all levels.						

Attend all Board meetings.						
COMMENTS/EXAMPLES						

Section VI-Annual Goals

This section is for evaluating the CEO's demonstration of Annual Goals. Please provide comments and/or examples with suggestions on what he/she could start, stop or continue doing to be an effective leader.

Annual Goals	1	2	3	4	5	N/A
Leadership: Differentiate the BPA organization in the marketplace by developing and championing the organization's strategy. (See Goals for details)						
Financial: Improve operational efficiency, optimize the student capacity, increase the funding end balance reserves (15%), manage the school's overall budget, and maintain a healthy cash balance.						
Regulation: Manage any changes that include financial reporting, compliance reporting, environmental changes, and other corporate organizational matters.						
COMMENTS/EXAMPLES						

Final Evaluation (June Only)

1. What are the CEO's most significant accomplishments and/or strengths demonstrated this year?

2. What are the top three things the CEO should do next year to move the organization forward?

3. List any key challenges in the year ahead, for the CEO and/or for the organization.

Evaluation of the Executive Director By the Chief Executive Officer

(This evaluation is based on an appraisal of the school year from _____ to _____)

The Evaluation Areas:

- Relationship with the Governing Board
- Community Relations
- Staff Relationships
- Business and Finance
- Instructional Leadership
- Overall Results/Meeting of Goals

Chief Executive Officer (CEO) Commitments:

- Participate in the agreed upon process with honesty and integrity.
- The CEO will rate all performance indicators and goals based on evidence.
- Align evidence to performance standards, the individual indicators, and the goals.
- Identify the Executive Director's strengths and areas for improvement and make recommendations for improving performance.
- Participate in the evaluation discussions and agree on goals for next year.

Executive Director Commitments:

- Understand, agree to, and participate in the articulated process.
- Gather data, documents, and evidence to support performance in relation to the standards and progress toward achieving goals.
- Finalize goals and end-of-year evaluation with the CEO.

RATING SCALE

Highly Effective (3.1-4.0), Effective (2.1-3.0), Developing (1.1-2.0), and Ineffective (0.0-1.0)

Prepared by: _____ | CEO

Board Relationship	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
Information Rating: 3.5	The Executive Director does not provide the information the board needs to meet its responsibilities.	The Executive Director keeps only some board members informed, making it difficult for the board to meet its responsibilities.	The Executive Director keeps the board informed with appropriate information as needed so the board can meet its responsibilities.	Executive Director communicates openly with trust and integrity, including providing all members of the board with equal access to information, while recognizing the importance of both responsive and anticipatory communications enabling the board to fully meet its responsibilities.
Materials Rating: 3.5	Meeting materials aren't available. Board members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and/or late, and/or don't include supporting information.	Most materials are provided, complete, and timely, with supporting information. Some are incomplete, late, and/or supporting information is included.	Meeting materials are provided timely and there is enough supporting information to make informed decisions.
Board questions Rating: 3.5	Board member questions are rarely answered.	Board member questions are answered, but not all members are apprised of relevant questions/ answers.	Board member questions are addressed with occasional follow-up including additional information.	Board member questions are answered thoroughly with communication to all members to ensure understanding.
Policy Development and Maintenance Rating: 3.5	The Executive Director is not involved in the development and maintenance of charter school governing board policies.	The Executive Director is minimally involved in the development and maintenance of charter school governing board policies.	The Executive Director is actively involved in the development and maintenance of charter school governing board policies.	The Executive Director proactively supports the board in the development and maintenance of a coherent, up-to-date set of governing board policies.

Interprets and executes the intent of board policy Rating: 3.7	The Executive Director does not take into consideration the policies or direction of the board in day-to-day job duties and in school operations.	Occasionally takes into consideration the policies and direction of the board but does not always act upon the policies in day-to-day job duties and in school operations.	Takes into consideration the policies and direction of the board and some of the board policies are acted upon in day-to-day job duties and in school operations.	Is proactive in ensuring that all board policies and board direction are taken into careful consideration and are reflected in day-to-day duties and school operations.
Keeps board informed of concerns expressed by educational partners or the public about the charter school and of any responses by the school and/or resulting outcomes. Rating: 3.6	Does not inform the board about concerns expressed by educational partners or the public.	Occasionally informs the board about concerns expressed by educational partners or the public.	Informs the board about concerns expressed by the public but does not always follow through with responding to /addressing these issues.	Informs the board about concerns expressed by the public and follows through with actions and regular board updates when addressing these issues.
Board development Rating: N/A	Does not promote or facilitate ongoing board development on the myriad topics a charter school board must understand in order to provide effective oversight.	When asked, provides members with potential opportunities for ongoing board development on the myriad topics a charter school board must understand in order to provide effective oversight.	Regularly provides members with information regarding board development opportunities on the myriad topics a charter school board must understand to provide effective oversight.	Actively and continuously encourages board development by seeking and communicating opportunities, and by assisting in scheduling or facilitating these opportunities as appropriate.

Additional Comments:

Community Relations	Ineffective (0.0-1.0)	Developing (1.1 -2.0)	Effective (2.1 -3.0)	Highly Effective (3.1-4.0)
Charter school image Rating: 3.5	The Executive Director is openly negative about the charter school/charter organization.	Speaks positively about the charter school when asked but doesn't actively promote the charter school/organization.	Projects a positive image of the charter school and occasionally networks with the community to promote the school.	Regularly projects and promotes a positive image of the charter school, including networking with critical charter sector organizations, and other community-based and parent groups.
Communication with community Rating: 3.5	Isn't readily available and is generally unresponsive to requests for communication from the community.	Provides appropriate information when asked by the community.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide opportunities such as community events and other forms of contact with the community. Follows through with commitments made.
Approachability Rating: 3.3	Is often not visible within the community and when visible, is not engaged or approachable.	Is often visible within the community but not engaged or approachable.	Is visible within the community, is engaged and makes themselves available and approachable.	Is visible within the community, is engaged and makes themselves available. Attends a variety of events and is seen as a leader within the community.
Provides community with information on charter school goals, priorities, and the educational program Rating: 3.5	Does not provide any information.	Provides information only when asked.	Provides information and informs the community of most charter school goals and priorities.	Actively seeks opportunities to communicate to the community and regularly promotes charter school goals, priorities, and the educational program.
Solicits input from educational partners and provides appropriate, timely responses when necessary. Rating: 3.5	Does not solicit input from educational partners or provide necessary responsive attention when necessary.	Solicits input from educational partners and provides appropriate, timely responses when convenient.	Solicits input from educational partners and provides appropriate, timely responses but does not always effectively or appropriately prioritize educational partners.	Solicits input from educational partners and provides appropriate, timely responses and effectively/ appropriately prioritizes educational partners.

Additional Comments:

Staff Relations	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
Internal communications Rating: 3.7	Consistently fails to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Updates staff on most important matters in a timely manner.	Develops and implements systems to keep staff continually informed of important matters.
Personnel matters Rating: 3.5	There are no policies in place to address personnel matters in a consistent manner. Some situations may be handled with bias.	Personnel policies have been adopted by the governing board but are not applied consistently.	Adopted personnel policies are in place and used to address matters with consistency, fairness, discretion and impartiality.	Adopted personnel policies establish a system that is proactive with regard to personnel matters. Personnel policies are routinely discussed and promoted, a culture of fairness and consistency is present.
Delegation of duties Rating: 3.3	Doesn't delegate duties. Maintains personal control over all charter school operations.	Delegates some duties to staff but retains final decision- making authority on nearly every aspect of charter school operation.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff and then works to foster their professional growth, leadership and decision-making skills.
Recruitment of Staff Rating: N/A Notes: Falls to delegation of duties	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place but is not used consistently.	Follows a formal recruitment process at every hiring opportunity.	Follows a formal recruitment process at each hiring opportunity. Actively recruits the best staff available and encourages their application to the charter school.
Visibility Rating: 3.3	Seldom visits school sites.	Is present at school site and special activities only when requested.	Visits classrooms as time permits but doesn't make it a priority.	Makes regular visits to classrooms a priority in practice and in scheduling.
Encourages committee participation by appropriate staff members for planning, policy, interpretations, etc. Rating: 3.7	Does not encourage or engage staff in planning and policy interpretation.	Occasionally engages staff on matters that are convenient to engage in but does not actively seek and use their input.	Does engage staff when possible but could pursue this more actively.	Actively encourages and engages staff at all levels for their participation in planning and policy work. Takes into consideration their ideas and implements them for greater success.
Develops positive staff morale and loyalty to the charter school Rating: 3.5	Does not work with staff to build morale and loyalty. Charter School has persistent staff turnover.	Works with staff occasionally to build morale and loyalty. Charter school staff turnover is occasional.	Seeks out staff and listens to their input to encourage morale and loyalty. Rarely has unnecessary charter school staff turnover.	Actively engages staff and works with them to develop positive staff morale and loyalty. Demonstrates an attitude of cooperation and working with the

				whole team. Unnecessary staff turnover is very infrequent.
Implements an effective and documented staff performance evaluation system Rating: 3.8	Does not have a performance evaluation system in place.	Inconsistently evaluates some staff members but does not evenly apply the requirement across all charter school staff.	Performs regular staff evaluations for direct reports and encourages other school leaders to evaluate their own direct reports.	Actively promotes and educates staff on the importance of annual evaluations. Ensures high-quality, effective and documented evaluations of all staff.
Retains and develops staff to avoid unnecessary turnover Rating: 3.7	The Executive Director makes no effort to retain or develop staff.	The Executive Director makes some effort to retain or develop staff.	The Executive Director has pieces of a retention and development program in place for staff. The program has resulted in reduced turnover of high quality staff.	The Executive Director has an effective, comprehensive retention and development program in place for staff. The program is aligned with the charter school's goals and has resulted in minimal turnover of high quality staff.

Additional Comments:

Business and Finance	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
Budget development and maintenance To the extent applicable. Rating: 3.5	The Executive Director's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the charter school.	The Executive Director works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the charter school.	Budget actions are proactive, transparent and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive, transparent and consider both current and long-range information and data. A balance is developed to meet the current and future needs of students and remain fiscally responsible to the community.
Charter school's budget aligns with the school's mission To the extent applicable. Rating: 3.5	Charter school budget has no alignment with the mission and vision of the school.	Charter school budget is somewhat aligned with the mission and vision of the school.	The charter school's budget is aligned with the mission and vision of the school but the process lacks participation from educational partners.	Through a comprehensive and transparent budget process, the budget has been aligned with the charter school's mission and vision and has been vetted by educational partners and approved by the board.
Budget reports To the extent applicable. Rating: 3.5	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/financial information provided with discussion of the ramifications of any changes.	Works with CBO/back-office support provider to ensure that the board is regularly and coherently updated regarding the school's budget and financial sustainability.

Additional Comments:

Instructional Leadership	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
Professional knowledge of the school's instructional program including the design/implementation of curriculum that raises/increases student achievement. Rating : 3.5	Is unaware of the school's current instructional programs.	Is somewhat knowledgeable of the school's instructional programs but relies on others to provide assessment of the data.	Demonstrates knowledge of the school's current instructional programs and practices and uses the data to improve student achievement.	Demonstrates a full understanding of and is comfortable discussing the school's current instructional practices and programs. Uses this information to improve student achievement and staff performance and bolster the case for charter renewal.
Professional self-improvement Rating: 3.7	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Regularly attends professional conferences, lacks development of comprehensive plan for personal development.	Has a comprehensive personal development plan that aligns personal needs with school needs, actively seeks out and implements and effective personal development plan.
Focus on students Rating: 3.4	Student achievement is important and guides decisions made within the charter school.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget	Demonstrates the importance of student achievement by identifying and addressing shortcomings at the school and working with educational partners to improve outcomes and to provide effective responses.	Student achievement is a top priority and the Executive Director demonstrates that by consistently monitoring student performance in alignment with the CA Dashboard, charter renewal laws, goals in the school's charter and authorizer expectations. This is reflected in goal revision, staff development, instructional design and an effective working relationship with the school staff and governing board.
Goal Development and charter renewal Rating: 3.5	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals and aligns them with upcoming charter	Believes in and facilitates the development of short/long term goals for the charter school. Aligns the available

			renewal. Provides the necessary financial resources to meet those goals.	resources within the budget to accomplish these goals. All goals are targeted toward a successful charter renewal.
Staff development Rating: 3.3	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities and/or not consistently.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward charter school-specific goals and are sustained to increase student achievement. Leader is willing/able to pivot as necessary based on data.
Communicates to the staff, Board, and community the instructional goals and standards of expectations Rating: 3.6	Goals are not communicated to the staff, board, or the community.	Some informal goals are communicated but there is not a specific list of instructional goals and standards of expectation.	Goals are made to meet state standards and are communicated to the Board and the community.	Goals are made to meet state standards and the additional needs of the charter school's standards. The goals are communicated out and reviewed often. There is a clear and available list of instructional goals and standards.
Encourages parent and community participation in educational programs and activities Rating: 3.2	Does not engage parents or community participation in educational programs and activities.	Occasionally engages some participation in educational programs and activities.	Maintains a list of educational programs and activities for parents and the community to get involved with. Attempts to engage parents and community but further engagement would be appropriate.	Maintains a list of programs and activities for parents and the community to be involved in and regularly communicates out to the public. Is always seeking new activities to engage parents and community. Has a systematic means of communicating and engaging educational partners. Solicits the help of local clubs, leaders, and educational partners.
Encourages staff members to seek out ways for improving the charter school's educational programs and LCAP development Rating: 3.8	Does not engage all levels of staff in the improvement of educational programs.	Engages upper-level employees but does not engage all levels of employees to seek additional suggestions in improving educational programs.	Seeks out and encourages all staff participation in improving the charter school's educational programs.	Has a systematic way to receive constant feedback for staff members. Embraces the ideas from all staff and tries to implement these ideas where possible. Is a leader in improvement

				and involvement of all staff.

Additional Comments:

Discussion of Overall Charter School Results/Meeting of Goals 202_ - 202_

The following specific goals are discussion and development indicators of the school.

Goal - 1	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
IMPROVE STUDENT ACHIEVEMENT AND COLLEGE AND CAREER READINESS FOR ALL STUDENTS IN ALIGNMENT WITH THE SCHOOL'S CHARTER Rating: _____	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Additional Comments:

Goal - 2	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
CREATE A SAFE AND POSITIVE SCHOOL ENVIRONMENT WITH MEANINGFUL ENGAGEMENT FOR ALL EDUCATIONAL PARTNERS Rating: _____	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Additional Comments:

Goal - 3	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
RECRUIT, TRAIN, AND RETAIN HIGH-QUALITY STAFF TO FULLY IMPLEMENT THE CHARTER SCHOOL'S GOALS, AND TO KEEP THE SCHOOL PREPARED FOR CHARTER RENEWAL Rating: _____	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Additional Comments:

Goal - 4	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
DEVELOP PARTNERSHIPS WITH PARENTS, BUSINESSES, AND COMMUNITY Rating: _____	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Additional Comments:

Goal - 5	Ineffective (0.0-1.0)	Developing (1.1-2.0)	Effective (2.1-3.0)	Highly Effective (3.1-4.0)
PROVIDES STUDENTS WITH EQUITABLE ACCESS TO TECHNOLOGY FOR THEIR LEARNING, THUS ENSURING POSITIVE OUTCOMES IN THE STUDENT'S ACADEMIC PERFORMANCE Rating: _____	Shows no progress toward meeting the goal.	Shows progress but did not meet the goal.	Meets the established goal.	Exceeds the established goal.

Additional Comments:

Determining the Overall Evaluation Rating:

Executive Director's Name:	
School Year:	

Ratings on Individual Domains:

A. Relationship with Board				
B. Community Relations				
C. Staff Relationships				
D. Business and Finance				
E. Instructional Leadership				
F. Overall Charter School Results/Meeting of Goals				

Overall Rating	Ineffective	Developing	Effective	Highly Effective

Executive Director's Signature: _____ **Date:** _____

Chief Executive Officer Signature: _____ **Date:** _____



BPA-SD Teacher Formal Observation Form

Teacher Name: _____ Date: _____

☐ - Observed

1. Learning Environment

Classroom Community

- ☐ Knows and addresses children by their names
- ☐ Demonstrates rapport with and respect for students
- ☐ Promotes mutual respect among students
- ☐ Provides opportunities for children to express varied perspectives

Classroom Management

- ☐ Uses management strategies to anticipate and address potential behaviors before they occur
- ☐ Uses classroom routines effectively
- ☐ Monitors all students throughout lesson
- ☐ Addresses disruptions calmly/effectively
- ☐ Intervenes before inappropriate behavior escalates
- ☐ Delivers consequences consistent with management plan
- ☐ Applies strategies consistently
- ☐ Provides specific, positive feedback to students
- ☐ Uses natural and task specific reinforcement appropriately
- ☐ Uses strategies to foster independence and self-control
- ☐ Determines appropriate follow-up, if needed, to address inappropriate behavior.

2. Engaging Students in Learning

Student Engagement

- ☐ Generates focus with positive attention cue(s)
- ☐ Utilizes cognitively appropriate activities or assignments
- ☐ Creates productive student groups that are appropriate to the learning goals of the lesson

Time Management

- ☐ Begins lesson right away (distractions minimized)
- ☐ Is prepared (materials/resources are ready)
- ☐ Paces lesson appropriately
- ☐ Transitions smoothly between tasks/lessons



☐ Uses materials and resources to engage students ☐ Fosters curiosity, wonder, or inquiry ☐ Involves students in decision-making ☐ Uses technology appropriately ☐ Provides students opportunities to integrate understanding ☐ Links with prior academic learning ☐ Links with students' personal, cultural, or community assets	☐ Completes lesson within allocated time

Deepening Student Learning

☐ Elicits student responses by asking open-ended questions ☐ Builds on students' responses by extending or clarifying ☐ Creates opportunities for students to problem solve ☐ Creates opportunities for students to create ☐ Creates opportunities for students to evaluate

3. Subject Specific Pedagogy

Instruction	Differentiation & Adaptation to Diverse Learners
☐ Orients students to learning goals ☐ Actively engages students with academic vocabulary ☐ Provides appropriate modeling ☐ Provides clear, explicit directions/prompts ☐ Implements student-centered instructional tasks ☐ Provides students with ample guided practice ☐ Provides students with independent practice when students' performance indicates readiness ☐ Checks frequently for student understanding ☐ Provides repetition and assistance as needed ☐ Provides appropriate reflection/closure to lesson	☐ Incorporates a variety of strategies for REPRESENTING instructional material ☐ Incorporates a variety of strategies for ENGAGING learners ☐ Offers students a variety of strategies to EXPRESS learning ☐ Provides students with choices ☐ Utilizes student interests ☐ Modifies assignments to challenge students appropriately



4. Analyzing Teacher Effectiveness

- ☐ Uses appropriate procedures to assess students' progress towards lesson and IEP objectives
- ☐ Monitors student performance, and understanding throughout lesson
- ☐ Uses assessment information to guide instructional choices
- ☐ Supports students in self-assessment
- ☐ Supports student involvement with peer-assessment
- ☐ Allows student participation in data collection if appropriate (self-monitoring, self-evaluation, self-recording)
- ☐ Collects evidence that will provide information about students' knowledge and performance
- ☐ Analyzes assessments, including scoring criteria
- ☐ Proposes changes that address BOTH individual and collective learning needs related to the central learning focus

Comments



Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
1. LEARNING ENVIRONMENT The teacher demonstrates a positive learning environment that supports student engagement in learning.	The teacher shows evidence of disrespectful interactions or teacher allows disruptive behaviors to interfere with learning.	The teacher demonstrates respect for students and learning environment that serves to control student behavior while supporting learning goals.	The teacher demonstrates rapport and respect for students. Teacher provides a low-risk, social environment that promotes mutual respect.	The teacher demonstrates rapport with and respect for students. Teacher provides a challenging learning environment that promotes mutual respect among students.	The teacher demonstrates rapport with and respect for students. Teacher provides opportunities for students to express varied perspectives mutual respect among students.
2. ENGAGING STUDENTS IN LEARNING The teacher actively engages the student in integrating strategies and skills.	Students are participating in tasks vaguely or superficially related to lesson focus. Little evidence of links to prior knowledge, or personal cultural, or community assets. Or links cause confusion.	Students are participating in learning tasks focusing on skills. Teacher makes vague or superficial links between prior learning and new learning.	Students are engaged in learning tasks that address understandings & skills. Teacher links prior academic learning to new learning	Students are engaged in learning tasks that integrate understandings & skills. Teacher links both prior academic learning and personal, cultural, or community assets to new learning.	Students are engaged in tasks that deepen and extend understandings. Teachers links prior academic learning and personal, cultural, or community assets to new learning.
3. DEEPENING STUDENT LEARNING The teacher elicits student responses to promote thinking and the development of skills.	Teacher does most of the talking and students provide few responses. Or candidate responses Include significant inaccuracies.	Teacher primarily asks surface-level questions and evaluated student responses as correct or incorrect.	Teacher elicits Student responses to support use of skills.	Teacher elicits and builds on Students' responses to explicitly portray, extend, or clarify learning.	Teacher facilitates Interactions among students so they can evaluate their own abilities to apply learning in meaningful contexts.
4. SUBJECT-SPECIFIC PEDAGOGY The teacher supports students to apply essential learning strategies.	Teacher does not teach students how to do what they are expected to do.	Teacher models the key strategy or skills without opportunities for students to practice or apply them.	Teacher models the key strategy with limited opportunities for practice.	Teacher explicitly teaches students how to apply the strategy and provides opportunities for guided practice.	Teacher explicitly teaches students how and when to apply the strategy in meaningful contexts.
5. ANALYZING TEACHER EFFECTIVENESS Teacher uses evidence to evaluate and change teaching practice to meet students' varied learning needs.	Teacher suggests changes unrelated to evidence of student learning.	Teacher proposes changes that are focused primarily on improving directions for learning tasks or task/behavior	Teacher proposes changes that address collective learning needs related to the central focus. Makes superficial connections to research/theory.	Teacher proposes changes to address individual and collective learning needs related to the central focus. Connects to research/theory.	Teacher justifies changes using principles of research and/or theory.



Teacher _____ Observer _____ Date: _____

ESSENTIAL DUTIES:

- ☐ Understands and applies the vision and mission of Baypoint Preparatory Academy
- ☐ Maintain and enrich expertise in the subject area taught
- ☐ Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- ☐ Maintain accurate, complete, and correct student records as required by laws, school policies, and administrative regulations
- ☐ Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis
- ☐ Provide direct and indirect instruction
- ☐ Establish clear objectives for all lessons, units, and projects, and communicate these objectives to students
- ☐ Long and short-term planning addressing individual needs of students
- ☐ Prepare students adequately for all required assessments
- ☐ Evaluate students' progress
- ☐ Enter students' grades into Pathways, keeping the information current
- ☐ Creating and maintaining individual teacher website
- ☐ Prepare quarterly individual student achievement reports for parents
- ☐ Provide an inviting, exciting, innovative learning environment
- ☐ Engage in effective and appropriate classroom management
- ☐ Accept and incorporate feedback and coaching from administrative staff
- ☐ Serve as an advisor to students, including organizing advisory groups, overseeing the academic and behavioral progress
- ☐ Utilize computers and other technological classroom support equipment in student instruction
- ☐ Corridor and/or parking lot duty, after-school detention and Saturday school as assigned
- ☐ Perform other duties as assigned and deemed appropriate by the Site Administrator

COMPETENCIES

Attendance/Punctuality:

- ☐ Is consistently at work and on time
- ☐ Ensures work responsibilities are covered when absent
- ☐ Arrives at meetings and appointments on time

Dependability:

- ☐ Follows instructions, responds to management direction
- ☐ Takes responsibility for own actions
- ☐ Keeps commitments
- ☐ Commits to long hours of work when necessary to reach goals



- ☐ Completes tasks on time or notifies the appropriate person with an alternate plan

Professionalism:

- ☐ Approaches others in a tactful manner
- ☐ Reacts well under pressure
- ☐ Treats others with respect and consideration regardless of their status or position
- ☐ Accepts responsibility for own actions
- ☐ Follows through on commitments

Teamwork:

- ☐ Balances team and individual responsibilities
- ☐ Exhibits objectivity and openness to others' views
- ☐ Gives and welcomes feedback
- ☐ Contributes to building a positive team spirit
- ☐ Puts success of team above own interests
- ☐ Able to build morale and group commitments to goals and objectives
- ☐ Supports everyone's efforts to succeed

Ethics:

- ☐ Treats people with respect
- ☐ Keeps commitments
- ☐ Inspires the trust of others
- ☐ Works with integrity and ethically
- ☐ Upholds organizational values

Comments



BPA-SD Academic Coach Observation Form

Academic Coach: _____ Date: _____

☐ - observed

Quality of Work

- ☐ Sound judgment and/or decision-making exhibited (appropriate decision making exhibited)

Work Habits

- ☐ Organized/prepared
- ☐ Effectively uses time
- ☐ Adaptable/flexible
- ☐ Positive attitude with others

Work Commitments

- ☐ Maintains professional appearance and demeanor

Student Interaction

- ☐ Helps maintain a positive and challenging learning environment
- ☐ Fosters student independence and self-help skills
- ☐ Provides appropriate (effective) behavior management
- ☐ Takes action when needed
- ☐ Supports student needs
- ☐ Treats students with fairness, respect, and consistency
- ☐ Encourages active student participation

Communication Skills

- ☐ Writes and speaks clearly

Essential Duties:

- ☐ Understand and apply the vision and mission of Baypoint Preparatory Academy
- ☐ Work with individual students or small groups to reinforce instruction and/or skills within the individualized curriculum
- ☐ Follow teacher's lesson plans and assist in the preparation of plans based on the teacher's direction and explanation of students academic needs
- ☐ Assist teacher in preparing a variety of learning materials



- ☐ Assist teacher in preparing and maintaining bulletin boards, interest centers, educational displays, and teaching devices
- ☐ Perform a variety of routine clerical and recordkeeping activities such as attendance, collecting monies, filling out forms and applications and correcting assignments
- ☐ File and record students records
- ☐ Assist teacher in preparing materials for parent meetings
- ☐ Operate and care for equipment and/or instructional materials used in the classroom
- ☐ Assist students with mastering computer use and/or curriculum assigned by the teacher
- ☐ Distribute instructional materials as directed by teachers
- ☐ Assist students with instructional support, remediation work and assessment administration
- ☐ Assist with the supervision of students in the classroom and during meals, emergency drills, assemblies, break periods, or field trips
- ☐ Assist with supervision of daily routines and schedules
- ☐ Track student attendance, work completion and charting student progress
- ☐ Provide information and assistance to a substitute teacher should one be assigned
- ☐ Attend back to school nights, parent conferences and other school activities
- ☐ Participate in appropriate staff development as required
- ☐ Participate in staff meetings as required by job assignment
- ☐ Perform other duties as assigned

COMPETENCIES

Attendance/Punctuality:

- ☐ Is consistently at work and on time
- ☐ Ensures work responsibilities are covered when absent
- ☐ Arrives at meetings and appointments on time

Dependability:

- ☐ Follows instructions, responds to management direction
- ☐ Takes responsibility for own actions
- ☐ Keeps commitments
- ☐ Completes tasks on time or notifies appropriate person with an alternate plan

Professionalism:

- ☐ Approaches others in a tactful manner
- ☐ Reacts well under pressure
- ☐ Treats others with respect and consideration regardless of their status or position
- ☐ Accepts responsibility for own actions
- ☐ Follows through on commitments



Teamwork:

- ☐ Balances team and individual responsibilities
- ☐ Exhibits objectivity and openness to others' views
- ☐ Gives and welcomes feedback
- ☐ Contributes to building a positive team spirit
- ☐ Puts success of team above own interests
- ☐ Able to build morale and group commitments to goals and objectives
- ☐ Supports everyone's efforts to succeed

Ethics:

- ☐ Treats people with respect
- ☐ Keeps commitments
- ☐ Inspires the trust of others
- ☐ Works with integrity and ethically
- ☐ Upholds organizational values

Comments



Staff member: _____ Location: _____

Job Title: _____ Date of Evaluation: _____

Supervising Administrator: _____

Performance indicators:

SS Significant Strength: Performance pursuant to the stated **job description** reflects significant strength. Achieves agreed-upon performance responsibilities in an exceptional manner and requires no supervision and assistance. Consistently produces results in an organized and effective manner.

P Proficient: Performance pursuant to the stated **job description** is fully satisfactory. Achieves agreed-upon performance responsibilities and requires no more than the usual supervision and assistance. Normally produces results in an organized and effective way.

B Basic: Performance pursuant to the stated **job description** is normally adequate although inconsistencies are observed that may require additional assistance or supervision.

U Unsatisfactory: Performance pursuant to the stated **job description** is inconsistent and often unacceptable. Improvement is required.

NR No Response: The stated **job description** is not applicable or the evaluator is not able to judge.

Comments:

Staff Member signature: _____ Date: _____

Administrator signature: _____ Date: _____



BPA Walk Through

Date: _____ Time: _____

Staff: _____ Observer: _____

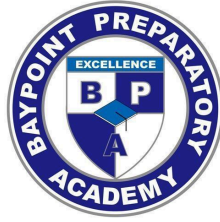
What the staff was doing:

What the student(s) was/were doing:

Glows:

Grows:





Baypoint Preparatory Academy Human Trafficking Policy

Adopted from National Center on Safe Supportive Learning Environments in accordance with California Education Code 49381.

Human trafficking involves exploiting a person through force, fraud, or coercion for the purpose of forced labor, commercial sex, or both. Victims of human trafficking include men, women, boys, girls, and transgender individuals lured by the promise of a better life in the United States and adults and children who were born and raised in the United States.

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on buses, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school staff, parents/guardians, and volunteers.

In order to build healthy learning environments, educators must be knowledgeable about the signs, such as signs of child trafficking, and the steps to take when behaviors at school are out of order. A best practice is when all members of a school campus, along with parents and educational partners, have a shared commitment to work together to prevent crimes and protect victims. This collaboration is critically important to student success and will lead to a safer, healthier school culture.

Though there is no standard profile of a child-trafficking victim, several risk factors make certain children more susceptible. Reports indicate that traffickers often target children and youths with a history of sexual abuse, dating violence, low self-esteem, and minimal social support.

Findings suggest that low self-esteem accompanies school failure for girls, and the resulting sense of a lack of self-worth may make them more vulnerable to recruitment. Once a student is victimized, identifying him or her can prove difficult for a variety of reasons:

- 1) the student's reluctance to disclose the problem due to a sense of shame and fear;
- 2) the stigma associated with forced prostitution;
- 3) the power and control of the trafficker's seduction and manipulation; and
- 4) the student's inability to recognize that he or she is a victim and, therefore, is unwilling to seek help.

Possible behavioral indicators of a child sex trafficking victim include, but are not limited to, the following:

- an inability to attend school on a regular basis and/or unexplained absences
- frequently running away from home
- references made to frequent travel to other cities
- bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- lack of control over a personal schedule and/or identification or travel documents
- hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)
- signs of drug addiction
- coached or rehearsed responses to questions
- a sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items)
- uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms
- a “boyfriend” or “girlfriend” who is noticeably older and/or controlling
- an attempt to conceal scars, tattoos, or bruises
- a sudden change in attention to personal hygiene
- tattoos (a form of branding) displaying the name or moniker of a trafficker
- hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior
- hypoarousal or symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness

What to Do if You Suspect Trafficking

In order to build healthy learning environments, educators and school personnel must be knowledgeable about the signs and symptoms of trafficking, ways to support disclosure, and the steps to take if there is a strong suspicion of trafficking. If a school staff member—a teacher, administrator, or cafeteria worker—notices a student who shows signs of potential trafficking, the first rule is to always pay attention.

Procedure to follow for Suspected Recruitment or Suspected Victim Human Trafficking

- Step 1: Involve member(s) of the administration team for possible investigation.
- Step 2: Contact and inform the parent or guardian of potential victimization.
- Step 3: If child abuse or neglect is suspected, contact San Diego Child Abuse Hotline 858-560-2191. Alternative toll free number: 800-344-6000.
- Step 4: Investigate possible campus impacts, such as recruitment, harassment, and involvement of other students, and safety issues on campus.

Procedure to follow for Confirmed Victim of Human Trafficking

- Step 1: Involve a member of the administration team for possible investigation.
- Step 2: Contact and inform the parent or guardian of potential victimization.
- Step 3: Contact San Diego Child Abuse Hotline at 858-560-2191 to submit a report with as much detail as possible. Alternative toll free number: 800-344-6000.
- Step 4: Investigate possible campus impacts, such as recruitment, harassment, and involvement of other students, and safety issues on campus.
- Step 5: Offer the parent referrals to appropriate counseling or social services; check with the parent on the status of the student.

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BAYPOINT PREPARATORY ACADEMY IMMIGRATION POLICY

Pursuant to California Assembly Bill 699 (2017-2018) requires all public schools to adopt policies that conform to the Attorney General's model policies "limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents regardless of immigration status." The following policies conform to these requirements.

Collecting and Retaining Student Information

Baypoint Preparatory Academy (BPA) shall maintain in writing policies and procedures for gathering and handling sensitive student information, and appropriate personnel shall receive training regarding those policies and procedures.

If BPA possesses information that could indicate immigration status, citizenship status, or national origin information, BPA shall not use the acquired information to discriminate against any students or families or bar children from enrolling in or attending school.

If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin information, BPA shall not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

BPA shall not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Inquiries Regarding Immigration Status, Citizenship Status, and National Origin Information

BPA personnel shall not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians; nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Where any law contemplates submission of national origin related information to satisfy the requirements of a special program, BPA personnel shall solicit that documentation or information separately from the school enrollment process.

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Where permitted by law, the BPA shall enumerate alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are

available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Where residency, age, and other eligibility criteria for purposes of enrollment or any program may be established by alternative documents or information permitted by law or this policy, the BPA procedures and forms shall describe to the applicant, and accommodate, all alternatives specified in law and all alternatives authorized under this policy.

Inquiries About Social Security Numbers or Cards

BPA shall not solicit or collect entire Social Security numbers or cards.

BPA shall solicit and collect the last four digits of an adult household member's Social Security number only if required to establish eligibility for federal benefit programs.

When collecting the last four digits of an adult household member's Social Security number to establish eligibility for a federal benefit program, BPA shall explain the limited purpose for which this information is collected, and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

BPA shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation and educational instruction.

Model Policies and Procedures Regarding Information Sharing

BPA shall avoid the disclosure of information that might indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by Family Educational Rights and Privacy Act (FERPA).

BPA personnel shall take the following action steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated BPA official about the information request.
2. Provide students and families with appropriate notice and a description of the immigration officer's request.

3.

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4. Document any verbal or written request for information by immigration authorities.
5. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Except for investigations of child abuse, child neglect, or child dependency, or when a subpoena served on the local educational agency prohibits disclosure, the BPA

shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

BPA shall require written parental or guardian consent for release of student information, unless the information is relevant for a legitimate educational interest or includes directory information only. Neither exception permits disclosing information to immigration authorities for immigration-enforcement purposes; no student information shall be disclosed to immigration authorities for immigration enforcement purposes without a court order or judicial subpoena.

BPA request for written or parental or guardian consent for release of student information must include the following information:

1. the signature and date of the parent, guardian, or eligible student providing consent;
2. a description of the records to be disclosed;
3. the reason for release of information;
4. the parties or class of parties receiving the information; and
5. if requested by the parents, guardians or eligible student, a copy of the records to be released. BPA shall permanently keep the consent notice with the record file.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, BPA shall not release the information.

Annual Information Notice to Parents and Guardians General Information Policy

BPA must provide an annual notice to parents and guardians of the school's general information policies that includes:

- Assurances that BPA will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by BPA.
- A list of the circumstances or conditions under which the BPA might release student information to outside people or entities.

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- A statement that, unless BPA is providing information for a legitimate educational purpose under FERPA and the California Education Code or directory information, BPA shall notify parents or guardians and eligible students—and receive their written consent—before it releases a student's personally identifiable information.

If BPA decides to release directory information, BPA shall provide an annual notice to parents and guardians, and "eligible students" in attendance, of BPA directory information policy that includes:

- The categories of information that BPA has classified as public directory information that may be disclosed without parental consent and which should only include the information specifically identified in Education Code section 49061, subdivision (c).
- A statement that directory information does not include citizenship status, immigration status, place of birth, or any other information indicating national origin (except where BPA receives consent as required under state law).
- The recipients of the directory information.
- A description of the parent's or guardian's abilities to refuse release of the student's directory information, and how to refuse release.
- The deadline in which the parent, guardian or student must notify the school in writing that he or she does not want the information designated as directory information.

Monitoring and Receiving Visitors onto Campus

No outsider—which would include immigration-enforcement officers—shall enter or remain on school grounds of BPA during school hours without having registered with the principal or designee.⁷⁷ If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the principal or designee:

- Name, address, occupation;
- Age, if less than 21;
- Purpose in entering school grounds;
- Proof of identity; and
- Any other information as required by law.

BPA shall adopt measures for responding to outsiders that avoids classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.

BPA shall post signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

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BPA personnel shall report entry by immigration-enforcement officers to any on-site school police or other appropriate administrator as would be required for any unexpected or unscheduled outside visitor coming on campus.

Responding to On-Campus Immigration Enforcement

As early as possible, BPA personnel shall notify the designated administrator of any request by an immigration-enforcement officer for school or student access, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition to notifying the designated administrator, BPA personnel shall take the following action steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with his or her request, and absent exigent circumstances, school personnel must first receive notification and direction from the administrator.
2. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
3. Ask the officer for his/her reason for being on school grounds and document it.
4. Ask the officer to produce any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, BPA personnel should comply with the officer's orders and immediately contact the administrator.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the immigration-enforcement officer has:
 - a. an ICE (Immigrations and Customs Enforcement) administrative warrant, BPA personnel shall inform the agent that he or she cannot consent to any request without first consulting with BPA counsel or other designated administrative official;
 - b. a federal judicial warrant (search-and-seizure warrant or arrest warrant, prompt compliance with such a warrant is usually legally required. If feasible, consult with the BPA legal counsel or designated administrator before providing the agent access to the person or materials specified in the warrant;
 - c. a subpoena for production of documents or other evidence, immediate compliance is not required. Therefore, BPA personnel shall inform the BPA legal counsel or other designated administrator of the subpoena, and await further instructions on how to proceed.

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8. While BPA personnel should not consent to access by an immigration-enforcement officer, except as described above, he/she should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, BPA personnel shall document his or her actions while on campus.
9. After the encounter with the officer, BPA personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. BPA personnel's response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent.
10. BPA personnel shall provide a copy of those notes, and associated documents collected from the officer, to the BPA legal counsel or other designated administrator.
11. In turn, BPA legal counsel or other administrator shall submit a timely report to the BPA governing board regarding the officer's requests and actions and the BPA response(s).
12. E-mail the Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes.

Model Policies for Parental Notification of Immigration-Enforcement Actions

BPA personnel must receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

BPA personnel shall immediately notify the student's parents or guardians if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.

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Model Policies for Responding to the Detention or Deportation of a Student's Family Member

BPA shall encourage that families and students have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors' contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

BPA shall permit students and families to update students' emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available.

BPA shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student's parent or guardian is detained.

BPA shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student's parent/guardian has been detained or deported by federal immigration authorities, BPA shall use the student's emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, BPA shall release the student into the custody of any individual who presents a Caregiver's Authorization Affidavit on behalf of the student. BPA shall only contact Child Protective Services if BPA personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver's Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Responding to Hate Crimes and Bullying Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

BPA shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.

BPA shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.

- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General included as an Appendix to this policy.

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- BPA shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

BPA shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- Disability
- Gender
- gender identity
- gender expression
- nationality
- race or ethnicity
- religion
- sexual orientation
- association with a person or group with one or more of the aforementioned characteristics
- immigration status

The complaint process must include, but is not limited to, the following steps:

1. A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so;
2. A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the BPA; and
3. An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
4. BPA shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
5. BPA shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

Training Students, Teachers, and Staff on Anti-Bullying and Anti-Harassment Policy

BPA shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.

BPA shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above.

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Such training should, at minimum, provide agency personnel with the skills to do the following:

- Discuss the varying immigration experiences among members of the student body and school community;
- Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
- Identify the signs of bullying or harassing behavior;
- Take immediate corrective action when bullying is observed; and
- Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

KNOW YOUR RIGHTS

Your Child has the Right to a Free Public Education

- All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.
- In California:
 - All children have the right to a free public education.
 - All children ages 6 to 18 years must be enrolled in school.
 - All students and staff have the right to attend safe, secure, and peaceful schools.
 - All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
 - All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.

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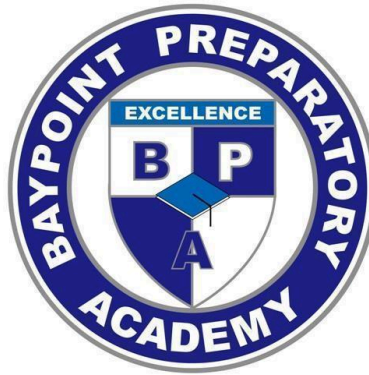
- Some schools collect and provide publicly basic student “directory information.” If they do, then each year, your child’s school district must provide parents/guardians with written notice of the school’s directory information policy, and let you know of your option to refuse release of your child’s information in the directory.

Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child’s school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.
- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

Right to File a Complaint

- Your child has the right to report a hate crime or file a complaint to the school district if he or she is discriminated against, harassed, intimidated, or bullied on the basis of his or her actual or perceived nationality, ethnicity, or immigration status.



SCHOOL SAFETY PLAN

Baypoint Preparatory Academy – San Diego
520 East Carmel Street
San Marcos, CA 92078

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Baypoint Preparatory Academy – San Diego Youth Suicide Prevention Policy

The Governing Board of Baypoint Preparatory Academy – San Diego recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Baypoint Preparatory Academy – San Diego will work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Baypoint Preparatory Academy – San Diego, along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

Baypoint Preparatory Academy – San Diego, along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- o Youth affected by suicide;
- o Youth with a history of suicide ideation or attempts;
- o Youth with disabilities, mental illness, or substance abuse disorders;
- o Lesbian, gay, bisexual, transgender, or questioning youth;
- o Youth experiencing homelessness or in out-of-home settings, such as foster care;
- o Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is

easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Baypoint Preparatory Academy – San Diego and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Baypoint Preparatory Academy – San Diego.

Resource:

- [Assessing and Managing Suicide Risk \(AMSR\)](http://www.sprc.org/training-events/amsl) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsl>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Baypoint Preparatory Academy – San Diego suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Baypoint Preparatory Academy – San Diego’s Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Baypoint Preparatory Academy – San Diego, along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Baypoint Preparatory Academy – San Diego’s suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Baypoint Preparatory Academy – San Diego will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center’s best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children’s Hospital Web page at <http://www.childrenshospital.org/breakfree>

- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>
- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Baypoint Preparatory Academy – San Diego staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on the school's Web site.
- The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

Each school within the Baypoint Preparatory Academy – San Diego shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;

- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Baypoint Preparatory Academy – San Diego property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;

- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr02>

Baypoint Preparatory Academy

Title IX Policy

Baypoint Preparatory Academy (“School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in the School’s education programs and activities.

This Title IX Policy for Sexual Harassment (“Policy”) details the School’s commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to School staff (e.g., Executive Director, Site Administrator, teacher), and the School will take appropriate action in accordance with this Policy.

Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this Policy. The School considers sexual harassment to be a major offense which can result in the suspension or expulsion of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual’s work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.

- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&ionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to the School's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see next page), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. The School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to School's programs): This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&ionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website:

<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30).

II. Title IX Personnel

The School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Name: Sabina Chaar

Title: Executive Director/Title IX Coordinator

Address: 520 East Carmel Street, San Marcos, CA 92078

Phone: (760) 203-4383

Email: schaar@baypointprep.org

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX personnel are involved in the formal complaint process:

- **Investigator**: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- **Decision-Maker**: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be the Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer**: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be the Title IX Coordinator, Investigator, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment and Submitting Formal Complaints

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School's Title IX Coordinator, or to any other available School employee who shall immediately inform the Title IX Coordinator.

Upon receiving such a report, whether written or verbally, the Title IX Coordinator will contact the complainant and inform them of their right to file a formal complaint and the process for filing a formal complaint.

A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.

IV. The School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint.
 - a. Supportive measures are nondisciplinary and non punitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.
2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the school setting to prevent any further sexual harassment and/or maintain the safety of students and staff.

- a. If the respondent is a student, the School may determine that removal from the educational program is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. The School will conduct an individualized safety and risk analysis before the removal. The School shall provide the student with notice and opportunity to challenge the decision immediately following the removal consistent with expulsion procedures set forth in the charter. The School will comply with applicable laws concerning disciplining or expelling students.
 - b. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
- 3. Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

V. Initial Review of Formal Complaint:

If a formal complaint is filed, the Title IX Coordinator will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

VI. Mandatory or Permissive Dismissal of Formal Complaint:

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) calendar days** from the date they receive the formal complaint.

- 1. **Mandatory Dismissal**: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved; or
 - b. The alleged conduct did not occur in the School's education program or activity or did not occur against an individual in the United States.

2. Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified the School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, the School; or
 - c. Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the “Appeals” section below.
- If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of the School’s intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, the School will initiate the following Title IX Grievance Procedures and issue a Written Decision. The School will endeavor to complete its investigation and issue a Written Decision **within ninety (90) calendar days of receipt of the formal complaint**.

1. Send Written Notice of Formal Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice **within ten (10) calendar days of receipt of the formal complaint**. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of complaint process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least **10 calendar days** before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not the School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least **10 calendar days** before issuance of the Written Decision. The School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision

The Decision-Maker will endeavor to issue the Written Decision **within ninety (90) calendar days from the receipt of the formal complaint**. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.
- b. A description of the procedural steps taken by the School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.

- d. Conclusions regarding the application of the School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the School imposes on the respondent, and whether remedies designed to restore or preserve equal access to the School's educational program will be provided by the School to the complainant.
- f. The School's procedures and permissible bases for either party to appeal the decision.

6. Remedies

If the School determines that the respondent engaged in Sexual Harassment, the School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, the School will take appropriate disciplinary action, up to and including termination, in accordance with School policies and as permitted by law.

VIII. Appeals

Either party may appeal the School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator(s), or Decision-Maker(s) had a conflict of interest or bias for or against the complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, the School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal. The Title IX Appeals Officer will endeavor to issue their decision **within thirty (30) calendar days from the receipt of the appeal**.

IX. Record Keeping

The School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations, as well as all material used to train Title IX Personnel.



Title IX Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within the education program or activity of Baypoint Preparatory Academy ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact the School's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint: _____

Address: _____

Phone: _____ Email: _____

School Name: _____

Complainant's (Victim) Full Name (if different from above): _____

Respondent's (Accused) Information

Respondent's Full Name: _____

Is the Accused a student? ☐ No ☐ Yes

If yes, what is the student's grade and relation to complainant: _____

Is the Accused a staff member? ☐ No ☐ Yes

If yes, what is the staff member's relation to the complainant (e.g. teacher)? If no, what is the accused's affiliation to the School?

Details of Complaint

Date of the Alleged Incident(s): _____ Location of Alleged Incident: _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did the harassment occur at School or during a School activity? If so, please describe below:

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe below:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements:

By submitting this form to the School's Title IX Coordinator, I wish to initiate the School's formal Title IX Grievance Procedures.

Signature of Complainant

Date

Once you have completed this form, please submit it to the Title IX Coordinator:

Sabina Chaar - 520 East Carmel Street - San Marcos, CA 92078 - (760) 203-4383
schaar@baypointprep.org



Baypoint Preparatory Academy Wellness Policy

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Baypoint Preparatory Academy Wellness Policy

Preamble

Baypoint Preparatory Academy (hereto referred to as “the School”) is committed to the optimal development of every student. The School believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism, and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables, and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education, and extracurricular activities – do better academically.^{11,12,13,14}

This policy outlines the School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the School have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the school campus—in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the School in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives.

School Wellness Committee

Committee Role and Membership

The School will convene a school wellness committee (hereto referred to as the SWC) that meets at least four times per year to establish goals for and oversee school health and wellness policies and programs, including development, implementation, and periodic review and update of this school-level wellness policy (heretofore referred to as “wellness policy”).

SWC membership will include (to the extent possible): parents/guardians, students, school administrators, physical education teachers, classroom teachers, school support personnel, Child Nutrition Services staff members, school board members, and community health professionals. To the extent possible, the SWC will reflect the diversity of the community.

The School will designate a School Wellness Committee (SWC) that convenes to review school-level issues. The School will specify a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school level wellness policy coordinators.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

The School will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where, and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the [Healthy Schools Program online tools](#) to complete a school level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation, and generate an annual progress report.

This wellness policy and the progress reports can be found at:
<https://www.baypointacademy.org/lunch-program>

Recordkeeping

The School will retain records to document compliance with the requirements of the wellness policy at 520 East Carmel Street/ San Marcos, CA.

Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involvement requirements, including (1) Efforts to actively solicit SWC membership from the required stakeholder groups; and (2) These groups’ participation in the development, implementation, and periodic review and update of the wellness policy;

- Documentation of annual policy progress reports for each school under its jurisdiction; and
- Documentation of the triennial assessment* of the policy for each school under its jurisdiction;
- Documentation demonstrating compliance with public notification requirements, including:
 - (1) Methods by which the wellness policy, annual progress reports, and triennial assessments are made available to the public; and
 - (2) Efforts to actively notify families about the availability of wellness policy.

Annual Progress Reports

The School will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the School in meeting wellness goals. This annual report will be published around the same time each year in May and will include information from the School. This report will include, but is not limited to:

- The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- A description of each school's progress in meeting the wellness policy goals;
- A summary of each school's events or activities related to wellness policy implementation;
- The name, position title, and contact information of the designated School policy leader(s) identified in Section I; and Information on how individuals and the public can get involved with the SWC. The annual report will be available in English and Spanish.
- The School will actively notify households/families of the availability of the annual report.

The SWC will establish and monitor goals and objectives for the School, specific and appropriate for each instructional unit (elementary or secondary OR elementary, and middle school as appropriate), for each of the content-specific components listed in Sections III-V of this policy.

The School will track, analyze, and report on any correlations between improvements in health-promoting environments with education outcomes, such as absenteeism, disciplinary referrals, test scores, average grades, or health measures such as consumption of whole grains, fruits, or vegetables through the school meal programs or BMI, or psycho-social measures such as self-reported "connectedness," or other school climate measures. The School is encouraged to collaborate with local research institutions and universities.

The School will also track and annually report other related information, such as findings from food safety inspections, aggregate participation in school meals programs, income reported from competitive food sales, fundraising revenues, and other such information, as feasible.

Triennial Progress Assessments

At least once every three years, the School will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the School are in compliance with the wellness policy;

- The extent to which the School's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the School's wellness policy.

The person responsible for managing the triennial assessment and contact information is the Supervisor of Child Nutrition Services.

The SWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The School will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SWC will update or modify the wellness policy based on the results of the annual progress reports and triennial assessments, and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach, and Communications

The School is committed to being responsive to community input, which begins with awareness of the wellness policy. The School will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for the School. The School will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The School will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the School is communicating other important school information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The School will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet

the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

The School participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Afterschool Snack Program (ASP), the At-Risk Afterschool Meal Program (ASMP), the Fresh Fruit & Vegetable Program (FFVP), and the Summer Food Service Program (SFSP). The School also operates and/or supports additional nutrition-related programs and activities including Farm to School Programs, school gardens, and Breakfast in the Classroom. The School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet [USDA nutrition standards](#).)
- Promote healthy food and beverage choices

In addition,

- Menus will be posted on the School website or individual school websites and will include nutrient content and ingredients.
- Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
- School meals will be administered by a team of child nutrition professionals.
- The School child nutrition program will accommodate students with special dietary needs.
- Students will be allowed at least 10 minutes to eat breakfast and at least 15 minutes to eat lunch, counting from the time they have received their meal and are seated.
- Students will be served lunch at a reasonable and appropriate time of day.
- Schools will be encouraged to schedule the recess period before lunch to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.

Staff Qualifications and Professional Development

All school nutrition program directors, managers, and staff will meet or exceed hiring and annual continuing education/training requirements in the [USDA professional standards for child nutrition professionals](#). These school nutrition personnel will refer to [USDA's Professional Standards for School Nutrition Standards website](#) to search for training that meets their learning needs.

Water

To promote hydration, free unflavored drinking water will be available to all students throughout the school day. The School will make drinking water available where school meals are served during mealtimes. All water sources, including drinking fountains, will be maintained on a regular basis to ensure good hygiene standards. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The School is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards as well as the California Nutrition Standards (CNS). These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, vending machines, school stores, and snack or food carts. A summary of the standards and information are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks> and <https://www.cde.ca.gov/ls/nu/he/compfoods.asp>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.healthiergeneration.org/smartsnacks.

Celebrations and Rewards

It is recommended that all foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards and the ANS including:

1. Celebrations and parties. A list of healthy party ideas for parents and teachers, including non- food celebration ideas is available from the [Alliance for a Healthier Generation](#) and from the [USDA](#).
2. Classroom snacks brought by parents. The School will provide to parents a [list of foods and beverages that meet Smart Snacks nutrition standards](#); and
3. Rewards and incentives. The School will provide teachers and other relevant school staff a [list of alternative ways to reward children](#). Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards and CNS may be served or sold through fundraisers on the school campus. However, schools will use non-food fundraisers and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.) when possible. The School will make available to parents and teachers a list of healthy fundraising ideas.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. The School will promote healthy food and beverage choices for all by:

- Implementing evidence-based healthy food promotion techniques throughout the school
- Promoting foods and beverages that meet the USDA Smart Snacks in School and California Nutrition Standards.

Nutrition Education

The School aims to teach, model, encourage, and support healthy eating by students. Schools will strive to provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences, and elective subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits, and school gardens;
- Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;
- Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Link with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services;
- Include nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Wellness Education

The following essential topics on healthy eating will be included in wellness education.

- Eating a variety of foods every day
- Eating more fruits, vegetables, and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Reducing sodium intake
- Importance of water consumption
- Importance of eating breakfast
- Reading and using USDA's food labels
- Balancing food intake and physical activity
- The relationship between healthy eating and personal health and disease prevention
- Social influences on healthy eating, including media, family, peers, and culture

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. The school is committed to providing: physical education, recess, classroom-based physical activity, and out-of-school time activities.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. (This does not include participation on sports teams that have specific academic requirements.) The School will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students.

To the extent practicable, the School will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The School will conduct necessary inspections and repairs.

Through formal joint or shared use agreements, indoor and outdoor physical activity facilities will be open to students, their families, and the community outside of school hours. Inventories of physical activity supplies and equipment will be maintained.

Physical Education

The School will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection).

All School students in each grade will receive physical education for at least 45 minutes per week throughout the school year. The School will strive to increase this amount to the national recommendation of 150 minutes for grades K-6 and 225 minutes for grades 7-8. Students will be moderately to vigorously active for at least 50% of class time during most physical education class sessions. The School will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The School physical education program will promote student physical fitness through individualized fitness and activity assessments (via the [Presidential Youth Fitness Program](#) or other appropriate assessment tool) and will use criterion-based reporting for each student.

All physical education classes will be taught by licensed teachers who are certified or endorsed to teach physical education. Waivers, exemptions, or substitutions for physical education classes will not be permitted. Students will be excused from class only for extenuating circumstances (i.e. an IEP, 504 plan, doctor’s note). All physical education teachers will be required to participate in at least one professional development in physical education session a year.

Essential Physical Activity Topics in Wellness Education

The following essential topics on physical activity will be included in wellness education.

- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Decreasing sedentary activities
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia, and sunburn while being physically active
- Phases of an exercise session, that is, warm up, workout, and cool down
- How much physical activity is enough
- Overcoming barriers to physical activity
- How to resist peer pressure that discourages physical activity
- How to find valid information or services related to physical activity and fitness
- Opportunities for physical activity in the community

Recess (Elementary)

All schools will provide at least **15 minutes of recess** for all grade levels on all or most days during the school year. Recess **will not be withheld** as punishment for any reason. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks (Elementary and Secondary)

The School recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be provided **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The School recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The School will provide resources and links to resources, tools, and technology with ideas for physical activity breaks. Resources and ideas are available through [USDA](#) and the [Alliance for a Healthier Generation](#).

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies, and others) and do their part to limit sedentary behavior during the school day.

The School will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The School offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

Active Transport

The School will support active transport to and from school, such as walking or biking. The School will encourage this behavior through activities such as:

- Designation of safe or preferred routes to school
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Crosswalks on streets leading to schools

V. Other Activities that Promote Student Wellness

The School will strive to integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The School will endeavor to coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

All school-sponsored events will adhere to the wellness policy. All school-sponsored wellness events will include physical activity opportunities.

Community Partnerships

The School will develop, enhance, and continue relationships with community partners in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be reviewed to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The School will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the School will use electronic mechanisms (such as email, the School website, and social media), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The School will strive to implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The School encourages staff member participation

in health promotion programs and will provide information for staff members on healthy eating/weight management programs.

Professional Learning

When feasible, the School will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help School staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing School reform or academic improvement plans/efforts.

Appendix A: School Level Contacts

School	Name	Title	Email Address	Role
BPA	Frank Ogwaro	CEO	frankogwaro@gmail.com	Food Service Director
BPA	Reyna Gomez	Lunch Program Coordinator/ Before and After School Care Coordinator	rgomez@baypointprep.org	Food Program Coordinator
BPA	Shelley Hovencamp	Business Manager	shovencamp@baypointprep.org	Food Program Coordinator

Definitions:

School Day – midnight the night before to 30 minutes after the end of the instructional day.

Extended School Day – time before and after school when activities such as intramural sports, band, choir, drama, and tutoring occur

School Campus – areas that are owned or leased by the school and used at any time for school-related activities

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³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.

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¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.

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¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063–1071.

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To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form, \(AD-3027\)\(link is external\)](#) found online at: [https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint\(link is external\)](https://www.usda.gov/oascr/how-to-file-a-program-discrimination-complaint(link%20is%20external)), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov(link sends e-mail).

This institution is an equal opportunity provider.

Appendix E9: 3 Year Cash-flow Projections

CASH FLOW		2025														
		Budget	Projected JULY 2025	Projected AUGUST 2025	Projected SEPT 2025	Projected OCT 2025	Projected NOV 2025	Projected DEC 2025	Projected JAN 2026	Projected FEB 2026	Projected MARCH 2026	Projected APRIL 2026	Projected MAY 2026	Projected JUNE 2026	Projected Accruals	Reforecast
Advanced Appor				37.00%				18.00%								
LCFF			5.00%	5.00%		9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
In Lieu			0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
EPA			0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	100.00%
Title 1			0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
Title 2/3			0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
Mandate			0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
NSLP			0.00%	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%	0.00%	100.00%	100.00%
Lottery			0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
SB740			0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	100.00%
Revenue																
Revenue Limit Sources																
8011 - LCFF General Entitlement		2,613,034	88,623	88,623	159,522	159,522	159,522	159,522	159,522	327,636	327,636	327,636	327,636	327,636	-	2,613,034
8012 - Education Protection Act		42,750	0	0	10,688	0	0	10,688	0	0	10,688	0	0	10,688	-	42,750
8096 - In Lieu of Property Taxes		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8019 - PY Adjustments		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Revenue Limit Sources		2,655,784	88,623	88,623	170,209	159,522	159,522	170,209	159,522	327,636	338,323	327,636	327,636	338,323	0	2,655,784
Federal Revenue																
8181 - Special Education - Federal		22,785	0	0	0	0	0	0	0	0	0	0	0	0	22,785	22,785
8182 - Special Education - Federal MH		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8290 - Title I, II, III, IV & CSI Revenues		38,548	0	0	0	7710	0	0	9637	0	0	0	9637	0	11,564	38,548
8297 - NSLP		102,094	0	0	9,281	9,281	9,281	9,281	9,281	9,281	9,281	9,281	9,281	9,281	9,281	102,094
8299 - Other Federal Revenues		1,892						0							1,892	
Total Federal Income		165,319	0	0	9,281	16,991	9,281	9,281	18,918	9,281	9,281	9,281	18,918	9,281	45,523	165,319
State Revenue																
8560 - Unrestricted Lottery (Non Prop 20)		40,826	0	0	0	10,207	0	0	10,207	0	0	10,207	0	0	10,207	40,826
8561 - Restricted Lottery (Prop 20)		17,528	0	0	0	4,382	0	0	4,382	0	0	4,382	0	0	4,382	17,528
8550 - Mandate Block Programs		3,088	0	0	0	0	3,088	0	0	0	0	0	0	0	0	3,088
8596 - State Nutrition Program		120,666	0	0	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	10,970	120,666
8597 - SB740		298,705	0	0	0	0	0	149,352	0	0	74,676	0	0	0	74,676	298,705
8598 - CTEIG		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8592 - State Special Ed (AB602)		197,999	9,900	9,900	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	17,820	0	197,999
8590 - Special Ed Mental Health (RS 6512)		18,066	616	616	1,108	1,108	1,108	1,108	2259	2259	2259	2259	2259	2259	0	18,066
8599 - Other State Revenue/PY State Revenue		185,110	6,401	6,401	11,523	11,523	11,523	68,603	11,523	11,523	11,523	11,523	11,523	11,523	0	185,110
Total State Revenue		881,988	16,917	16,917	41,420	56,009	44,509	247,853	56,009	42,571	117,247	57,159	42,571	42,571	100,234	881,988
Local Revenue																
8792 - AB602 Local Transfer Special Education		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8650 - Rental Income		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8660 - Interest Income		10,000	0	0	2,500	0	0	2,500	0	0	2,500	0	0	2,500	0	10,000
8682 - Fundraising/Donations		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8684 - Local Food Revenues		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8685 - Foundation Grants		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
8699 - Other Local Revenue		500	0	0	50	50	50	50	50	50	50	50	50	50	0	500
Total Local Revenues		10,500	0	0	2,550	50	50	2,550	50	50	2,550	50	50	2,550	0	10,500
TOTAL REVENUE		3,713,591	105,540	105,540	223,461	232,572	213,362	429,894	234,499	379,538	467,402	394,126	389,175	392,725	145,757	3,713,591
EXPENSES																
Certified Salaries																
1100 - Certificated Teachers		706,880	7,069	63,619	63,619	63,619	63,619	63,619	63,619	63,619	63,619	63,619	63,619	63,619	0	706,880
1120 - Substitute Teachers		45,000	0	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	4,091	0	45,000
1200 - Certificated Pupil Support		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
1300 - Certificated Admin		179,026	14,919	14,919	14,919	14,919	14,919	14,919	14,919	14,919	14,919	14,919	14,919	14,919	0	179,026
1900 - Other Certificated		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Certified Salaries		930,906	21,988	82,629	82,629	82,629	82,629	82,629	82,629	82,629	82,629	82,629	82,629	82,629	0	930,906
Classified Salaries																
2100 - Classified Instructor Aides		203,449	13,224	17,293	17,293	17,293	17,293	17,293	17,293	17,293	17,293	17,293	17,293	17,293	0	203,449
2200 - Classified Support		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
2300 - Classified Administrators		178,605	14,884	14,884	14,884	14,884	14,884	14,884	14,884	14,884	14,884	14,884	14,884	14,884	0	178,605
2400 - Classified Clerical		124,979	10,415	10,415	10,415	10,415	10,415	10,415	10,415	10,415	10,415	10,415	10,415	10,415	0	124,979
2900 - Classified Other		35,130	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	2,928	0	35,130
Total Classified Salaries		542,163	41,450	45,519	45,519	45,519	45,519	45,519	45,519	45,519	45,519	45,519	45,519	45,519	0	542,163
Employee Benefits																
3100 - STRS		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
3200 - PERS		-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
3300 - Medicare/ Social Security		112,690	7,325	9,579	9,579	9,579	9,579	9,579	9,579	9,579	9,579	9,579	9,579	9,579	0	112,690
3400 - Health and Welfare Benefits		233,547	19,462	19,462	19,462	19,462	19,462	19,462	19,462	19,462	19,462	19,462	19,462	19,462	0	233,547
3500 - Unemployment Insurance		11,879	475	475	475	475	475	475	475	475	475	475	475	475	0	11,879
3600 - Workers Compensation		25,779	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	2,148	0	25,779
3900 - 403B		60,986	3,964	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	5,184	0	60,986
Total Employee Benefits		444,880	33,375	36,848	36,848	36,848	36,848	36,848	43,025	36,848	36,848	36,848	36,848	36,848	0	444,880

CASH FLOW	2025														Reforecast
	Budget	JULY 2025	Projected AUGUST 2025	Projected SEPT 2025	Projected OCT 2025	Projected NOV 2025	Projected DEC 2025	Projected JAN 2026	Projected FEB 2026	Projected MARCH 2026	Projected APRIL 2026	Projected MAY 2026	Projected JUNE 2026	Projected Accruals	
Books and Supplies															
4100 - Core Curriculum & Textbooks	42,500	14,167	14,167	14,167	0	0	0	0	0	0	0	0	0	0	42,500
4200 - Supplemental Curriculum Materials	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
4300 - Materials & Office Supplies	42,567	0	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	3,870	0	42,567
4315 - Classroom Instructional Materials & Supplies	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
4342 - School Sponsored Athletics	3,651	0	332	332	332	332	332	332	332	332	332	332	332	0	3,651
4381 - Plant Maintenance	24,000	0	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	2,182	0	24,000
4400 - Non-Cap Computers & Equipment	20,000	6,667	6,667	6,667	0	0	0	0	0	0	0	0	0	0	20,000
4700 - Food Services	194,972	0	0	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	19,497	0	194,972
Total Books and Supplies	327,690	20,833	27,217	46,714	25,881	25,881	25,881	25,881	25,881	25,881	25,881	25,881	25,881	0	327,690
Services, Other Operating Expenses															
5200 - Mileage & Travel	1,419	0	129	129	129	129	129	129	129	129	129	129	129	0	1,419
5210 - Conferences & P.D.	5,600	0	509	509	509	509	509	509	509	509	509	509	509	0	5,600
5300 - Dues and Membership	6,280	523	523	523	523	523	523	523	523	523	523	523	523	0	6,280
5400 - General Liability Insurance	45,799	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	3,817	0	45,799
5501 - Facility Security	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
5505 - Utilities	56,436	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	4,703	0	56,436
5515 - Custodial Service	6,000	500	500	500	500	500	500	500	500	500	500	500	500	0	6,000
5610 - Facility Lease	502,100	92,258	37,258	37,258	37,258	37,258	37,258	37,258	37,258	37,258	37,258	37,258	37,258	0	502,100
5615 - Facility/Automotive Repairs	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	0	15,000
5620 - Equipment/Space Rental	3,660	305	305	305	305	305	305	305	305	305	305	305	305	0	3,660
5803 - Audit Services	11,875	0	0	0	0	0	5,938	0	0	0	5,938	0	0	0	11,875
5805 - District Admin & Oversight	26,558	0	0	0	0	0	0	0	0	0	0	0	26,558	0	26,558
5807 - Annual Accreditation	1,400	0	0	140	140	140	140	140	140	140	140	140	140	0	1,400
5812 - Business Services	122,000	10,167	10,167	10,167	10,167	10,167	10,167	10,167	10,167	10,167	10,167	10,167	10,167	0	122,000
5815 - Educational Consultants	28,171	0	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	2,561	0	28,171
5840 - Banking & Payroll Fees	11,153	929	929	929	929	929	929	929	929	929	929	929	929	0	11,153
5845 - Legal Expenses	10,000	833	833	833	833	833	833	833	833	833	833	833	833	0	10,000
5851 - Advertising/Marketing	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	0	12,000
5860 - Fingerprinting/Personnel Fees	750	63	63	63	63	63	63	63	63	63	63	63	63	0	750
5866 - Contracted Substitutes	12,320	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	1,027	0	12,320
5875 - Fundraising Expense	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
5876 - Student Assessments	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
5877 - Student Activities & Transportation	21,000	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	0	21,000
5878 - Student Athletics	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
5879 - Special Education Services	106,417	0	0	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	10,642	0	106,417
5881 - Student Information System	5,475	456	456	456	456	456	456	456	456	456	456	456	456	0	5,475
5887 - IT Services	23,100	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	0	23,100
5899 - Misc. Operating Services	2,500	208	208	208	208	208	208	208	208	208	208	208	208	0	2,500
5910 - Phone & Internet	5,704	475	475	475	475	475	475	475	475	475	475	475	475	0	5,704
5920 - Postage	2,000	167	167	167	167	167	167	167	167	167	167	167	167	0	2,000
Total Services, Other Operating Expenses	1,044,716	122,356	70,555	81,337	81,337	81,337	87,275	81,337	81,337	81,337	87,275	81,337	107,895	0	1,044,716
Capital Outlay															
6900 - Depreciation	225,000	0	0	0	0	0	0	0	0	0	0	0	0	0	225,000
Total Capital Outlay	225,000	0	0	0	0	0	0	0	0	0	0	0	0	0	225,000
Other Outgoing Costs (Direct Support/Indirect Costs)															
7141 - : Sped Encroachment	-	0	0	0	0	0	0	0	0	0	0	0	0	0	-
7438 - I/Debt Service - Interest	38,952	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	1,452	0	0	38,952
Total Other Outgoing Costs (Direct Support/Indirect Costs)	38,952	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	1,452	0	0	38,952
TOTAL EXPENDITURES	3,554,306	243,752	266,519	296,797	275,964	275,964	281,902	282,141	275,964	275,964	281,902	273,666	298,772	0	3,554,306
FY ENDING FUND BALANCE	159,285	-138,212	-160,978	-73,336	-43,393	-62,602	147,992	-47,642	103,574	191,438	112,225	115,509	93,953	145,758	159,285
Additional Reserves															
1 Reserve for Economic Uncertainty	-													0	-
2 Reserve - Replacement	-													0	-
3 Reserve for Facility Maintenance	-													0	-
4 Reserve Other Designated	-													0	-
TTL Additional Reserves	-													0	-
	159,285	-138,212	-160,978	-73,336	-43,393	-62,602	147,992	-47,642	103,574	191,438	112,225	115,509	93,953	145,758	159,285
Change in Accounts Receivable		22,337	-	(27,002)	8,851	-	20,000	40,015	-	-	-	-	-		
IntraCo Receivables		-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-		
Current Other Expenses		-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable/Due to Grantor Govts		-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Salaries & Taxes		-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-		
Other Current Liabilities		-	-	-	-	-	-	-	-	-	-	-	-		

CASH FLOW	Budget	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Reforecast
		JULY	AUGUST	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	Accruals		
		2025	2025	2025	2025	2025	2025	2026	2026	2026	2026	2026	2026			
Net Cash Provided/(used) by Operating Activities		(115,875)	(160,978)	(100,338)	(34,542)	(62,602)	167,992	(7,627)	103,574	191,438	112,225	115,509	93,953	145,758	159,285	
Capital Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equity Transfers		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Cash Provided/(used) by investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Rent		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit		-	-	-	-	-	-	-	-	-	-	(500,000)	-	-	-	
CSC Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Loan Payables--Revolving Loan/EIDL		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Net Cash Provided/(used) by Financing Activities		-	-	-	-	-	-	-	-	-	-	(500,000)	-	-	-	
Change in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Adjust		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Monthly Cash Balance	896,344	780,469	619,491	519,153	484,611	422,009	590,001	582,374	685,948	877,386	989,610	605,119	699,072	844,830		

CASH FLOW		Budget	Projected JULY 2026	Projected AUGUST 2026	Projected SEPT 2026	Projected OCT 2026	Projected NOV 2026	Projected DEC 2026	Projected JAN 2027	Projected FEB 2027	Projected MARCH 2027	Projected APRIL 2027	Projected MAY 2027	Projected JUNE 2027	Projected Accruals	Total	
	Advanced Appor				37.00%			18.00%									
	LCFF		5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%	
	In Lieu		0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%	
	EPA		0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	100.00%	
	Title 1		0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%	
	Title 2/3		0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%	
	Mandate		0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	
	NSLP		0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%	0.00%	100.00%	
	Lottery		0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%	
	SB740		0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	100.00%	
Revenue																	
Revenue Limit Sources																	
8011 - LCFF General Entitlement	2,833,739	130652	130652	235173	235173	235173	235173	235173	279314	279314	279314	279314	279314	279314	-	2,833,739	
8012 - Education Protection Act	59,280	0	0	14820	0	0	14820	0	0	14820	0	0	14820	0	-	59,280	
8096 - In Lieu of Property Taxes	992,596	0	59,556	119,112	79,408	79,408	79,408	79,408	138,963	69,482	69,482	69,482	69,482	69,482	69,482	992,596	
8019 - PY Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Revenue Limit Sources	3,885,615	130,652	190,207	369,105	314,581	314,581	329,401	314,581	358,722	433,098	348,796	348,796	363,616	69,482		3,885,615	
Federal Revenue																	
8181 - Special Education - Federal	31,646	0	0	0	0	0	0	0	0	0	0	0	0	0	31,646	31,646	
8182 - Special Education - Federal MH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8290 - Title I, II, III, IV & CSI Revenues	52,998	0	0	0	10600	0	0	13249	0	0	0	13249	0	0	15,899	52,998	
8297 - NSLP	141,571	0	0	12,870	12,870	12,870	12,870	12,870	12,870	12,870	12,870	12,870	12,870	12,870	12,870	141,571	
8299 - Other Federal Revenues	2,628						0								2,628	2,628	
Total Federal Income	228,843	0	0	12,870	23,470	12,870	12,870	26,119	12,870	12,870	12,870	26,119	12,870	12,870	63,044	228,843	
State Revenue																	
8560 - Unrestricted Lottery (Non Prop 20)	56,612	0	0	0	14,153	0	0	14,153	0	0	14,153	0	0	0	14,153	56,612	
8561 - Restricted Lottery (Prop 20)	24,305	0	0	0	6,076	0	0	6,076	0	0	6,076	0	0	0	6,076	24,305	
8550 - Mandate Block Programs	4,519	0	0	0	0	4,519	0	0	0	0	0	0	0	0	0	4,519	
8596 - State Nutrition Program	167,323	0	0	15,211	15,211	15,211	15,211	15,211	15,211	15,211	15,211	15,211	15,211	15,211	15,211	167,323	
8597 - SB740	414,204	0	0	0	0	0	207,102	0	0	103,551	0	0	0	0	103,551	414,204	
8598 - CTEIG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8592 - State Special Ed (AB602)	263,797	13,190	13,190	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	23,742	0	263,797	
8590 - Special Ed Mental Health (RS 6512)	25,808	1,290	1,290	2,323	2,323	2,323	2,323	2,323	2,323	2,323	2,323	2,323	2,323	2,323	0	25,808	
8599 - Other State Revenue/PY State Revenue	190,769	9,032	9,032	16,258	16,258	16,258	16,258	26,379	16,258	16,258	16,258	16,258	16,258	16,258	0	190,769	
Total State Revenue	1,147,338	23,513	23,513	57,534	77,763	62,053	264,636	87,884	57,534	161,085	77,763	57,534	57,534	138,992		1,147,338	
Local Revenue																	
8792 - AB602 Local Transfer Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8650 - Rental Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8660 - Interest Income	10,000	0	0	2,500	0	0	2,500	0	0	2,500	0	0	2,500	0	10,000	10,000	
8682 - Fundraising/Donations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8684 - Local Food Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8685 - Foundation Grants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
8699 - Other Local Revenue	500	0	0	50	50	50	50	50	50	50	50	50	50	50	0	500	
Total Local Revenues	10,500	0	0	2,550	50	50	2,550	50	50	2,550	50	50	2,550	0		10,500	
TOTAL REVENUE		5,272,296	154,164	213,720	442,059	415,864	389,554	609,457	428,635	429,176	609,603	439,479	432,499	436,570	271,517	5,272,296	
EXPENSES	Certified Salaries																
	1100 - Certificated Teachers	1,104,665	11,047	99,420	99,420	99,420	99,420	99,420	99,420	99,420	99,420	99,420	99,420	99,420	0	1,104,665	
	1120 - Substitute Teachers	46,359	0	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	4,214	0	46,359	
	1200 - Certificated Pupil Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	1300 - Certificated Admin	184,432	15,369	15,369	15,369	15,369	15,369	15,369	15,369	15,369	15,369	15,369	15,369	15,369	0	184,432	
	1900 - Other Certificated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total Certified Salaries	1,335,456	26,416	119,004	119,004	119,004	119,004	119,004	119,004	119,004	119,004	119,004	119,004	119,004	0	1,335,456	
	Classified Salaries																
	2100 - Classified Instructor Aides	314,210	20,424	26,708	26,708	26,708	26,708	26,708	26,708	26,708	26,708	26,708	26,708	26,708	26,708	0	314,210
	2200 - Classified Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2300 - Classified Administrators	183,999	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	15,333	0	183,999
	2400 - Classified Clerical	128,753	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	10,729	0	128,753
	2900 - Classified Other	36,191	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	3,016	0	36,191
	Total Classified Salaries	663,153	49,502	55,786	55,786	55,786	55,786	55,786	55,786	55,786	55,786	55,786	55,786	55,786	55,786	0	663,153
	Employee Benefits																
	3100 - STRS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3200 - PERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3300 - Medicare/ Social Security	152,894	9,938	12,996	12,996	12,996	12,996	12,996	12,996	12,996	12,996	12,996	12,996	12,996	12,996	0	152,894	
3400 - Health and Welfare Benefits	306,378	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	25,531	0	306,378	
3500 - Unemployment Insurance	16,411	656	656	656	656	656	656	9,190	656	656	656	656	656	656	0	16,411	
3600 - Workers Compensation	36,974	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	3,081	0	36,974	
3900 - 403B	92,824	6,034	7,890	7,890	7,890	7,890	7,890	7,890	7,890	7,890	7,890	7,890	7,890	7,890	0	92,824	
Total Employee Benefits	605,480	45,241	50,155	50,155	50,155	50,155	50,155	58,689	50,155	50,155	50,155	50,155	50,155	50,155	0	605,480	

CASH FLOW		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
	Budget	JULY 2026	AUGUST 2026	SEPT 2026	OCT 2026	NOV 2026	DEC 2026	JAN 2027	FEB 2027	MARCH 2027	APRIL 2027	MAY 2027	JUNE 2027	Accruals	Total
Books and Supplies															
4100 - Core Curriculum & Textbooks	60,208	20,069	20,069	20,069	0	0	0	0	0	0	0	0	0	0	60,208
4200 - Supplemental Curriculum Materials	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4300 - Materials & Office Supplies	60,303	0	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	5,482	0	60,303
4315 - Classroom Instructional Materials & Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4342 - School Sponsored Athletics	5,180	0	471	471	471	471	471	471	471	471	471	471	471	0	5,180
4381 - Materials for Plant Maintenance	34,000	0	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	3,091	0	34,000
4400 - Non-Cap Computers & Equipment	49,500	16,500	16,500	16,500	0	0	0	0	0	0	0	0	0	0	49,500
4700 - Food Services	276,211	0	0	27,621	27,621	27,621	27,621	27,621	27,621	27,621	27,621	27,621	27,621	0	276,211
Total Books and Supplies	485,402	36,569	45,613	73,234	36,665	36,665	36,665	36,665	36,665	36,665	36,665	36,665	36,665	0	485,402
Services, Other Operating Expenses															
5200 - Mileage & Travel	5,000	0	455	455	455	455	455	455	455	455	455	455	455	0	5,000
5210 - Conferences & P.D.	30,000	0	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	0	30,000
5300 - Dues and Membership	8,897	741	741	741	741	741	741	741	741	741	741	741	741	0	8,897
5400 - General Liability Insurance	64,882	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	5,407	0	64,882
5501 - Facility Security	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5505 - Utilities	59,258	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	4,938	0	59,258
5515 - Custodial Service	8,500	708	708	708	708	708	708	708	708	708	708	708	708	0	8,500
5610 - Facility Lease	647,100	53,925	53,925	53,925	53,925	53,925	53,925	53,925	53,925	53,925	53,925	53,925	53,925	0	647,100
5615 - Facility/Automotive Repairs	21,250	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	0	21,250
5620 - Equipment/Space Rental	5,185	432	432	432	432	432	432	432	432	432	432	432	432	0	5,185
5803 - Audit Services	12,400	0	0	0	0	0	6,200	0	0	0	6,200	0	0	0	12,400
5805 - District Admin & Oversight	38,856	0	0	0	0	0	0	0	0	0	0	0	38,856	0	38,856
5807 - Annual Accreditation	1,983	0	0	198	198	198	198	198	198	198	198	198	198	0	1,983
5812 - Business Services	128,100	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	10,675	0	128,100
5815 - Educational Consultants	29,047	0	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	2,641	0	29,047
5840 - Banking & Payroll Fees	15,800	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	1,317	0	15,800
5845 - Legal Expenses	10,000	833	833	833	833	833	833	833	833	833	833	833	833	0	10,000
5851 - Advertising/Marketing	12,360	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	0	12,360
5860 - Fingerprinting/Personnel Fees	1,063	89	89	89	89	89	89	89	89	89	89	89	89	0	1,063
5866 - Contracted Substitutes	13,560	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	1,130	0	13,560
5875 - Fundraising Expense	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5876 - Student Assessments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5877 - Student Activities & Transportation	29,750	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	2,479	0	29,750
5878 - Student Athletics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5879 - Special Education Services	150,757	0	0	15,076	15,076	15,076	15,076	15,076	15,076	15,076	15,076	15,076	15,076	0	150,757
5881 - Student Information System	7,756	646	646	646	646	646	646	646	646	646	646	646	646	0	7,756
5887 - IT Services	24,500	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	2,042	0	24,500
5899 - Misc. Operating Services	3,542	295	295	295	295	295	295	295	295	295	295	295	295	0	3,542
5910 - Phone & Internet	8,081	673	673	673	673	673	673	673	673	673	673	673	673	0	8,081
5920 - Postage	2,833	236	236	236	236	236	236	236	236	236	236	236	236	0	2,833
Total Services, Other Operating Expenses	1,340,459	89,368	95,190	110,464	110,464	110,464	116,664	110,464	110,464	110,464	116,664	110,464	149,321	0	1,340,459
Capital Outlay															
6900 - Depreciation	225,000	0	0	0	0	0	0	0	0	0	0	0	0	0	225,000
Total Capital Outlay	225,000	0	0	0	0	0	0	0	0	0	0	0	0	0	225,000
Other Outgoing Costs (Direct Support/Indirect Costs)															
7141 - : Sped Encroachment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7438 - I/Debt Service - Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Other Outgoing Costs (Direct Support/Indirect Costs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES	4,654,950	247,096	365,749	408,644	372,075	372,075	378,275	380,608	372,075	372,075	378,275	372,075	410,931	0	4,654,950
FY ENDING FUND BALANCE	617,346	-92,932	-152,029	33,415	43,789	17,479	231,182	48,026	57,101	237,528	61,205	60,425	25,639	271,517	617,346
Additional Reserves															
1 Reserve for Economic Uncertainty	0													0	0
2 Reserve - Replacement	0													0	0
3 Reserve for Facility Maintenance	0													0	0
4 Reserve Other Designated	0													0	0
TTL Additional Reserves	0													0	0
	617,346	-92,932	-152,029	33,415	43,789	17,479	231,182	48,026	57,101	237,528	61,205	60,425	25,639	271,517	617,346
Change in Accounts Receivable		31,815	-	74,676	14,588	-	-	24,677	-	-	-	-	-		
IntraCo Receivables		-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses		-	-	-	-	-	-	-	-	-	-	-	-		
Current Other Expenses		-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable/Due to Grantor Govts		-	-	-	-	-	-	-	-	-	-	-	-		
Accrued Salaries & Taxes		-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-		
Other Current Liabilities		-	-	-	-	-	-	-	-	-	-	-	-		

CASH FLOW	Budget	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Total
		JULY 2026	AUGUST 2026	SEPT 2026	OCT 2026	NOV 2026	DEC 2026	JAN 2027	FEB 2027	MARCH 2027	APRIL 2027	MAY 2027	JUNE 2027	Projected Accruals	
Net Cash Provided/(used) by Operating Activities		(61,117)	(152,029)	108,091	58,378	17,479	231,182	72,704	57,101	237,528	61,205	60,425	25,639	271,517	617,346
Capital Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equity Transfers		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Rent		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSC Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payables--EIDL/Revolving Loan		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Adjust		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monthly Cash Balance	699,072	637,956	485,927	594,018	652,395	669,874	901,057	973,761	1,030,862	1,268,390	1,329,595	1,390,019	1,415,659	1,687,175	

CASH FLOW		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
	Budget	JULY 2028	AUGUST 2028	SEPT 2028	Oct 2028	NOV 2028	DEC 2028	JAN 2029	FEB 2029	MARCH 2029	APRIL 2029	MAY 2029	JUNE 2029	Accruals	Total
	Advanced Appor			37.00%			18.00%								
	LCFF	5.00%	5.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	Balance	100.00%
	In Lieu	0.00%	6.00%	12.00%	8.00%	8.00%	8.00%	8.00%	8.00%	14.00%	7.00%	7.00%	7.00%	7.00%	100.00%
	EPA	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	100.00%
	Title 1	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Title 2/3	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	30.00%	100.00%
	Mandate	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%
	NSLP	0.00%	0.00%	0.00%	0.00%	0.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	44.00%	8.00%	100.00%
	Lottery	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	0.00%	0.00%	100.00%
	SB740	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	25.00%	100.00%
Revenue															
Revenue Limit Sources															
8011 - LCFF General Entitlement	4,449,177	197924	197924	356262	356262	356262	356262	356262	454403	454403	454403	454403	454403	-	4,449,177
8012 - Education Protection Act	87,020	0	0	21755	0	0	21755	0	21755	0	21755	0	21755	-	87,020
8096 - In Lieu of Property Taxes	1,457,080	0	87,425	174,850	116,566	116,566	116,566	116,566	116,566	203,991	101,996	101,996	101,996	101,996	1,457,080
8019 - PY Adjustments	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-
Total Revenue Limit Sources	5,993,277	197,924	285,348	552,867	472,829	472,829	494,584	472,829	570,970	680,150	556,399	556,399	578,154	101,996	5,993,277
Federal Revenue															
8181 - Special Education - Federal	59,636	0	0	0	0	0	0	0	0	0	0	0	0	59,636	59,636
8182 - Special Education - Federal MH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8290 - Title I, II, III, IV & CSI Revenues	91,026	0	0	0	18205	0	0	22757	0	0	0	22757	0	27,308	91,026
8297 - NSLP	207,819	0	0	18,893	18,893	18,893	18,893	18,893	18,893	18,893	18,893	18,893	18,893	18,893	207,819
8299 - Other Federal Revenues	4,952						0							4,952	4,952
Total Federal Income	363,433	0	0	18,893	37,098	18,893	18,893	41,649	18,893	18,893	18,893	41,649	18,893	110,788	363,433
State Revenue															
8560 - Unrestricted Lottery (Non Prop 20)	83,104	0	0	0	20,776	0	0	20,776	0	0	20,776	0	0	20,776	83,104
8561 - Restricted Lottery (Prop 20)	35,678	0	0	0	8,920	0	0	8,920	0	0	8,920	0	0	8,920	35,678
8550 - Mandate Block Programs	9,095	0	0	0	0	9,095	0	0	0	0	0	0	0	0	9,095
8596 - State Nutrition Program	245,622	0	0	22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	22,329	245,622
8597 - SB740	608,030	0	0	0	0	0	304,015	0	0	152,008	0	0	0	152,008	608,030
8598 - CTEIG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8592 - State Special Ed (AB602)	387,241	19,362	19,362	34,852	34,852	34,852	34,852	34,852	34,852	34,852	34,852	34,852	34,852	34,852	387,241
8590 - Special Ed Mental Health (RS 6512)	40,478	2,024	2,024	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,643	3,643	0	40,478
8599 - Other State Revenue/PY State Revenue	313,106	15,655	15,655	28,180	28,180	28,180	28,180	28,180	28,180	28,180	28,180	28,180	28,180	0	313,106
Total State Revenue	1,722,355	37,041	37,041	89,003	118,699	98,099	393,019	118,699	89,003	241,011	118,699	89,003	89,003	204,032	1,722,355
Local Revenue															
8792 - AB602 Local Transfer Special Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8650 - Rental Income	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8660 - Interest Income	10,000	0	0	2,500	0	0	2,500	0	0	2,500	0	0	2,500	0	10,000
8682 - Fundraising/Donations	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8684 - Local Food Revenues	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8685 - Foundation Grants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8699 - Other Local Revenue	500	0	0	50	50	50	50	50	50	50	50	50	50	0	500
Total Local Revenues	10,500	0	0	2,550	50	50	2,550	50	50	2,550	50	50	2,550	0	10,500
TOTAL REVENUE	8,089,565	234,965	322,390	663,313	628,676	589,870	909,045	633,227	678,916	942,603	694,041	687,102	688,600	416,817	8,089,565
EXPENSES															
Certified Salaries															
1100 - Certificated Teachers	1,883,432	18,834	169,509	169,509	169,509	169,509	169,509	169,509	169,509	169,509	169,509	169,509	169,509	0	1,883,432
1120 - Substitute Teachers	49,531	0	4,503	4,503	4,503	4,503	4,503	4,503	4,503	4,503	4,503	4,503	4,503	0	49,531
1200 - Certificated Pupil Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1300 - Certificated Admin	197,053	16,421	16,421	16,421	16,421	16,421	16,421	16,421	16,421	16,421	16,421	16,421	16,421	0	197,053
1900 - Other Certificated	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Certified Salaries	2,130,017	35,255	190,433	190,433	190,433	190,433	190,433	190,433	190,433	190,433	190,433	190,433	190,433	0	2,130,017
Classified Salaries															
2100 - Classified Instructor Aides	530,382	34,475	45,082	45,082	45,082	45,082	45,082	45,082	45,082	45,082	45,082	45,082	45,082	0	530,382
2200 - Classified Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2300 - Classified Administrators	196,590	16,383	16,383	16,383	16,383	16,383	16,383	16,383	16,383	16,383	16,383	16,383	16,383	0	196,590
2400 - Classified Clerical	217,696	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	18,141	0	217,696
2900 - Classified Other	38,668	3,222	3,222	3,222	3,222	3,222	3,222	3,222	3,222	3,222	3,222	3,222	3,222	0	38,668
Total Classified Salaries	983,336	72,221	82,829	82,829	82,829	82,829	82,829	82,829	82,829	82,829	82,829	82,829	82,829	0	983,336
Employee Benefits															
3100 - STRS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3200 - PERS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3300 - Medicare/ Social Security	238,172	15,481	20,245	20,245	20,245	20,245	20,245	20,245	20,245	20,245	20,245	20,245	20,245	0	238,172
3400 - Health and Welfare Benefits	499,094	41,591	41,591	41,591	41,591	41,591	41,591	41,591	41,591	41,591	41,591	41,591	41,591	0	499,094
3500 - Unemployment Insurance	24,184	967	967	967	967	967	967	13,543	967	967	967	967	967	0	24,184
3600 - Workers Compensation	63,824	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	5,319	0	63,824
3900 - 403B	169,675	11,029	14,422	14,422	14,422	14,422	14,422	14,422	14,422	14,422	14,422	14,422	14,422	0	169,675
Total Employee Benefits	994,948	74,387	82,544	82,544	82,544	82,544	82,544	95,120	82,544	82,544	82,544	82,544	82,544	0	994,948

[illegible]

CASH FLOW	Budget	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Total
		JULY 2028	AUGUST 2028	SEPT 2028	Oct 2028	NOV 2028	DEC 2028	JAN 2029	FEB 2029	MARCH 2029	APRIL 2029	MAY 2029	JUNE 2029	Accruals	
Net Cash Provided/(used) by Operating Activities		(38,959)	(302,095)	111,009	19,531	(48,563)	270,612	(14,137)	40,483	304,170	55,607	48,668	95,453	416,817	364,381
Capital Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equity Transfers		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by investing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Rent		-	-	-	-	-	-	-	-	-	-	-	(1,403)	-	-
Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CSC Sales		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loan Payables--EIDL		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Cash Provided/(used) by Financing Activities		-	-	-	-	-	-	-	-	-	-	-	(1,403)	-	-
Change in Accounts Payable		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Balance Sheet Adjust		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Monthly Cash Balance	2,417,319	2,378,360	2,076,265	2,187,275	2,206,805	2,158,242	2,428,854	2,414,716	2,455,199	2,759,369	2,814,976	2,863,645	2,957,694	3,374,511	

APPENDIX E9:

Baypoint Preparatory Academy San Diego 5 Year Budget Projections

Projected Revenues	Year 1 2025-26		Year 2 2026-27		Year 3 2027-28		Year 4 2028-29		Year 5 2029-30	
State Revenue Limit Sources										
8011 - LCFF General Entitlement	\$	2,613,034	\$	2,833,739	\$	3,958,472	\$	4,449,177	\$	5,011,999
8012 - Education Protection Act	\$	42,750	\$	59,280	\$	80,560	\$	87,020	\$	94,240
8096 - In Lieu of Property Taxes	\$	-	\$	992,596	\$	1,348,913	\$	1,457,080	\$	1,577,973
8019 - PY Adjustments	\$	-	\$	-	\$	-	\$	-	\$	-
Total, State Revenue Limit Sources	\$	2,655,784	\$	3,885,615	\$	5,387,945	\$	5,993,277	\$	6,684,212
Federal Revenues										
8181/8182 - Special Education - Federal	\$	22,785	\$	31,646	\$	43,883	\$	59,636	\$	64,418
8290 - Title I, II, III, IV & CSI Revenues	\$	38,548	\$	52,998	\$	69,623	\$	91,026	\$	97,524
8297 - NSLP	\$	102,094	\$	141,571	\$	192,391	\$	207,819	\$	225,061
8299 - Other Federal Revenues	\$	1,892	\$	2,628	\$	3,644	\$	4,952	\$	5,349
Total, Federal Revenues	\$	165,319	\$	228,843	\$	309,541	\$	363,433	\$	392,352
Other State Revenues										
8560 - Unrestricted Lottery (Non Prop 20)	\$	40,826	\$	56,612	\$	76,935	\$	83,104	\$	89,999
8561 - Restricted Lottery (Prop 20)	\$	17,528	\$	24,305	\$	33,030	\$	35,678	\$	38,638
8550 - Mandate Block Programs	\$	3,088	\$	4,519	\$	6,479	\$	9,095	\$	10,143
8596 - State Nutrition Program	\$	120,666	\$	167,323	\$	227,388	\$	245,622	\$	266,001
8597 - SB740	\$	298,705	\$	414,204	\$	562,893	\$	608,030	\$	658,478
8598 - CTEIG	\$	-	\$	-	\$	-	\$	-	\$	-
8592 - State Special Ed (AB602)	\$	197,999	\$	263,797	\$	358,494	\$	387,241	\$	419,370
8590 - Special Ed Mental Health (RS 6512)	\$	18,066	\$	25,808	\$	36,272	\$	40,478	\$	45,257
8599 - Other State Revenues	\$	185,110	\$	190,769	\$	244,975	\$	313,106	\$	314,108
Total, Other State Revenues	\$	881,988	\$	1,147,338	\$	1,546,466	\$	1,722,355	\$	1,841,994
Other Local Revenues										
8792 - AB602 Local Transfer Special Education	\$	-	\$	-	\$	-	\$	-	\$	-
8650 - Rental Income	\$	-	\$	-	\$	-	\$	-	\$	-
8660 - Interest Income	\$	10,000	\$	10,000	\$	10,000	\$	10,000	\$	10,000
8682 - Foundation Grants/Donations	\$	-	\$	-	\$	-	\$	-	\$	-
8684 - Local Food Revenues	\$	-	\$	-	\$	-	\$	-	\$	-
8685 - School Site Fundraising	\$	-	\$	-	\$	-	\$	-	\$	-
8699 - Other Local Revenue	\$	500	\$	500	\$	500	\$	500	\$	500
Total, Local Revenues	\$	10,500	\$	10,500	\$	10,500	\$	10,500	\$	10,500
Total Revenues	\$	3,713,591	\$	5,272,296	\$	7,254,452	\$	8,089,565	\$	8,929,059

Projected Expenditures

Projected Expenditures		Year 1 2025-26		Year 2 2026-27		Year 3 2027-28		Year 4 2028-29		Year 5 2029-30	
Certificated Salaries											
1100 - Certificated Teachers	\$	706,880	\$	1,104,665	\$	1,579,737	\$	1,883,432	\$	1,944,423	
1120 - Substitute Teachers	\$	45,000	\$	46,359	\$	47,944	\$	49,531	\$	51,136	
1200 - Certificated Pupil Support	\$	-	\$	-	\$	-	\$	-	\$	-	
1300 - Certificated Admin	\$	179,026	\$	184,432	\$	190,740	\$	197,053	\$	203,438	
1900 - Other Certificated	\$	-	\$	-	\$	-	\$	-	\$	-	
Total, Certificated Salaries	\$	930,906	\$	1,335,456	\$	1,818,421	\$	2,130,017	\$	2,198,997	
Non-Certificated Salaries											
2100 - Classified Instructor Aides	\$	203,449	\$	314,210	\$	393,830	\$	530,382	\$	605,268	
2200 - Classified Support	\$	-	\$	-	\$	-	\$	-	\$	-	
2300 - Classified Administrators	\$	178,605	\$	183,999	\$	190,292	\$	196,590	\$	202,960	
2400 - Classified Clerical	\$	124,979	\$	128,753	\$	210,721	\$	217,696	\$	224,749	
2900 - Classified Other	\$	35,130	\$	36,191	\$	37,429	\$	38,668	\$	39,921	
Total, Non-Certificated Salaries	\$	542,163	\$	663,153	\$	832,272	\$	983,336	\$	1,072,898	
Employee Benefits											
3100 - STRS	\$	-	\$	-	\$	-	\$	-	\$	-	
3200 - PERS	\$	-	\$	-	\$	-	\$	-	\$	-	
3300 - Medicare/ Social Security	\$	112,690	\$	152,894	\$	202,778	\$	238,172	\$	250,300	
3400 - Health and Welfare Benefits	\$	233,547	\$	306,378	\$	412,606	\$	499,094	\$	560,046	
3500 - Unemployment Insurance	\$	11,879	\$	16,411	\$	20,922	\$	24,184	\$	24,798	
3600 - Workers Compensation	\$	25,779	\$	36,974	\$	51,689	\$	63,824	\$	70,346	
3900 - 403B	\$	60,986	\$	92,824	\$	139,670	\$	169,675	\$	180,622	
Total, Employee Benefits	\$	444,880	\$	605,480	\$	827,665	\$	994,948	\$	1,086,111	
Books & Supplies											
4100 - Textbooks & Core Curriculum	\$	42,500	\$	60,208	\$	83,628	\$	92,843	\$	103,331	
4200 - Books & Supplemental Curriculum	\$	-	\$	-	\$	-	\$	-	\$	-	
4300 - Materials & Supplies	\$	70,218	\$	99,483	\$	138,335	\$	155,846	\$	173,452	
4400 - Non-Cap Furniture & Equipment	\$	20,000	\$	49,500	\$	318,754	\$	76,330	\$	84,953	
4700 - Food Services	\$	194,972	\$	276,211	\$	383,650	\$	425,924	\$	474,040	
Total, Books & Supplies	\$	327,690	\$	485,402	\$	924,366	\$	750,943	\$	835,776	
Services & Operating											
5200 - Travel & Conferences	\$	7,019	\$	35,000	\$	48,614	\$	53,971	\$	60,068	
5300 - Dues & Memberships	\$	6,280	\$	8,897	\$	12,357	\$	13,719	\$	15,269	
5400 - General Liability Insurance	\$	45,799	\$	64,882	\$	90,119	\$	100,049	\$	111,352	
5500 - Utilities & Housekeeping Services	\$	62,436	\$	67,758	\$	94,113	\$	104,484	\$	116,287	
5600 - Facility Rent & Repairs	\$	520,760	\$	673,535	\$	873,818	\$	1,673,560	\$	1,678,165	
5800 - Professional & Consulting Services	\$	394,718	\$	479,474	\$	618,190	\$	678,328	\$	746,204	
5900 - Communications	\$	7,704	\$	10,914	\$	15,159	\$	16,830	\$	18,731	
Total, Services & Other Operating	\$	1,044,716	\$	1,340,459	\$	1,752,371	\$	2,640,940	\$	2,746,075	

**CHARTER SCHOOL
BUDGET REPORT - ALTERNATIVE FORM**

Charter School Name: Baypoint Preparatory Academy San Diego

(name continued) _____

CDS #: 37771720138009

Charter Approving Entity: State Board of Education

County: San Diego

Charter #: 1966

Budgeting Period: 2025-26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
- ☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	1,772,466.00	2,613,034.00		2,613,034.00
Education Protection Account State Aid - Current Year	8012	30,102.00	42,750.00		42,750.00
State Aid - Prior Years	8019				0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096				0.00
Other LCFF Transfers	8091, 8097				0.00
Total, LCFF Sources		1,802,568.00	2,655,784.00	0.00	2,655,784.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	51,764.00		38,548.00	38,548.00
Special Education - Federal	8181, 8182	40,015.00		24,677.00	24,677.00
Child Nutrition - Federal	8220	66,260.00		102,094.00	102,094.00
Donated Food Commodities	8221				0.00
Other Federal Revenues	8110, 8260-8299				0.00
Total, Federal Revenues		158,039.00	0.00	165,319.00	165,319.00

3. Other State Revenues					
Special Education - State	StateRevSE	193,545.00		197,999.00	197,999.00
All Other State Revenues	StateRevAO	1,016,387.00	43,915.00	640,074.00	683,989.00
Total, Other State Revenues		1,209,932.00	43,915.00	838,073.00	881,988.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	41,030.00	10,500.00	0.00	10,500.00
Total, Local Revenues		41,030.00	10,500.00	0.00	10,500.00
5. TOTAL REVENUES					
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	772,416.00	630,258.00	121,622.00	751,880.00
Certificated Pupil Support Salaries	1200				0.00
Certificated Supervisors' and Administrators' Salaries	1300	176,862.00	179,026.00		179,026.00
Other Certificated Salaries	1900				0.00
Total, Certificated Salaries		949,278.00	809,284.00	121,622.00	930,906.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	180,589.00	88,722.00	114,727.00	203,449.00
Non-certificated Support Salaries	2200				0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	178,605.00	178,605.00		178,605.00
Clerical and Office Salaries	2400	144,553.00	124,979.00		124,979.00
Other Non-certificated Salaries	2900	35,130.00	35,130.00		35,130.00
Total, Non-certificated Salaries		538,877.00	427,436.00	114,727.00	542,163.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
3. Employee Benefits					
STRS	3101-3102				0.00
PERS	3201-3202				0.00

OASDI / Medicare / Alternative
Health and Welfare Benefits
Unemployment Insurance
Workers' Compensation Insurance
OPEB, Allocated
OPEB, Active Employees
Other Employee Benefits
Total, Employee Benefits

4. Books and Supplies

Approved Textbooks and Core Curricula Materials
Books and Other Reference Materials
Materials and Supplies
Noncapitalized Equipment
Food
Total, Books and Supplies

5. Services and Other Operating Expenditures

Subagreements for Services
Travel and Conferences
Dues and Memberships
Insurance
Operations and Housekeeping Services
Rentals, Leases, Repairs, and Noncap. Improvements
Transfers of Direct Costs
Professional/Consulting Services & Operating Expend.
Communications
Total, Services and Other Operating Expenditures

6. Capital Outlay (Objects 6100-6170, 6200-6500 - modified accrual basis)

Land and Improvements of Land
Buildings and Improvements of Buildings
Books and Media for New School Libraries or Major

3301-3302	113,844.00	94,608.00	18,081.00	112,689.00
3401-3402	198,278.00	147,023.00	86,524.00	233,547.00
3501-3502	13,245.00	7,620.00	4,259.00	11,879.00
3601-3602	23,376.00	21,643.00	4,136.00	25,779.00
3701-3702				0.00
3751-3752				0.00
3901-3902	58,428.00	50,972.00	10,014.00	60,986.00
	407,171.00	321,866.00	123,014.00	444,880.00
4100	51,000.00	39,301.00	3,199.00	42,500.00
4200	100.00			0.00
4300	53,698.00	46,889.00	23,329.00	70,218.00
4400	1,500.00	18,000.00	2,000.00	20,000.00
4700	139,412.00		194,972.00	194,972.00
	245,710.00	104,190.00	223,500.00	327,690.00
5100				0.00
5200	16,294.00	6,121.00	898.00	7,019.00
5300	9,634.00	5,380.00	900.00	6,280.00
5400	44,476.00	45,799.00	0.00	45,799.00
5500	71,929.00	57,084.00	5,352.00	62,436.00
5600	854,211.00	148,027.00	372,733.00	520,760.00
5700-5799	0.00	0.00	0.00	0.00
5800	403,720.00	247,730.00	146,988.00	394,718.00
5900	6,020.00	7,704.00	0.00	7,704.00
	1,406,284.00	517,845.00	526,871.00	1,044,716.00
6100-6170				0.00
6200				0.00

Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Depreciation Expense (for full accrual basis only)	6900	225,000.00	225,000.00		225,000.00
Total, Capital Outlay		225,000.00	225,000.00	0.00	225,000.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399		(28,540.00)	28,540.00	0.00
Debt Service:					
Interest	7438	61,617.00	38,952.00		38,952.00
Principal	7439				0.00
Total, Other Outgo		61,617.00	10,412.00	28,540.00	38,952.00
8. TOTAL EXPENDITURES		3,833,937.00	2,416,033.00	1,138,274.00	3,554,307.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(622,368.00)	294,166.00	(134,882.00)	159,284.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year		Total
			Unrest.	Rest.	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		(134,882.00)	134,882.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	(134,882.00)	134,882.00	0.00

E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(622,368.00)	159,284.00	0.00	159,284.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	2,124,882.44	1,502,516.00	0.00	1,502,516.00
b. Adjustments/Restatements to Beginning Balance	9793, 9795	1.56			0.00
c. Adjusted Beginning Balance		2,124,884.00	1,502,516.00	0.00	1,502,516.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,502,516.00	1,661,800.00	0.00	1,661,800.00
Components of Ending Fund Balance					
a. Nonspendable					
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740	0.00		0.00	0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	191,696.85	177,715.35		177,715.35
Unassigned / Unappropriated Amount	9790	1,310,819.15	1,484,084.65	0.00	1,484,084.65

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM**

Charter School Name: Baypoint Preparatory Academy San Diego
 (name continued)
CDS #: 37771720138009
Charter Approving Entity: State Board of Education
County: San Diego
Charter #: 1966
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,613,034.00		2,613,034.00	2,833,739.00	3,958,472.00
Education Protection Account State Aid - Current Year	8012	42,750.00		42,750.00	59,280.00	80,560.00
State Aid - Prior Years	8019	0.00		0.00	0.00	0.00
Transfers of Charter Schools in Lieu of Property Taxes	8096			0.00	992,596.00	1,348,913.00
Other LCFF Transfers	8091, 8097	0.00		0.00	0.00	0.00
Total, LCFF Sources		2,655,784.00	0.00	2,655,784.00	3,885,615.00	5,387,945.00
2. Federal Revenues						
Every Student Succeeds Act (Titles I - V)	8290		38,548.00	38,548.00	52,998.00	69,623.00
Special Education - Federal	8181, 8182		24,677.00	24,677.00	34,274.00	47,527.00
Child Nutrition - Federal	8220		102,094.00	102,094.00	141,571.00	192,391.00
Donated Food Commodities	8221			0.00	0.00	0.00
Other Federal Revenues	8110, 8260-8299			0.00	0.00	0.00
Total, Federal Revenues		0.00	165,319.00	165,319.00	228,843.00	309,541.00
3. Other State Revenues						
Special Education - State	StateRevSE		197,999.00	197,999.00	263,797.00	358,494.00
All Other State Revenues	StateRevAO	43,915.00	640,074.00	683,989.00	883,541.00	1,187,972.00
Total, Other State Revenues		43,915.00	838,073.00	881,988.00	1,147,338.00	1,546,466.00
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	10,500.00	0.00	10,500.00	10,500.00	10,500.00
Total, Local Revenues		10,500.00	0.00	10,500.00	10,500.00	10,500.00
5. TOTAL REVENUES		2,710,199.00	1,003,392.00	3,713,591.00	5,272,296.00	7,254,452.00

B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	630,258.00	121,622.00	751,880.00	1,151,024.00	1,627,682.00
Certificated Pupil Support Salaries	1200			0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	179,026.00		179,026.00	184,432.00	190,740.00
Other Certificated Salaries	1900			0.00	0.00	0.00
Total, Certificated Salaries		809,284.00	121,622.00	930,906.00	1,335,456.00	1,818,422.00
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	88,722.00	114,727.00	203,449.00	314,210.00	393,830.00
Non-certificated Support Salaries	2200			0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	178,605.00		178,605.00	183,999.00	190,292.00
Clerical and Office Salaries	2400	124,979.00		124,979.00	128,753.00	210,721.00
Other Non-certificated Salaries	2900	35,130.00		35,130.00	36,191.00	37,429.00
Total, Non-certificated Salaries		427,436.00	114,727.00	542,163.00	663,153.00	832,272.00

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102			0.00	0.00	0.00
PERS	3201-3202			0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	94,608.00	18,081.00	112,689.00	152,894.00	202,778.00
Health and Welfare Benefits	3401-3402	147,023.00	86,524.00	233,547.00	306,378.00	412,606.00
Unemployment Insurance	3501-3502	7,620.00	4,259.00	11,879.00	16,411.00	20,922.00
Workers' Compensation Insurance	3601-3602	21,643.00	4,136.00	25,779.00	36,974.00	51,689.00
OPEB, Allocated	3701-3702			0.00	0.00	0.00
OPEB, Active Employees	3751-3752			0.00	0.00	0.00
Other Employee Benefits	3901-3902	50,972.00	10,014.00	60,986.00	92,824.00	139,670.00
Total, Employee Benefits		321,866.00	123,014.00	444,880.00	605,481.00	827,665.00
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	39,301.00	3,199.00	42,500.00	60,208.00	83,628.00
Books and Other Reference Materials	4200			0.00	0.00	0.00
Materials and Supplies	4300	46,889.00	23,329.00	70,218.00	99,483.00	138,335.00
Noncapitalized Equipment	4400	18,000.00	2,000.00	20,000.00	49,500.00	318,754.00
Food	4700		194,972.00	194,972.00	276,211.00	383,650.00
Total, Books and Supplies		104,190.00	223,500.00	327,690.00	485,402.00	924,367.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100			0.00	0.00	0.00
Travel and Conferences	5200	6,121.00	898.00	7,019.00	35,000.00	48,614.00
Dues and Memberships	5300	5,380.00	900.00	6,280.00	8,897.00	12,357.00
Insurance	5400	45,799.00	0.00	45,799.00	64,882.00	90,119.00
Operations and Housekeeping Services	5500	57,084.00	5,352.00	62,436.00	67,758.00	94,113.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	148,027.00	372,733.00	520,760.00	673,535.00	873,818.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	247,730.00	146,988.00	394,718.00	479,474.00	618,190.00
Communications	5900	7,704.00	0.00	7,704.00	10,914.00	15,159.00

Total, Services and Other Operating Expenditures		517,845.00	526,871.00	1,044,716.00	1,340,460.00	1,752,370.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for mod. accrual basis)						
Land and Improvements of Land	6100-6170			0.00	0.00	0.00
Buildings and Improvements of Buildings	6200			0.00	0.00	0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00	0.00	0.00
Equipment	6400			0.00	0.00	0.00
Equipment Replacement	6500			0.00	0.00	0.00
Depreciation Expense (for full accrual only)	6900	225,000.00		225,000.00	225,000.00	225,000.00
Total, Capital Outlay		225,000.00	0.00	225,000.00	225,000.00	225,000.00
7. Other Outgo						
Tuition to Other Schools	7110-7143			0.00	0.00	0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213			0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00	0.00	0.00
All Other Transfers	7281-7299			0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	(28,540.00)	28,540.00	0.00	0.00	0.00
Debt Service:						
Interest	7438	38,952.00		38,952.00	0.00	0.00
Principal	7439			0.00	0.00	0.00
Total, Other Outgo		10,412.00	28,540.00	38,952.00	0.00	0.00
8. TOTAL EXPENDITURES		2,416,033.00	1,138,274.00	3,554,307.00	4,654,952.00	6,380,096.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		294,166.00	(134,882.00)	159,284.00	617,344.00	874,356.00

Description	Object Code	FY 2025-26			Totals for 2026-27	Totals for 2027-28
		Unrestricted	Restricted	Total		
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979			0.00	0.00	0.00
2. Less: Other Uses	7630-7699			0.00	0.00	0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(134,882.00)	134,882.00	0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		(134,882.00)	134,882.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		159,284.00	0.00	159,284.00	617,344.00	874,356.00
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,502,516.00	0.00	1,502,516.00	1,661,800.00	2,279,144.00
b. Adjustments to Beginning Balance	9793, 9795			0.00		
c. Adjusted Beginning Balance		1,502,516.00	0.00	1,502,516.00	1,661,800.00	2,279,144.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,661,800.00	0.00	1,661,800.00	2,279,144.00	3,153,500.00
Components of Ending Fund Balance						

a. Nonspendable					
Revolving Cash	9711		0.00		
Stores	9712		0.00		
Prepaid Expenditures	9713		0.00		
All Others	9719		0.00		
b. Restricted	9740	0.00	0.00	0.00	0.00
c. Committed					
Stabilization Arrangements	9750		0.00		
Other Commitments	9760		0.00		
d. Assigned					
Other Assignments	9780		0.00		
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	177,715.35	177,715.35	232,747.60	319,004.80
Undesignated / Unappropriated Amount	9790	1,484,084.65	0.00	1,484,084.65	2,046,396.40
				2,046,396.40	2,834,495.20

BAYPOINT PREPARATORY ACADEMY



**Student/Parent-Guardian
Handbook
2024-2025**

INTRODUCTION

Dear Students and Families,

Welcome to Baypoint Preparatory Academy (BPA-SD). We are excited that you have chosen BPA-SD and hope that your experience here will be both rewarding and academically challenging. At Baypoint, we follow a blended learning format where technology is embedded in all grade levels and across all subject areas.

This handbook will provide you with important information about Baypoint. As part of our philosophy, students are required to dress appropriately following the school dress code, adhere to high behavioral and academic expectations, and strive for success in all that they do. Please read the handbook carefully and then sign the acknowledgment page sent to you via Reg Online. You may print and sign the acknowledgment page or request a paper copy. Please return it to school within one week of receipt.

Thank you for partnering with us and standing by the mission and vision of Baypoint. Your support is crucial to our students' success. We hope that your child's experience at BPA-SD, no matter how long, is truly a rewarding learning opportunity.

Sincerely,

Board of Directors

Baypoint Preparatory Academy

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MISSION STATEMENT

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

SCHOOL VISION

Fostering BPA-SD Students' Academic and Personal Excellence

Curriculum Enhancement

Continuously refine and enhance the college preparatory curriculum for TK-8 students to ensure it remains rigorous, relevant, and aligned with educational best practices .

Innovative Learning Environment

Foster a dynamic and flexible student-centered learning environment that incorporates innovative teaching methods, technology, and personalized learning experiences.

Collaborative Partnerships

Actively engage in partnerships with educational partners (students, parents/guardians, staff), and the San Marcos community at large to create a collaborative and supportive system/network. Encourage open communication to strengthen the educational partners community.

Academic Support Programs

Develop and implement targeted academic support programs to address individual student needs, ensuring that every student receives the necessary resources to achieve academic success.

Parental Involvement

Establish initiatives to involve parents/guardians in their student's education, providing them with the tools and information needed to actively participate in their student's academic journey.

Community Outreach and Inclusivity

Expand community outreach efforts to promote inclusivity and diversity, ensuring that the educational environment reflects the broader community and celebrates individual differences.

Student Goal Setting

Implement a structured framework for students to set and track both academic and personal goals. Provide resources and guidance to help students achieve these goals throughout their educational journey.

Continuous Professional Development

Prioritize ongoing professional development for instructional staff to stay current of educational advancements, teaching methodologies, and technology trends to enhance the overall quality of education.

Data-Driven Decision Making

Emphasize the use of data to inform decision-making processes, allowing for the continuous assessment and improvement of educational programs, student outcomes, and overall school performance.

Holistic Student Development

Foster a holistic approach to student development, emphasizing not only academic achievement but also the cultivation of essential life skills, character development, and a sense of responsibility to society.

By pursuing excellence, BPA-SD aims to carry out its mission of providing a high-quality, student-focused education and fostering a supportive community committed to academic success and personal growth.

SCHOOL MOTTO

Inspiring Excellence for a Better Future.

SCHOOL OBJECTIVES

BPA SD's personalized blended learning model is an alternative to the traditional classroom program. This mixed-mode instruction combines traditional direct instruction with technology-mediated online instruction. Assigned work follows the California State Standards for each grade level. The education program offered in grades TK through 8 includes a course of study that provides an opportunity to meet the requirements necessary for post-secondary admission into advanced learning programs. BPA-SD offers a rigorous college prep curriculum and is WASC accredited.

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

GENERAL SCHOOL INFORMATION

Baypoint Preparatory Academy - San Diego

School Website: www.baypointacademy.org

Office Hours: 8:00 AM - 4:00 PM

School Location: 520 E. Carmel, San Marcos, CA 92078

Phone Number: 760-203-4383

School Hours

Monday, Tuesday, Thursday, and Friday: 8:30 AM to 3:15 PM.

Early Release: Wednesdays, 8:30 AM to 12:30 PM.

School begins promptly at 8:30 AM.

Attendance

Checking Out Students:

Parents/guardians wishing to check a child out of school are to come to the office. Parents/guardians must present ID at the time of check out. Prior notification is required for adults not listed on the emergency card to remove a child from school. The office staff will summon the child from class. Parents are not to go directly to a classroom for their children; texting students that the parent has arrived does not give them permission to leave a classroom.

Regular daily attendance is important for academic success. It is crucial that your child(ren) arrives at school on time. Attendance in every class is vital to his/her academic success. It is important that all assignments be completed. Please see the classroom teacher if you have any questions about assignments. Each time a student is on campus he/she must be in full and proper uniform.

If your student is absent from school, please contact the school office **each day**.

Your name

Student's name

Grade/Class

Date of Absence

Reason for Absence

Reporting the absence will not automatically excuse it. The attendance clerk will determine if the absence is legally excused. Please report all emails to the attendance clerk and the classroom teacher.

Unexcused Absences/Tardies

Transportation related issues including living out of the area, traffic, etc.

Overslept

Not aware it was a school day

In partnership with BPA-SD, it is imperative that family vacations are scheduled in strict adherence to the school calendar to prevent any detrimental impact on your child's education and disruptions to the teachers' individualized student instruction planning process.

According to the California Compulsory Attendance Laws (Education Code 48200), parents/guardians and students are responsible for regular school attendance.

Legally Excused Absences/Tardies

Personal illness or injury

Pandemic related quarantine

Medical/Dental Appointments **accompanied by a release note**

Attendance at funeral of immediate family only

Religious Holiday

Court

School Illness - Students absent due to a fever should remain at home

Please be aware: Three (3) or more consecutive days of absence for illness will require a doctor's note.

Please make every effort to schedule medical appointments during after-school hours.

Perfect Attendance

Perfect attendance is awarded for being on time and present every day. To receive recognition for perfect attendance at the end of the semester or school year, a student must be present for at least two-thirds of every day. Students with late arrivals or early dismissals (no more than one per semester) must provide a doctor's note from the medical appointment.

Students are rewarded for their level of academic achievement, one of which is Perfect Attendance. When a child achieves Perfect Attendance they may receive a certificate of Perfect Attendance. A child may receive a certificate of perfect attendance if the child has had No Absences (Excused or Unexcused) for the duration of one full semester of school.

School Illness

Students absent due to a fever should remain at home until they are free from fever without the use of fever-reducing medication for at least 24 hours or as determined appropriate by the Department of Public Health. Students absent due to diarrhea or vomiting should remain at home until symptom free for at least 24 hours or as determined appropriate by the Department of Public Health.

Tardies/Truancy

Regular attendance is essential to any school. A doctor's release note must accompany the student when returning back to school from any doctor/dental/orthodontic appointment. Tardies are reset per semester. (Please Note: It is BPA-SD Policy that three unexcused tardies over 30 minutes are equivalent to one full unexcused absence from school.)

Tardies (Kindergarten through Fifth)

Excessive tardies (3 or more) will result in a parent/guardian meeting with the classroom teacher.

Tardies (Sixth through Eighth)

1st Tardy: Warning

2nd Tardy: Parent/guardian contact

3rd Tardy: Participate in Service Learning

4th Tardy: Referral to administration for further consequences

Student Attendance Review Team (SART)

SART was established to provide assistance to meet the needs of students and parents with attendance problems. SART meetings, consisting of administration, the teacher and parent/community member(s), will provide possible alternatives, interventions and recommendations to referred students who find it difficult to attend school on a regular basis. Attendance is reviewed monthly. Students and parents will be notified if the student has a tardy/absenteeism rate of 10% or more unexcused days. The following steps shall be taken if the student exceeds this rate:

1. First SART Letter — This is an awareness notification for the families to understand the importance of attendance. It will provide the families the opportunity to reach out to the site sharing any issues that have contributed to the attendance issue and make adjustments to ensure their child attendance improves.

2. Second SART Letter— If the attendance does not improve, this letter is sent to conduct a conference. An attendance contract will be implemented to improve the student's attendance.

3. Third SART Letter— If the attendance does not improve after the conference, an additional conference will be scheduled. The attendance contract will be reviewed and/or modified to improve the student's attendance. Attendance will be monitored for improvement.

Chronic attendance problems/tardy problems may result in disenrollment from BPA-SD and/or a Student Attendance Review Board (SARB) hearing.

(Please Note: It is BPA-SD Policy that three unexcused tardies over 30 minutes are equivalent to one full unexcused absence from school.)

Truancy

A student who fails to attend school without a valid excuse is considered truant. Students are allowed three days to clear any absences, by providing a note or through a parent/guardian call.

If a student misses **more than 20 days of school** during the year, regardless of the semester in which the absences occur, his/her promotion for the next year may be questionable and he/she may be disenrolled from the school in compliance with applicable law.

Attendance Policy and Procedures Policy

Regular attendance is vital to a student's success in school. The student who is frequently absent misses social interaction and direct instruction from his/her teachers. Any day or hour absent is a missed learning opportunity. In addition, the school loses funding for each absence, regardless of the reason, including illness or excused absences, which provide vital resources for BPA-SD's operations, benefiting all students and staff.

Because of our commitment to quality education, we are concerned when a student misses school for any reason. Students who are excessively absent from school are not able to accomplish their educational goals. According to the California Compulsory Attendance Laws (Education Code 48200), parents/guardians and students are responsible for regular school attendance.

BPA-SD is a full-time seat program. Our School hours are from 8:30 a.m. to 3:15 p.m., and 8:30 a.m. to 12:30 p.m. on Wednesday early release days. We expect every student to be on time and present each and every day that school is in session.

ARRIVALS AND DISMISSALS

"Early is on Time, on Time is Late and Late is Unacceptable!"

-Eric Jerome Dickey.

Please be aware that there is no supervision of students before 8:00 a.m.

8:30 a.m.

Class begins (If your child is not in their class by 8:30 a.m. they are considered tardy).

Please be aware that according to state law the only tardies which can be "excused" are for doctor appointments.

3:15 p.m.

Dismissal

12:30 p.m.

Early release day dismissal time.

Please be aware that there is no supervision of students after 12:30 p.m. (on early release days) or 3:15 p.m.

Truancies are not acceptable at BPA-SD. Truancy is defined as an unexcused absence without a written excuse from parent/guardian or BPA staff member. Truancy is also defined as excessive tardiness, even a few minutes is tardy.

Repeated violation of the truancy policy will result in further disciplinary action up to and including suspension and expulsion. In partnership with BPA-SD, families choosing to attend are expected to prioritize their child's (ren) educational experiences and commit to punctual drop-off and attendance practices.

Absences

Excused absences are those that are recognized by the state as legally excused absences:

- Student is personally ill, and his/her attendance in school would endanger his/her health or the health of others (Three (3) or more days of absence for illness will require a doctor's note);
Illness: Child has a contagious disease, temperature over 100 degrees, symptoms of vomiting, diarrhea, chronic illness or other conditions with written orders from a medical physician to stay home.
If a student becomes ill during the day, the school will notify the parent(s) immediately. The parent or authorized pick up person must pick up the student as soon as possible, but will not exceed 30 minutes from the time they are notified.
If a student is sent home from school they may return to school after they have been symptom-free for 24 hours without the use of fever-reducing medication or they have begun

treatment under the direction of a medical professional and are deemed to be safe to return to school.

- Serious illness in the student's immediate family necessitates absence; Death of family member necessitates absence;
- Special/recognized religious holiday observed by student's faith;
- Appearance in court
- Verifications are to be provided within 3 days of the absence. Verifications may include: note from doctor, dentist or other medical professional on letterhead, funeral notice, or other supportive documentation.

Unexcused absences are those not defined above, including, but not limited to:

- Unverified absence
- Truancy
- Absence due to leaving campus without permission
- A tardy of five minutes or more
- Absence due to taking an early vacation or extending a vacation.
- Absence due to oversleeping
- Absence due to transportation problems, including missing the bus
- Absence due to not knowing it was a school day;
- Family emergency without valid reason

School Excused Absences

- Field Trips
- Academic Events
- School Office Appointments
- Suspension

Tardy is Truancy

A tardy occurs when the student is not in his/her assigned seat when classes begin at 8:30 a.m.

Unexcused tardies are defined as arriving **any** time after a class/activity has begun or before class/activity has concluded without an excuse from a parent/guardian or BPA-SD staff member.

Repeated violation of the tardy policy will result in disciplinary action up to and including suspension and/or expulsion

Excused tardies include only the following:

- Medical, dental, optical or other health-related appointment (with a note from the office where appointment was scheduled)

- Circumstances discussed with the school ahead of time, and pre-approved by the Administrative Staff.
- All late arrivals other than those described above will be considered unexcused

Excessive Excused and Unexcused Absences and Tardies

- Ten (10) or more days of *excused* absences within a school year are considered excessive and shall require a doctor's note to excuse subsequent absences.
- Three (3) or more tardies, not seated in class at the time class begins or early sign out, is considered excessive.
- Three (3) or more consecutive days of illness shall require a doctor's note upon return to school.
- After three (3) or more total days of *unexcused* absences, five (5) tardies, without a valid excuse on three occasions, or any combination thereof within a school year, will result in the school emailing the parent/guardian the 1st Attendance warning letter asking for the parent's/guardian's help with their student's attendance and warning of consequences for further truancy.
- After eight (8) total days of *unexcused* absences, *unexcused tardies* without a valid excuse, or any combination thereof within a school year, will result in the school emailing the parent/guardian the 2nd Attendance warning letter and invite the family to a Student Attendance Review Team (SART)meeting. The intent is to create and implement a written plan for improving attendance.
- After fifteen (15) total days of *unexcused* absences, *unexcused tardies*, the school will email the 3rd Attendance warning letter notifying that your student may be subject to discipline up to and including suspension or expulsion.
- If your student(s) has missed 10% or more of the days enrolled for the semester, student(s) is/are deemed "chronically absent".
- Students who miss 5% or more of school for any reason, will be considered for retention.
- A doctor's release note must accompany the student when returning back to school from any doctor/dental/orthodontic appointment. A student who fails to attend school without a valid excuse is considered truant.

Per the Student/Parent Handbook and this Attendance Policy, **parents/guardians will make every effort to schedule medical and dental appointments before or after school or during the time that school is not in session.** Parents/Guardians will notify the school office before 8:30 a.m. if your child will be absent. The school will email to verify and code any absences not reported by you. Any student who arrives after 8:30 a.m. must report to the SCHOOL office to receive a tardy slip. Students are not considered "in attendance" or "present" until they are seated in their class.

Attendance/Extra-curricular Activities

In order to participate in extracurricular activities, students must demonstrate regular daily attendance. Students may not participate if "same-day" absence is:

1. Unexcused
2. Due to illness
3. Early release for any other purpose other than to attend routine doctor or dental appointment
4. Due to discipline; OR
5. Is for any reason that violates the Student/Parent Handbook.

DEFINITION OF A TRUANT

The California Legislature defines a truant in very precise language. In Summary, it states that a student missing more than 30 minutes of instruction without an excuse **three (3) times** during the school year must be classified as **a truant** and reported to the proper school authority. This classification and referral helps emphasize the importance of school attendance and is intended to help minimize interference with instruction.

EC Section 48260 (a) A pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

DEFINITION OF A CHRONIC TRUANT

Effective January 1, 2011, EC Section 48263.6: Any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a valid excuse for ten percent (9 days per semester, 18 days per year) or more of the school days in one school year (180 days), from the date of enrollment to the current date, is deemed a chronic truant, provided that the appropriate school district officer or employee has complied with ED sections 48260, 48260.5, 486261, 48262, 48263 and 48291.

Student Attendance Review Board (SARB) hearing.

If the SART plan/contract is violated, SARB can exercise its option to instruct the parents/guardians to enroll the student in their district of residence. Following the local County Office of Education directive, students with chronic attendance/tardy problems can be required to enroll in a district school and will no longer be permitted to enroll in Charters or home school programs.

**If a student is on an IEP an IEP meeting must be held before placement in alternative education.*

ACADEMIC EXPECTATIONS

Drop Off/Pick Up

Parents may drop off students **no earlier than 8:00 AM**. Students must be picked up **no later** than 15 minutes after dismissal. The front office will be closed from 2:30 pm to 3:30 pm for pick-up. During that time, the office personnel will be available by phone only.

Please see our website for the school calendar.

Birthdays/Celebrations

In an effort to maximize student instructional time, students/parents/guardians are not allowed to bring food items and/or decorations (balloons, party hats, etc.) for birthday celebrations for students or staff. Individually, teachers will choose to recognize student birthdays within their classrooms. We encourage you to celebrate your child's birthday after school or on weekends. Thank you for your assistance.

Closed Campus

BPA-SD is a closed campus. Students must remain on campus for their entire school day. Students are not allowed off campus unless they have been checked out of the office by a parent/guardian.

When the student leaves the school campus during the day, BPA-SD is no longer liable for the conduct or safety of that student.

Procedure for Checking out Students

Parents/guardians wishing to check a child out of school are to come to the office. Parents/guardians must present ID at the time of check out. Prior notification is required for adults not listed on the emergency card to remove a child from school. The staff will summon the child from class. Parents are not to go directly to a classroom for their children. Texting your child during school hours is prohibited. Please contact the front office regarding communication with your student.

Health Information and Medication

Emergency Cards and Immunization Records must be kept up to date. Please contact the office if you have any changes. Any health problems must be noted so that school may properly work with students to ensure each student's safety.

Student Medication

Occasionally, a child under medical care may continue to attend school and require medication administration during school hours. A student is not allowed to carry medication with him/her on school grounds. California State Law requires that medications be administered to students only with specific authorization. In these special cases, school personnel may administer medication. When possible, please administer once-a-day medications before or after school hours.

Prescription Medications require a written physician's order that includes the name(s) of the medication, dosage, time(s), and duration that the medicine is to be given to the child. A parent authorization form is also required. The medication must be in the original container and correctly labeled.

BPA-SD will not administer over the counter medications.

Emergency Medications: Some schools may allow certain emergency medications (like epinephrine pens for severe allergies) to be administered without a specific prescription in emergency situations, under state-specific guidelines.

Textbooks

All textbooks are the property of BPA-SD. Books should be handled with respect and care. Textbooks assigned to students must be returned at the end of the semester or the end of the school year, depending on the course. Students will be responsible for returning all textbooks. Families are responsible for replacing damaged or lost textbooks in compliance with applicable law.

Chromebooks

All Chromebooks are the property of BPA-SD. Chromebooks should be handled with respect and care. Students are responsible for returning Chromebooks. Families are responsible for replacing damaged or lost Chromebooks and charging cords/accessories in compliance with applicable law. Specifics regarding Technology, Devices & Internet Acceptable Use Policy are included in the handbook.

Lunch/Break Time

Students are welcome to bring their own snacks and lunches to enjoy during breaks and lunch periods. We encourage selecting nutritious options such as whole grains, protein, dairy, fresh fruits, and fresh vegetables. To promote a healthy nutritional environment, please avoid bringing soda, candy, gum, spicy chips, slushies, milkshakes or ice cream. Glass containers and glass bottles are prohibited for safety reasons.

During regular class time, only water in a sealed container is permitted. There is a filling station on site for refills throughout the day. Thank you for supporting healthy choices and helping us maintain a safe learning environment.

In compliance with the California State Meal Mandate, BPA-SD provides two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price eligibility.

Lunch Drop Off

Lunch drop-off will not be accepted after 10 am. Lunch must be brought in labeled with the student's name and grade/class visible and placed on the designated cart by the front door.

Students are responsible for picking up their lunches from the designated cart in the Bay Cafe at their scheduled lunchtime. BPA-SD is not liable for any stolen items.

Lost and Found

Marking names on garments eases recovery. Students who find lost articles are to turn them into a staff member. Please direct inquiries about lost articles to your student's teacher. Lost or misplaced clothing will be stored; Items not claimed within 30 days will be laundered and placed in the BPA Closet for reuse. Lost books will be returned to the appropriate teacher or the library.

Library

The librarian is in charge of the library at all times. BPA-SD's library has been established for the benefit of all students; everyone must cooperate to maintain and improve our library. Books are the responsibility of the student checking them out. They are to be returned in good condition. Students who lose or damage a book will have to pay for their repair or replacement.

Parking

Please follow all traffic rules in the parking lot and on school property. There will be no loitering in the parking lot. Parents/guardians who visit the school may use the visitors parking area closest to the office.

Traffic Flow for Pick Up/Drop Off

Please follow current school procedures, available at the office. If, at any time you are uncertain of the procedures, please check with the office. Students must be dropped off **NO EARLIER** than **30 minutes** before school starts and picked up **NO LATER** than **15 minutes** after school ends.

School Events and Activities

BPA-SD provides students many opportunities to explore their interests outside of core academic classes. Some clubs and organizations have a long-standing presence on campus; others spring up as student interest and staff availability come together. All guests at the school sponsored events must have a guest pass and must follow all rules. Students are responsible for their guest's behavior. Any student who does not display appropriate behavior at a school event will be required to leave.

If a student has been suspended, he or she will not be able to attend the subsequent school event or activity. Furthermore, if a student has already paid for a BPA-SD event or activity, including field trips, and then subsequently earns a suspension, BPA-SD will not refund student monies.

School/Facility Property

Students are to respect all school property including classrooms, restrooms, technology, textbooks, materials, equipment, and furniture. Please make sure students use crosswalks, sidewalks, and designated pedestrian areas when coming and going to school. Littering is prohibited.

State Required Testing

BPA-SD follows the rules and procedures for all State required testing.

Each student in grades 3-8 has an opportunity to demonstrate their learning through the California Assessment of Student Performance and Progress (CAASPP).

BPA-SD will administer the home language survey upon a student's initial enrollment. All students who indicate that their home language is other than English will be tested utilizing the English Language Proficiency Assessments for California (ELPAC). The initial ELPAC will be administered within 30 days of initial enrollment based on the home language survey. The summative ELPAC will be administered to each student classified as an English Learner annually in the spring until re-designated as fluent English proficient consistent with the charter petition.

The Physical Fitness Test (PFT) is administered to 5th and 7th graders between February and May.

The school will follow state and federal guidelines for accommodations and modifications of all tests deemed necessary for students with exceptional needs as determined by the Individualized Education Program (IEP/504) team.

All TK- 8th grade students will take applicable tests such as CAASPP, PFT, and ELPAC.

All BPA-SD students in Grades 3rd through 8th must participate or BPA-SD will face severe penalties on the California Dashboard; the state's measurement of school accountability. If not met, this alternatively will impact BPA-SD's ability to renew its charter and continue operations.

Parent/Guardian may submit (with valid cause/on valid grounds) a written request to the site administrator requesting for exclusion/opt-out of his or her student/child from any or all parts of state-mandated assessments.

In order for a family to complete the exclusion/opt-out process, BPA-SD and the parent/guardian will complete the following steps:

1. Parent/guardian communicates the intent to opt-out of the assessment to the Executive Director.
2. The Executive Director will document the reason for the opt-out request.
3. The Executive Director reviews the reason for the opt-out request and subsequently schedules a meeting with the parent/guardian to discuss the reason for the exclusion/opt-out request prior to the partial or full exclusion/opt-out being processed.
4. If the parent/guardian decides to opt-out the student, the Executive Director will complete documenting the conversation and the resolution.
5. The parent/guardian must specifically document in writing of which test or tests the student is opting out. **Added**

Student Class Work

As a college prep school, we expect all students to come prepared for class. We recognize that occasionally emergencies occur. We will make every effort to get class work to students who do not arrive on time. Situations such as these cause classroom interruption and disruption.

Visitations

Friends and family are not allowed to visit during school hours unless they have a visitor's pass and have received prior approval from the administration. We guard our academic time intensely and do not allow for classroom interruptions except for emergencies. If you would like to speak with your child's teacher, please arrange a mutually convenient conference time.

Volunteers/ Guests

In the interest of safety, all visitors must report to the office upon arrival with a valid ID prior to visiting a classroom, volunteering or chaperoning.

All volunteers must be approved first. See the front desk receptionist for a volunteer packet.

Withdrawal Procedures

Any student desiring to transfer to another school will need to return all textbooks, chromebooks and materials, and complete a withdrawal form. Exit grades for 6th through 8th may be available 24 hours after receipt of a signed withdrawal form. A BPA-SD student may not legally enroll at another public school unless they have formally withdrawn from BPA-SD.

DRESS CODE POLICY

Our mission at BPA-SD is to educate students through a rigorous college prep curriculum that best supports students' academic success and personal goals while maintaining a safe learning environment and building a positive school culture. In order to accomplish this, all students are required to follow the dress code listed below while on campus and while participating in off campus activities. This dress code applies to both everyday attire and to formal dress code days, as explained below. At BPA-SD we are focused on education as a priority.

Having a strict dress code helps foster a professional and healthy learning environment, promote school unity and community pride, eliminate social stigmas that may be attributed to attire, mitigate bullying, and minimize distractions associated with fashion trends to allow students to focus on learning. Please reference the school's website for visual examples of acceptable apparel.

BPA-SD is a school of choice, and we expect that all students will comply with the Dress Code Policy as its intent is to instill a safe, healthy, and productive learning environment.

Everyday Dress Code

Attire that conforms to this dress code policy may be purchased at any retail location and students may wear any conforming clothing they already have.

ALL DRESS ATTIRE MUST BE CLEAN, IRONED/WRINKLE FREE & NOT FADED.

Pants

Navy or Khaki (no black) color dress slacks/bermuda shorts, skirts, skort and jumpers may be worn, however, all plaid items must be purchased from a BPA's approved vendor. Pants must be worn appropriately at the waist and be of the correct size for the student. **No sagging, baggy or tight fitting clothing is permitted.** Pants may not have any holes or tears in them. Clothing may not be rolled, tied or folded at the waist. Belts must be worn with all pants. For safety reasons, pants with extra side or back pockets are not allowed and pants must be the correct size for the student. Shorts may not be shorter than three inches above the knee. No shorts, skorts, skirts or jumpers may be altered to a shorter length. Leggings in navy blue or black may be worn under dresses or skirts, but not worn alone. Navy bike shorts may be worn under skirts and jumpers.

Shirts

White button up, collared shirt/blouse with white buttons only, short or long sleeved, and optional navy tie. **White, navy blue or Carolina blue polo shirts.** Shirts must fit appropriately and be **tucked in** at **all** times. No excessively tight fitting clothing is allowed. No layering of clothing is allowed and all undergarments must be white, short sleeved or sleeveless and visible only at the neck. Shirts must be long enough to remain tucked in when arms are raised above the head.

Hair

Must be clean, combed, managed **and out of the eyes.** All Students may have tastefully colored hair in **natural** shades; no extreme differentiation in colors. Hair adornments are limited to black, blue, or white in color. Students may also wear approved plaid hair bands. Hair adornments must be simple (for example, no large flowers) and appropriate for school.

Skin and nails

Clean with **no** visible body piercing or tattoos. Lip, nose and eyebrow piercings will not be allowed on campus. Students are allowed to wear simple earrings; **only in the ears** and only up to two earrings per ear. **No large hoops or dangling earrings for safety reasons.** Students in grades **TK/K-5** may not wear any makeup. Students in **grades 6 and up** may wear makeup in soft, modestly applied colors. **Light, natural colored polish in natural nail lengths is acceptable for students in all grades.**

Belts

(Belts are optional for TK/K through second grades.) Simple and plain black, brown, navy, or tan are allowed as they match the school colors. Small, simple buckles are allowed; no decorations such as skulls, skin or other offensive adornments. Belts may not be worn with garments that do not have belt loops. If your pants or shorts have belt loops, a belt must be worn every day. Belt loops may not be removed.

Shoes and Socks

Only black shoes are allowed. Dress shoes, tennis shoes, loafers, boots (boots are allowed in **black only**: calf height or lower only), Mary Janes, are all acceptable. White walls on the shoes, as found on many Vans or Converse styles, are acceptable. **No excessive logos or decorations are allowed.** This includes gems, sequins, or reflective objects. No heels higher than 1 inch, no flip flops or sandals may be worn on campus. **No Ugg or Ugg-like boots are allowed.** No skater or wheeled shoes allowed. Shoes may not have any offensive adornments such as skulls, spikes, etc. **Socks** must be white, tan,

blue or black and must be free of pattern. Socks that match the school colors are acceptable. Tights (with a closed toe) may be worn in black, blue, or white (**No** designs, patterns or fish- net type tights).

Backpacks/ Book bags

Students may use backpacks or book bags. **Single Solid BLUE or BLACK colors ONLY** (modest/discrete brand names are allowed). **No decorations or designs of any kind. No exterior accessories (key chains, hand sanitizer, sunscreen, etc) of any kind are allowed.** Accessories that are in compliance with the student handbook and that are permitted on campus may be carried inside the backpack/book bag. Please make sure to identify Backpacks/Book bags with the student's name.

Lunch bags/boxes

Lunch bags/boxes must be in good taste and appropriate for school.

Outerwear No hooded clothing items are permitted.

Solid navy or black pullover sweatshirts (**no hoods**), sweaters, vests and jackets are allowed.

Hats, beanies, and sunglasses may be worn outdoors at break or lunch. They must be plain, simple and navy blue, light blue, black, or white to match the school colors. No logos, writing or adornments are allowed.

Excessive jewelry and other adornments are not part of the dress code and are not allowed on campus during the school day.

Formal Dress Code Days

Students are required to wear **formal dress** attire for special occasions such as assemblies including 8th grade graduation. Students must remain in formal dress attire for the entire day; **this includes** boys wearing a tie.

Girls Formal Dress Attire: **BPA-SD Approved Plaid or Navy Blue** skirts or skorts, jumpers or navy dress slacks with white button up blouses (short or long sleeve), buttons on blouses must be plain white (no off colors), and solid black shoes.

Boys Formal Dress Attire: Navy or black dress slacks, white button-up, collared shirt (short or long sleeve), buttons on shirt must be plain white (no off colors), **navy or BPA-SD Approved plaid** tie, and solid black shoes.

Spirit Wear Days: School Approved Spirit Wear days will be communicated in advance.

WE NEED YOUR HELP

If and when you can. When your child(ren) grow(s) out of their attire that conforms with the dress code, we would like to ask that you please donate these items to the school to support other families that may otherwise have children that fit the attire.

ENFORCEMENT

No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against solely for an instance of wearing clothing which does not comply with this policy. However, for any student who arrives at school in nonconforming clothes, the parent/guardian will be contacted to provide the student with conforming clothing for the day. Repeated violations of the dress code policy may result in disciplinary action. For instance, through involvement in service learning projects on campus.

The following are potential disciplinary actions BPA-SD may be taken against pupils for violating the Dress Code Policy:

1st offense: **Warning (verbal and/or written)**, parent/guardian notified. Nonconforming items may be taken away and kept in the administration office until the end of the school day.

2nd offense: Parent/guardian notified. Nonconforming items may be taken away and kept in the administration office until the end of the school day.

3rd offense: parent/student/teacher conference, loss of privileges, involvement in service learning projects on campus. Nonconforming items may be taken away and kept in the administration office until the end of the school day.

4th offense: Parent/student/teacher meeting with Administrative Staff. Further consequences may be instituted in compliance with BPA-SD policies and applicable law.

PLEASE NOTE: In any and all cases concerning the interpretation of the school's Dress Code, the school administration reserves the absolute right to determine what constitutes proper compliance.

This Dress Code Policy has been adopted by the Governing Board in compliance with the provisions of Article IX, section 5 of the California Constitution, and Assembly Bill 1575, which prohibits the charging of any student fees for participation in an educational activity at a public school. Any student or parent/guardian who needs assistance with identifying or purchasing conforming clothing should contact the school directly. Students or parents/guardians requesting an exemption from any provision of this dress code for religious or other reasons should contact the school directly.

STUDENT EXPECTATIONS

The primary goal of BPA-SD is education. Appropriate student conduct is of utmost importance in order for the school to achieve that goal. Students will be expected to follow all school expectations. We expect students to:

Be respectful: Address adults appropriately. Use courteous and polite language and behavior. Safeguard school property and the property of others.

Be responsible: Be on time and prepared to learn. Be accountable for completion of work.

Demonstrate excellence at all times. Demonstrate integrity in all things. Acknowledge and take responsibility for your actions. Follow all school expectations. Comply with the dress code.

At BPA-SD we are DRIVEN: These are the values we uphold

Determined-We persevere through difficult challenges to reach our goals.

Respectful-We treat others, ourselves, and our school with care.

Inclusive-We embrace and celebrate our differences.

Visionary-We plan for our futures.

Empowered-We take pride in our learning and actions.

Notable-We leave a positive impact on our community.

ACADEMIC EXPECTATIONS

Academic Integrity

Academic honesty and personal integrity are fundamental components of a student's education and character development. The staff at BPA-SD expects that students will not cheat, lie, plagiarize, or commit other acts of academic dishonesty.

Students, parents/guardians, staff, and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to disciplinary action.

Any student who gives or receives information during a test shall receive no credit. Depending on the seriousness of the violation, the student may be counseled with the parent or guardian present or may be given no credit for the assignment, grade period or for the semester. Where research papers are concerned, teachers will ask students for an outline and rough draft to help avoid plagiarism.

Examples of Academic Dishonesty

Specific types of academic dishonesty that will not be tolerated, but are not limited to those defined below:

Cheating on Tests: Any intentional giving of or use of external assistance relating to an examination, test, or quiz without express permission of the teacher. This includes looking at another student's paper, sharing answers, or copying another student's paper.

Fabrication: Any intentional falsification or invention of data citation, or other authority in an academic exercise.

Unauthorized Collaboration: While collaboration is often encouraged, unauthorized collaboration is not permitted.

Plagiarism: Any intentional representation of another's ideas, words, or works as one's own. Plagiarism includes the misuse of published materials, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper to copy, without permission of the teacher is also engaged in plagiarism.

Alteration of Materials: Any intentional and unauthorized alteration of student, teacher, or library materials.

Forgery: Any unauthorized signing of another person's name to a school related document.

Theft: Any theft of materials

Transfer of Unauthorized Materials: Any giving or selling of unauthorized materials.

Plagiarism Policy

Researching information on the internet and incorporating that information into a student's work is an acceptable educational use, but students have an obligation to credit and acknowledge the source of information. Accordingly, the student acknowledges that plagiarism is inappropriate and unacceptable. Any student that is determined to have plagiarized will be referred to the Site Administrator or designee.

Potential Consequences for Academic Dishonesty

First offense: Student, parent/guardian and teacher meeting. No credit for the affected test or assignment. The plagiarized assignment is to be reassigned. An Incident Report Form documenting the incident is completed. The original, signed by student and parent/guardian, is reviewed by administration and filed with the main office.

Second offense: Student, parent/guardian and school administrator or designee meeting. No credit given for the affected test or assignment. Students are also removed from any extracurricular activities, including field trips, sports, camps, etc. An Incident Report Form is filled out documenting the incident, signed by all parties, and filed in the main office.

Continued demonstration of academic dishonesty will result in further disciplinary action, including suspension and/or disengagement from the school. Academic dishonesty offenses do not accrue from year to year, but, if a student continues to break these rules, the administration reserves the right to levy further disciplinary actions including suspensions and/or possible disengagement from the school.

STUDENT CONDUCT

General School Conduct

- All play must stop at the whistle. Balls may not be bounced or played with after the whistle.
- Students are to line up immediately after staff on duty signal to come in.
- Students are not allowed in the hallways without permission.
- Students may not go to the office or nurse without written permission.
- No running in the hallways.
- Students are permitted to eat a healthy snack during recess times. This privilege may be revoked if students do not throw away their garbage or at teacher discretion.
- Gum and seeds are not allowed at school.
- Recesses should be used to go to the restroom and get drinks.
- Students may not bring personal items to school that are not essential to their learning.
- No physical contact with other students including but not limited to pulling, pushing, hugging, etc...

Off Limits

The following areas are off-limits to students without authorized school supervision:

Warehouse

Back of school campus

Parking Areas

Plant and shrub areas

Multi-Purpose Room Conduct

Bay Cafe serves students nourishing and appetizing food, planned in accordance with the rules of good health and dietetics. Students should demonstrate the DRIVEN Code while in the Bay Cafe. When students get their lunch, they are to go to a table designated by the Academic Coach. Afterwards, they are to take their plates, utensils, and trash to the appropriate receptacle.

Classroom Conduct

Students are expected to be courteous, aware of and obey the rules and standards set by teachers. The requirements and activities differ from class to class. It is the responsibility of the student to know and follow the class procedures. Students are to behave courteously at all times.

- Major acts of misconduct, such as fighting, weapons, tobacco, racial/ethnic insults or conflicts, and/or other violations for which a student may be suspended or expelled from school must be referred to the principal immediately.
- Other types of misconduct, such as excessive talking in class, disturbing others in class, inattentiveness, failure to work diligently in class, violating playground rules, or other violations, should first be handled by the teacher.

Harassment/Bullying

Harassment/bullying of any kind is prohibited. No communications with derogatory or inflammatory remarks about an individual or group's race, religion, national origin, physical attributes, or sexual preference will be tolerated. Discovery of harassment or bullying of any kind may lead to suspension and/or expulsion.

Physical Contact/Public Display of Affection

Keep all hands, feet and other objects to yourself at **all** times. **No** hugging, kissing, or signs of affection are to take place at school or at school sanctioned events.

Sexual Harassment Policy

BPA-SD is committed to maintaining a learning environment that is free from sexual harassment. Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, for that reason, is a violation of state and federal laws and a violation of this policy.

BPA-SD considers sexual harassment to be a major offense which can result in the suspension or expulsion of the offending student grades four and above. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three.

Any student who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the Administrative Staff or so that appropriate action may be taken to resolve the problem. BPA-SD prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.

- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault, or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Prohibited Items on Campus

- Blade or knife of any kind or size. (Note: This is a recommendation for expulsion offense)
- Any electronics that are not conducive to the teacher's instruction.
- NO GUM, NO GUM, NO GUM.
- Skateboards, roller blades, bicycles are not to be ridden on campus at any time.
- Alcohol, drugs, weapons, cigarettes/E-cigarettes/cigars, lighters, matches, any type of gambling or smoking are not permitted on campus and will result in suspension and/or expulsion.
- Indelible/permanent markers, including brands such as "Sharpie".
- Headphones and earbuds are permitted for CLASS ASSIGNMENT USE ONLY.

STUDENT SEARCHES

Per California Education Code § 49050, school employees may search student backpacks and other school property including school lockers. School officials can search student property if they have "reasonable suspicion" that the student has violated a school rule or law, and that the search will turn up evidence. The search must also be "reasonable" based on the student's age and what is being searched for.

Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrative director to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the administrative director may conduct a search of that student. The administrative director must:

- Ensure that the lead person conducting the search is of the same gender as the student being searched.
- Only conduct a search if there are **no less** than two individuals conducting the search.
- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.

- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.
- Follow-up on a credible tip, even if anonymous.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.
- Searches based on reasonable suspicion will be conducted in a private area whenever possible.

BPA-SD will comply with Ed Code 49050-49051 related to ARTICLE 8. Searches by School Employees.

Ed Code 49050. No school employee shall conduct a search that involves:

(a) Conducting a body cavity search of a pupil manually or with an instrument.

(b) Removing or arranging any or all of the clothing of a pupil to permit a visual inspection of the underclothing, breast, buttocks, or genitalia of the pupil.

Drug Free Campus

BPA-SD prohibits the use of all forms of tobacco, smoke, and electronic and mechanical nicotine delivery devices on campus. BPA-SD prohibits any advertising, sale, or free sampling of such products. Littering the BPA-SD campus or property with the remains of tobacco, smoke, or mechanical nicotine delivery devices or any other related waste product is prohibited.

BPA-SD is a tobacco free zone.

Locker Use

Lockers are provided to students as a convenience for storing personal belongings and school materials. The following guidelines must be followed to ensure the proper use of lockers:

1. Locker Assignments:

- Lockers are assigned at the beginning of the school year. Students must use only the locker assigned to them.
- Sharing lockers is not permitted unless explicitly authorized by school administration.

2. Lock and Security:

- Lockers should be free from locks.
- The school is not responsible for any lost or stolen items. Students should avoid keeping valuable items in their lockers.

- Report any locker issues or security concerns to the school office immediately.
- 3. **Locker Maintenance:**
 - Keep lockers clean and organized. Do not attach stickers, write on, or otherwise deface the locker interior or exterior.
 - Ensure lockers are fully closed and locked after use.
 - Remove all personal items and clean out lockers at the end of the school year or when requested by school administration.
- 4. **Prohibited Items:**
 - Do not store any prohibited or dangerous items in lockers, including but not limited to weapons, drugs, alcohol, and contraband.
 - Items that disrupt the school environment, such as large sound systems or inappropriate materials, are also not permitted.
- 5. **Access and Inspections:**
 - School administration reserves the right to access lockers at any time for safety and security reasons.
 - Periodic inspections may be conducted to ensure compliance with locker use policies.

Cell Phones & Mobile Devices Policy

In an effort to provide a learning environment free of distractions, and maximize valuable time toward instruction and student learning, the school is authorized to regulate the possession or use of cell phones and mobile devices, including smart watches. State law allows students to have cell phones on campus. In addition, State law allows schools to regulate their use.

At the beginning of each school day, all students in possession of a cell phone and/or other “smart” mobile device **are required to place the device in a pre-assigned designated device compartment at the school that is accessible to pupils in the case of an emergency or danger.** Likewise, students will not be permitted to keep their devices in their backpacks. Consequently, no student will be allowed to have a phone in their possession on campus or at school sponsored events except in the case of an emergency or other exception permitted by law. All students have been informed of this policy and the assigned device compartments. **Please, recognize that the best security for the cell phone is to leave it at home.**

Parents/Guardians are urged to utilize the school phone number to relay any urgent messages. The office phone is available for student use in case of emergencies. The use of cell phones and mobile devices is prohibited on campus during the school day.

Should a student refuse to give their cell phone and/or mobile device to the teacher or staff member upon request, the parents will be called and the student may be disciplined in accordance with the school’s discipline procedures. Mobile devices will be confiscated and returned at the discretion of the school administration. The school will not be responsible for theft or damage to cell phones or any other electronic devices.

If a student is found in possession of a mobile device after being asked to place it into a designated compartment in the school, the following consequences may be administered:

DISCIPLINARY ACTION

If a student is found in possession of a cell phone after being asked to place it into a designated compartment, the following consequences will be administered.

1st offense:

On the first offense of a given school year, the teacher/staff confiscates the cell phone. Parents/guardians are notified. The device will only be released to a parent/guardian.

2nd Offense

On the second offense in a school year, not in a specific class, the teacher/staff confiscates the cell phone. Parent/guardians are notified and requested to attend a conference with staff. The device will only be released to a parent/guardian.

3rd Offense:

On the third offense in a school year, not in a specific class, the teacher/staff confiscates the cell phone. Parent/guardians are notified and required to pick up the device from the front office. The student is no longer allowed to bring the phone to school or school events for the remainder of the academic year.

4th offense:

Consistent with BPA-SD policies and applicable law, the student may lead to suspension and/or expulsion.

Students who engage in inappropriate use and/or “sexting” during school activities and/or on school grounds either in picture or word form, will face significant discipline (including and up to suspension and/or expulsion) and violations may be reported to legal authorities. Please refer to the “Sexual Harassment” section in this handbook for further information related to this topic.

My signature on the student/parent handbook acknowledges that I agree to this policy and disciplinary action related to any infraction of this policy.

Parents/guardians and students have agreed upon the contents of the Student/Parent Handbook by signing electronically during the school registration process.

COMPUTER USE

Prior to using a computer at BPA-SD, each student must first sign an Acceptable Use Policy. While using computers, all students are required to follow the guidelines and expectations laid out by BPA-SD staff. Misuse of computers or inappropriate use will result in immediate loss of computer use privileges and additional disciplinary action will be taken.

Compliance with Acceptable Use Policy

BPA-SD students must comply with the Acceptable Use Policy included with this handbook. The following is a brief summary of the policy's requirements. Access to the Internet has been provided to students for their educational benefit. The Internet allows students to connect to information resources around the world. Every student has a responsibility to use the Internet in an appropriate and productive manner.

Acceptable Uses of the Internet

While at BPA-SD, student use of the Internet is for educational purposes only. Students should use the Internet in a responsible, ethical and lawful manner. Appropriate databases may be accessed for educational information as needed.

Unacceptable Use of the Internet

The Internet should not be used for personal gain or advancement of individual views. Use of the Internet for personal and inappropriate purposes including, but not limited to, downloading music, visiting pornographic websites, Facebook, chat sites, social networking, playing video games, etc. is strictly prohibited and will result in school disciplinary action and/or legal action.

Students are prohibited from using BPA-SD computers and Internet services for any non-academic purposes.

Software

To prevent computer viruses from being transmitted through the system there will be **no** unauthorized downloading of any software.

Copyright Issues

Copyrighted materials belonging to entities other than BPA-SD may not be downloaded, and students are not permitted to copy, transfer, rename, add or delete information or programs belonging to others unless given written permission to do so by the owner of the materials or programs.

Failure to observe copyright or license agreements may result in disciplinary action from BPA-SD or legal action by the copyright owner.

Security

BPA-SD reserves the right to access and monitor all messages and files on the computer system. Internet messages are public communication and are not private. All files and communications including text and images can be disclosed to law enforcement or other third parties without prior consent of the sender or receiver.

ACADEMICS

Academic Program

BPA-SD utilizes a blended learning station-rotation model to educate its students. To facilitate this, students participate in a rigorous, relevant, college-prep curriculum with cutting-edge educational technology that is based on Common Core/State Standards and supports BPA-SD's mission statement and Schoolwide Learner Outcomes.

Homework Policy

Students are required to complete all homework assignments in a timely manner. Grades K-8 students who do not do so will be required to complete the assignments in place of classroom activities weekly as needed. Students who continually fail to complete assignments on time will be required to meet with their parents/guardians and teacher. The assignment may receive partial credit upon completion at teacher's discretion.

Physical Education

Students in grades 1-6 participate in 100 minutes of physical activity per week. Students in grades 7-8 complete 200 minutes per week.

Progress Reports/Report Cards Grading

In **TK/Kindergarten through Fifth Grade**, BPA-SD utilizes the following grading system:

Achievement

4 (Exceeds Standards)

3 (Meets Standards)

2 (Progress Towards Standards)

1 (Insufficient Progress)

Effort

O (Outstanding)

S (Satisfactory)

N (Needs Improvement)

U (Unsatisfactory)

In **Sixth through Eighth Grade**, BPA-SD utilizes the following grading system:

A (Exemplary work, 90%-100%)

B (Above average work, 80%-89%)

C (Average work, 70%-79%)

D (Below average work, 60%-69%)

F (Failing work/scoring less than 60%)

TK/Kindergarten through Eighth Grade

Conference/Reporting Period Parent conferences for all students at the end of the first quarter.

Parent conferences as requested by the teacher or parent/guardian on an as needed basis. Progress reports will be given at the end of Quarter 1 and Quarter 3. Report cards will be distributed at the end of each semester.

MEDIATION AND CONFLICT RESOLUTION

PBIS

BPA-SD's primary focus is education. Our goal is to create a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Students are expected to demonstrate behavior that maximizes the potential for learning for all students. Students who do not adhere to stated expectations for behavior may expect consequences for their behavior. This list should not be considered progressive discipline in all cases. **BPA-SD reserves the right to determine the proper level of discipline that best suits the circumstances requiring discipline.** Consequences may include, but are not limited to:

Identification of Behavior:

- Teacher/Staff identifies the behavior or action that violates school rules or policies.

Investigation:

- The teacher meets with the students involved to discuss the incident and gather their perspectives.
- Relevant information and evidence are collected, and a student incident report is completed.

Decision Making:

- The teacher determines the appropriate disciplinary action based on classroom and school policies, considering the severity of the behavior.

Communication:

- Before completing the investigation, if needed, the office staff will notify parents about the ongoing inquiry, assuring them that the teacher will provide necessary updates by the end of the day. Due to privacy considerations, specific consequences for the aggressor or guilty party will not be disclosed to the injured party.

Implementation:

- The teacher implements the disciplinary action decided upon:
- Parent conference
- Loss of privileges
- Mediation and conflict resolution
- Daily progress reports shared with parents
- Documentation maintained for ongoing progress monitoring
- Assigned civic duties on campus
- Suspension or expulsion, depending on the severity of the incident.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parents/guardians. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in BPA-SD's Suspension and Expulsion Procedures and Policy related to school activity or school attendance that occur at any time including, but not limited to:

While on school grounds
While going to or leaving from school
During, or traveling to or from, a school-sponsored activity

The following actions may result in a student being referred to the Administration:

Minor Infractions

may include but **are not limited to:**

- Disrespect
- Defiance
- Disruptions
- Harassment/Bullying
- Tardies
- Littering
- Inappropriate Language
- Coming Unprepared for Class
- Non-completion of Assignments

The following actions may result in suspension or expulsion. Parents/Guardians will be notified in all cases.

Major Infractions

may include but **are not limited to:**

- Blatant Disrespect
- Blatant Defiance
- Habitual Defiance
- Blatant Disruption
- Harassment/Bullying of any kind (including cyberbullying)
- Infliction or Attempting to Cause/Causing Physical Injury
- Property Damage
- Blatant Obscenity/Profanity
- Receipt of Stolen Property

Students may be referred for expulsion for any of the following infractions, depending upon their severity. Parents/Guardians will be notified.

Additional Major Infractions

may include but **are not limited to**:

- Assault
- Fighting
- Controlled Substance
- Weapons
- Smoking
- Alcohol
- Tobacco
- Theft
- Improper Use of Technology
- Harassment/Bullying of any kind
- Hazing
- Threats/Extortion

See the BPA-SD Suspension and Expulsion Procedures and Policy for more detail.

TECHNOLOGY, DEVICES & INTERNET ACCEPTABLE USE POLICY

ACCEPTABLE USE POLICY

As part of our School Technology Plan, BPA-SD provides computer networks and internet access for its students and employees. BPA teachers and students use the internet as an instructional tool, to communicate, collaborate, and to complete many of their assigned academic and professional responsibilities. Access to the internet is an integral part of the instructional program designed to help students meet the BPA Expected Schoolwide Learning Results.

Each year, students and employees must acknowledge receipt of an agreement with this Acceptable Use Policy ("AUP" or the "Policy"). Students who are under 18 must also have a parent or guardian sign this policy. By signing the Parent-Student Handbook agreement, the student, employee, and parent or guardian agree to follow the rules set forth in this Policy and to report any misuse of the computer network or the internet to a teacher or administrative director. Parties agreeing to this Policy also understand that BPA may revise the AUP, as it deems necessary. Any such changes will be posted on the BPA website. <http://www.baypointacademy.org>

Acceptable Use Policy for the Internet

Access to the BPA computer network (including, but not limited to: host computers, file servers, application servers, laptops, network hardware, printers, handheld internet accessible devices, software, applications, data files, email systems, and all internal and external computer and communications networks and peripherals) and the internet is an integral part of the instructional program. Failure to use the BPA computer network, internet access, and student and employee accounts for exclusively educational or professional purposes may result in disciplinary action.

Students and employees may have several user accounts authorized by BPA ("Accounts"), including, but not limited to: network access, email, calendars, file storage, applications (apps), instructional and professional resources. User Accounts refer to any account created for educational or professional use while using the BPA network. All accounts created for use while at BPA should use the user's BPA email account for registration. User Accounts provided by BPA should not be used for personal purposes.

User Accounts may only be used during the time the User is a student or employee of BPA. Each account owner is responsible for using it properly. The student or employee may be required to change the password the first time he or she uses the user account and routinely thereafter. Use of passwords to gain access to the BPA network does not imply that the User has an expectation of security or privacy.

If a User is uncertain about whether a particular use of the computer network, website, application, or email is appropriate, he or she should consult a teacher or administrative director.

Unacceptable Uses of the Computer Network, Email or Internet

1. Uses that violate any state or federal law, municipal ordinance, or BPA Policy are unacceptable. Unacceptable uses include, but are not limited to:
 - a. Selling or purchasing any illegal substance;
 - b. Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law; or
 - c. Transmitting or downloading confidential information or copyrighted materials.
2. Uses that involve accessing, transmitting or downloading inappropriate materials on the internet, as determined by the BPA Governing Board or any related authority (e.g., Chief Executive Officer or designee).
3. Uses that involve obtaining and/or using anonymous email sites.
4. Uses that involve circumventing the BPA network, filtering and/or firewall
5. Uses that cause harm to others or damage to their property are unacceptable.

Unacceptable uses include, but are not limited to the following when done while using a BPA device or the BPA network:

1. Engaging in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
2. Deleting, copying, modifying, or forging other User's emails, files, or data.
3. Installing or using encryption software on any BPA device or the BPA network.
4. Accessing another User's account for any purpose, even with consent.
5. Damaging computer equipment, files, data or the network.
6. Using profane, abusive, or impolite language.
7. Disguising one's identity, impersonating other Users, or sending anonymous messages.
8. Threatening, harassing, or making defamatory or false statements about others.
9. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials.
10. Accessing, transmitting, or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance including, but not limited to "email bombs."
11. Accessing, transmitting, or downloading large files, including "chain letters" or any type of "pyramid schemes."
12. Using any BPA computer to undertake "hacking," "phishing" or "spamming" internal or external to BPA, or attempting to access information that is protected by privacy laws.

13. Access and Interference: Using any robot, spider, other automatic device, or manual process to monitor or copy BPA web pages or the content contained thereon or for any other unauthorized purpose; or, using any device, software or routine to interfere or attempt to interfere with the proper working of the BPA website and/or network.
14. Abusing BPA network resources such as emailing mass mailings and chain letters, engaging in spam, subscribing to a non-work or non-school related listserv or group, spending excessive time on the internet for personal reasons, playing games, streaming music or videos, engaging in non-BPA related online chat groups, printing multiple copies of documents or otherwise creating unnecessary network traffic (intentionally or unintentionally).
15. Uses that jeopardize access or lead to unauthorized access into Accounts or other networks are unacceptable. Unacceptable uses include, but are not limited to the following:
 1. Using others' User Account passwords or identifiers.
 2. Disclosing one's Account password to other Users or allowing other Users to use one's Account.
 3. Gaining unauthorized access into others' User Accounts or other computer networks.
 4. Interfering with other Users' ability to access their Accounts.
16. Commercial uses are unacceptable. Unacceptable uses include, but are not limited to the following:
 1. Selling or buying anything over the internet for non-BPA related personal or financial gain.
 2. Using the internet for non-BPA related advertising, promotion, or financial gain.
 3. Conducting for-profit business activities and engaging in non-governmental related fundraising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes.
 4. Sending any email that is deceptive, misleading, or violates any state or federal statute or regulation including, but not limited to, the CAN-SPAM Act of 2003, or any state email or deceptive practice statute.

Copyright Policy

Copyrighted materials belonging to entities other than BPA-SD may not be downloaded, and students are not permitted to copy, transfer, rename, add or delete information or programs belonging to others unless given written permission to do so by the owner of the materials or programs. Failure to observe copyright or license agreements may result in disciplinary action from BPA-SD or legal action by the copyright owner.

Internet Safety

- In compliance with the Children's Internet Protection Act ("CIPA"), BPA implements firewall filtering/blocking software and hardware to restrict access to internet sites containing child pornography, obscene depictions or other materials harmful to minors under 18 years of age. Although BPA takes every precaution to ensure that such materials are not accessed through the computer network, there is still a risk an Internet User may be exposed to a site containing such materials. A User who connects to such a site must immediately disconnect from the site and notify a teacher or administrative director. If a User sees another User accessing inappropriate sites, he or she should notify a teacher or administrative director immediately.
- In compliance with CIPA, BPA and its representatives monitor minors' online activities while on the BPA network or BPA devices, including website browsing, email use, video and text chat, instant messaging, social media, blog participation and other forms of electronic communication. Such monitoring may lead to a discovery that a User has violated or may be violating this Policy, the appropriate disciplinary policy or the law. Monitoring is aimed to protect minors from accessing inappropriate material, as well as to help enforce this Policy as determined necessary by the BPA Governing Board or other related authority. BPA also monitors other Users' (e.g. employees, students 18 years or older) online activities while on the BPA network or BPA devices and may access, review, copy, store or delete any electronic communication or files and disclose them to others as it deems necessary.
- If a student under the age of 18 accesses his/her BPA Account or the internet outside of school, a parent or legal guardian must supervise the student's use of the Account or internet at all times and is responsible for monitoring the student's use thereof. Filtering and/or blocking software will be employed to monitor home access to BPA Account and Network. Parents and legal guardians should inquire at BPA if they desire more detailed information about the software.
- BPA shall only disclose student information over the internet if there is a legitimate educational interest and in accordance with applicable law.

- **Safety and Identity Theft:** Users shall not reveal on the internet personal information about themselves or about other persons. For example, Users should not reveal their full name, home address, telephone number, school address, social security number, credit card number, photograph, parents/guardians' name or any other information that could identify them to anyone except BPA staff. It is illegal to post other employees' personal information online without their prior consent.
- BPA has the authority to suspend or expel students for bullying fellow students over the internet, in text- messaging or image by means of an electronic device including but not limited to a telephone, mobile phone or any other wireless communication device, computer, offline or online communication device.
- Users shall not meet in person anyone they have met on the internet in a secluded place or a private setting. Users who are under the age of 18 shall not meet in person anyone they have met on the internet without his/her parents/guardians' permission.
- Users will abide by all BPA security policies and by CIPA.

Privacy Policy

No Expectation of Privacy: BPA has the authority to monitor all Accounts, including email, files, documents, internet activity, and other materials transmitted, received, or created by the User. Users cannot expect that anything created, stored, sent or received using the BPA network will be private. Files and email are continuously archived by BPA; therefore, their contents will still be available even though the User has deleted them. Files, email and/or the history of websites a User has visited may be read by BPA at any time, including if it is believed that the User violated the AUP, the school discipline policy, the school ethics policy, the school academic integrity policy, or the law. All such materials are the property of BPA. Users do not have any right or expectation of privacy regarding such materials.

Right to Restrict Material on BPA Network: The BPA network is not a public access service or a public forum. BPA has the right and responsibility to restrict material including text, graphics and all other forms of expression accessed, posted or stored on the system.

Waiver of Privacy Rights

Students expressly waive any right of privacy, as to BPA, in anything they create, store, send, or receive using the BPA network. They understand and consent to BPA' use of human and/or automated means to monitor the use of the BPA network and devices, including email and internet access.

Penalties for Improper Use of the Internet

Access to the internet and the use of a computer (or other BPA provided devices) is an integral part of the instructional program. Inappropriate use may lead to disciplinary and/or legal action including but not limited to suspension or expulsion for students, or dismissal from employment from BPA, or criminal prosecution by government authorities. BPA will tailor any disciplinary action to meet the specific concerns related to each violation.

Student and Employee Owned Devices

Neither students nor employees are permitted to connect personal devices to the BPA network without the specific permission of the BPA administration or IT department.

Disclaimer

- BPA makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs or other obligations arising from the unauthorized use of the Accounts. BPA also denies any responsibility for the accuracy or quality of the information obtained through the Account. An internet search may automatically produce search results that reference or link to third party sites throughout the internet. BPA has no control over these sites or the content within them. BPA cannot guarantee, represent or warrant the content of any third party site is accurate, legal and/or inoffensive. BPA does not endorse the content of any third party site, nor do we warrant that the site will not contain viruses or otherwise impact an internal or external computer.
- Any statement accessible on the BPA computer network or the internet is understood to be the author's individual point of view and not that of BPA, its affiliates, or employees.
- Users are responsible for any losses sustained by BPA or its affiliates resulting from the User's intentional misuse of any Account.

By agreeing to this AUP, students, parents/guardians and employees help to ensure a safe learning environment for everyone.

Additional Use of Technology by Students

Additional devices such as audio-visual equipment and other devices are utilized in selected classes and may be checked out to selected students. The school Acceptable Use Policy and Restitution of Monies policy are applicable to the issuance of any school equipment to students.

BPA 1:1 Program Overview and Acceptable Use Policy

GOOGLE CHROMEBOOK 3RD-8TH GRADE 1:1

(Google Chromebook TK-2; shared).

The teacher may assign Chromebooks to a TK-2 student for short-term use/assignment, therefore, the BPA 1:1 Acceptable Use Policy will apply.

Overview

At the beginning of the school year, BPA-SD will assign a Chromebook to each 3rd-8th grade student. Students will be able to take this Chromebook home and will keep the Chromebook while enrolled at BPA. This initiative is aligned to our Schoolwide Learner Outcomes:

Every student who promotes from BPA-SD will be:

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 post-secondary goals.

All students will have equal access to the instructional technology offered through and by BPA. The purpose of the 1:1 (One to One) Chromebook Program at BPA is to enhance instruction and student learning by:

- Providing greater access to information
- Facilitating collaboration among students and faculty
- Creating an environment that encourages the responsible and effective use of technology

Chromebook

The Chromebook is a personal computer designed to work with Google Apps for Education (“GAPE”) web- based applications. BPA chose the Chromebook as the best fit for the needs of its students through a diligent assessment of ease of operation, productivity, safety, security, and cost-effectiveness. BPA will purchase and retain full ownership of the Chromebooks and will have in place measures to prevent the inappropriate use of the device and/or the internet on the device, in keeping with the BPA Acceptable Use Policy (“AUP”). Students will retain their issued Chromebook for the duration of their enrollment at BPA, subject to new device adoption. Chromebooks are subject to periodic checks to determine device condition.

Google Accounts and Google Apps for Education

All students will receive a BPA-managed Google account; this account is necessary to login to any BPA-owned Chromebook. Only currently enrolled BPA students will have access to a BPA Google account, and BPA Chromebooks are only accessible with a BPA Google account.

Students are provided unlimited file storage through Google Drive. All files stored on Google Drive are managed by BPA and are subject to review, confiscation, and destruction by BPA administration. Students should refrain from storing inappropriate or personal material (such as photos) on their Google Drive. When students leave BPA (through graduation or transfer), all files can be transferred to a student’s personal Google account. Students are also provided with a Google email account (Gmail). This account is fully managed by BPA and emails are archived using Google Vault. Students also have access to a variety of Google Apps made available through GAPE. Students do not have the ability to install on their BPA Chromebooks Google Apps that are not approved by BPA. Google Apps should only be used for academic purposes; failure to use Apps or other resources responsibly or for their intended purpose may result in disciplinary action. See the BPA discipline policy for more information.

Distribution of Chromebooks

A student will be issued a Chromebook only if the student and a parent or guardian has signed to acknowledge the BPA 1:1 Program Overview and Acceptable Use Policy. All students will receive the device, a power cable and headphones. Personal headphones or earbuds can be used at school, however, only solid colors with no designs are permitted on campus.

BPA Responsibilities for the use of the Chromebook

BPA will comply with the Children's Internet Protection Act ("CIPA") to prevent the inappropriate use of the Chromebook and/or the internet whether the device is being used at school or at home. Any malfunction of the Chromebook that is not the result of negligence or inappropriate use will be repaired at BPA's expense. BPA will have devices available that can be checked out to students whose devices are being repaired or replaced, on a temporary basis.

Parent and Student Responsibilities

All parents/guardians and students are required to fully read, understand and sign the BPA 1:1 program overview and the BPA Acceptable Use Policy.

As with any BPA-owned property (for example, textbooks), parents/guardians and students will be responsible for returning the Chromebook to BPA in good working condition. The student and his or her parent or guardian will be responsible for replacing a lost Chromebook or making repairs for damage regardless of the circumstances. Please note that families will not be responsible for reasonable wear and tear from appropriate use of the Chromebook (as determined by BPA in its sole discretion).

Internet Access

As the Chromebook is an internet-based device, students will need internet access in order to use the web-based applications. BPA provides internet access at the school site. Students will have the ability to use the Chromebook to connect to the internet while off campus. Students should not connect to unknown wireless networks or Hotspots.

At school or elsewhere, students are expected to observe all BPA technology policies as well as federal, state and local laws. Student accounts are configured to provide internet filtering and website monitoring for inappropriate content using CIPA compliant software and hardware on campus and off campus. Students are responsible for following the policies expressed in this 1:1 program and the BPA Acceptable Use Policy at all times when using their BPA account.

Students will be able to access all work and files when offline (up to a maximum of 16GB of files). Students are responsible for ensuring that files have synced once re-connected to the internet.

Monitoring and Scanning

As part of our AUP and within the provisions of CIPA, BPA has the right and duty to monitor and control access to the BPA network and connected devices. It is our intent to provide a safe and useful instructional resource for students. All files, messages, internet browsing history, and any other activity on a BPA owned Chromebook and BPA managed account may be monitored for appropriate content, student safety, and adherence to the BPA academic integrity policy.

Guidelines for Appropriate Use

With the opportunity afforded by using technology, comes the expectation to use that technology responsibly. Failure to use the Chromebook responsibly may result in disciplinary action.

Students will

- Use the Chromebook and other technology resources only for academic purposes and in accordance with the BPA policies.
- Use appropriate language and graphics, whether posting and publishing from home or from school, when using blogs, podcasts, email or ANY other communication tools.
- Use only assigned accounts.
- Maintain confidentiality about usernames and passwords.
- Communicate only in ways that are kind and respectful.
- Remember that making and sharing illegal copies of music, games, movies, and other copyrighted material is prohibited.
- Fully charge the Chromebook before arriving on campus each day.
- Make sure that their account has synced before leaving campus each day.
- Give credit when using the words or works of others.
- Prevent damage to the Chromebook by following “General Care” guidelines provided in this guidebook.
- Report the loss or damage of the device immediately to BPA’s administrative staff.
- Keep the sound muted or use headphones or earbuds when the noise might disturb others.
- Digitally publish work. Students may submit published work to the teacher to print at teacher's discretion. Printers are not available to students on campus.

Students will NOT

- Remove, damage, or deface any identifying stickers or labels placed in or on the device by BPA.
- Allow other people to use their assigned device.
- View, use or copy passwords, data, or networks to which they are not authorized.
- Reveal personal information (telephone numbers, addresses, passwords, etc.) about themselves or others.
- Leave computers unsupervised or while logged in to any BPA managed system.
- Harass, bully or threaten anyone.
- Use offensive or inflammatory language of any kind.

- Misrepresent themselves or others.
- Destroy or damage data, programs, networks or any other system or component of a system owned or managed by BPA.
- Attempt to override, bypass or otherwise change the internet filtering software, Google Management, or other network configurations.
- Reset or “wipe” their device without explicit, advance permission from BPA administration.

Damaged Chromebooks

Students with damaged or malfunctioning Chromebooks may take them to the BPA Help Desk and borrow a device while theirs is being repaired or replaced. Each student will be issued a receipt for the borrowed device that he or she is to keep at all times until the loaner is returned.

General Care of the Chromebook

- Do not place food or drink near the device.
- Insert and remove cords, cables and removable storage devices carefully.
- Do not deface the device with writing, drawings, stickers, labels, substances, etc.
- Do not place heavy objects on the device.
- Always carry the device with care; the screen should not be open when being carried.
- Do not lift the device by the screen.
- Do not store the device where other items can place pressure on the screen (for example, a backpack that does not have a laptop protective compartment).
- Do not store the device in student lockers overnight.
- Clean the screen only with a soft, dry microfiber cloth or anti-static cloth. Do not use cleaning solvents or other liquids on the screen.
- Always keep the Chromebook in a protective case. Although the case is reinforced to help protect the Chromebook, it is not guaranteed to prevent damage. It remains the student’s responsibility to care for and protect the device

Chromebook Discipline Policy

The purpose of this Chromebook Discipline Policy is to create a learning environment that encourages the safe and effective use of technology. The specific items included in this table are in addition to our broad, discretionary authority to maintain safety, order and discipline at school. The following table is designed to support, not limit, our authority. The table includes possible outcomes for the first infraction of the specific item; subsequent infractions may lead to escalation of discipline.

Category	Infraction	Possible Solution	Possible Outcomes
Preparation	Lack of preparation such as not bringing Chromebook to class, not charging battery, etc	Check out daily loaner	Loss of classroom activities.
Care	Intentional damage or loss	Check out daily loaner + student is responsible for repair or replacement cost	Parent/Student/Teacher Conference
	Preventable damage - not covering Chromebook, food or drink spilled, etc	Check out daily loaner + student is responsible for repair or replacement cost.	Parent/Student/Teacher Conference
	Accidental damage	Check out daily loaner + student is responsible for repair or replacement cost.	

Network	Infractions including, but not limited to: accessing or attempting to access inappropriate material, bypassing BPA network, cyberbullying, inappropriate behavior, or other violations of the Acceptable Use Policy	Account restrictions, such as limiting online access to on campus and/or during certain hours	Referral to Site Administrator
Account	Accessing or attempting to access another student's account	Account restrictions	Parent/Student/Teacher Conference
	Sharing passwords/accounts	Account restrictions	Parent/Student/Teacher Conference
	Forgotten password	Password Reset	Warning
Academic Integrity	Cheating, sharing documents without teacher permission, plagiarism, or any other violation of the BPA Academic Integrity Policy	See BPA Academic Integrity Policy	

Acknowledgement of BPA 1:1 Program Overview and Acceptable Use Policy

I acknowledge that I have reviewed the BPA 1:1 Program Overview and the Acceptable Use Policy (AUP) which details the 1:1 initiative's goals, implementation policies and the use of the Chromebook device and BPA network. I further understand that BPA-SD will NOT issue a device to a student until his or her parent or guardian has signed this agreement.

I understand that my student is expected to

- Bring the Chromebook charged every day.
- Take reasonable steps to ensure that the Chromebook is not damaged or stolen.
- Use the Chromebook and internet in a responsible manner - on campus and off campus.
- Access his/her account only and in a responsible manner.
- Use the Chromebook, internet, and accounts in a manner consistent with the BPA Academic Integrity Policy.
- Understand and act within the BPA AUP

I understand that I am expected to

- Ensure my child meets the expectations of the BPA 1:1 Initiative as outlined in the 1:1 Program Overview.
- Supervise and monitor my child's use of the Chromebook away from school.
- Be responsible for the cost of repairing or replacing the Chromebook should the device be damaged, lost or stolen or if the student leaves BPA without returning the Chromebook.
- Understand and act within the BPA AUP.

STUDENT/PARENT HANDBOOK

AGREEMENT AND ACKNOWLEDGEMENT

The undersigned parent/guardian, for student(s) under the age of 18 listed below, hereby acknowledge that they have received a copy of the Student/ Parent Handbook from BPA-SD.

- This handbook is intended to be a general guide to the rules, policies and procedures of BPA-SD.
- BPA-SD reserves the right to make changes to the student handbook without prior notice.
- Parents/guardians and students acknowledge that all required State examinations are imperative for the success of students and the BPA-SD program.

Parents/guardians and students have agreed upon the contents of the Student/Parent Handbook by signing electronically during the school registration process.