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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 Diego	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.

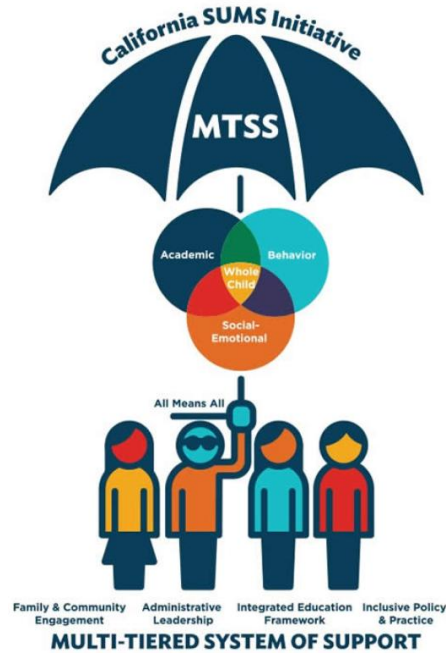
BPA-SD Motto: *Inspiring Excellence for a Better Future*

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

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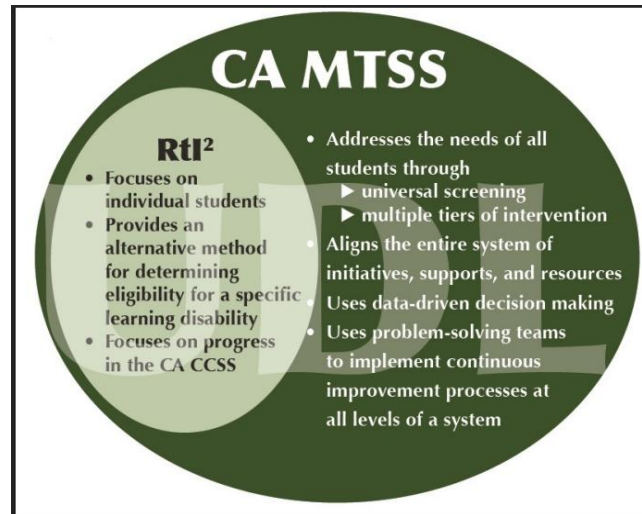
Core Achievements and Improvements

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.

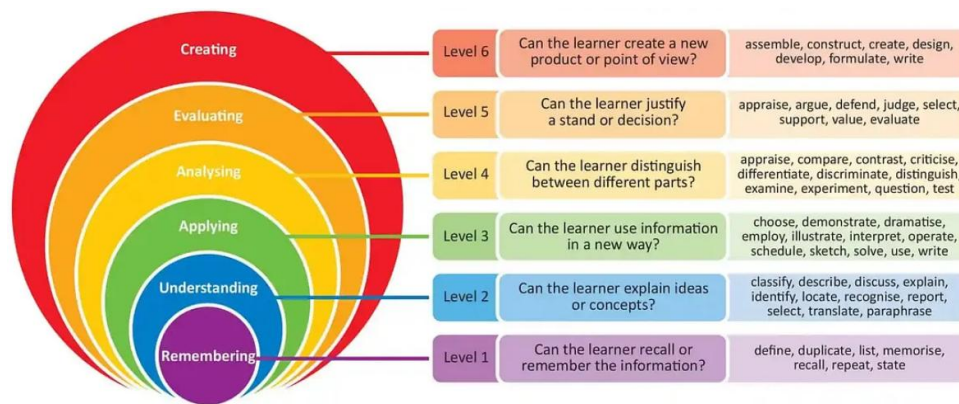
Vision: The California CCSS Framework

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.

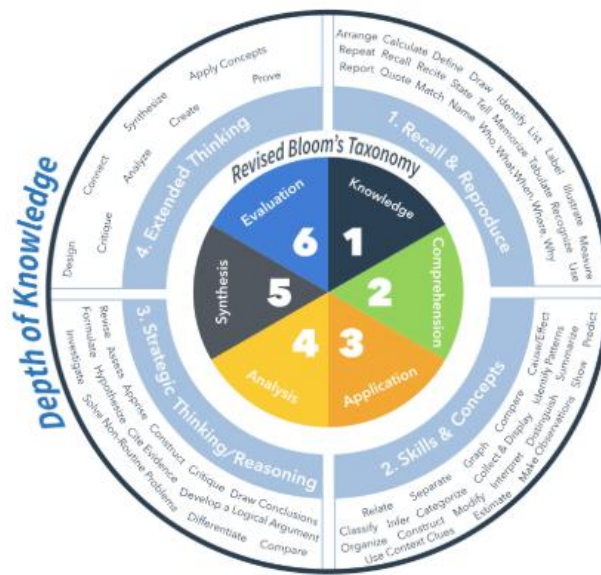
Guided by the CCSS and educational frameworks, BPA-SD has developed a mission that places students at the center of the educational experience. Recognizing that education is a shared responsibility, BPA-SD fosters a collaborative partnership between school staff and parents/guardians, embracing a co-parenting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

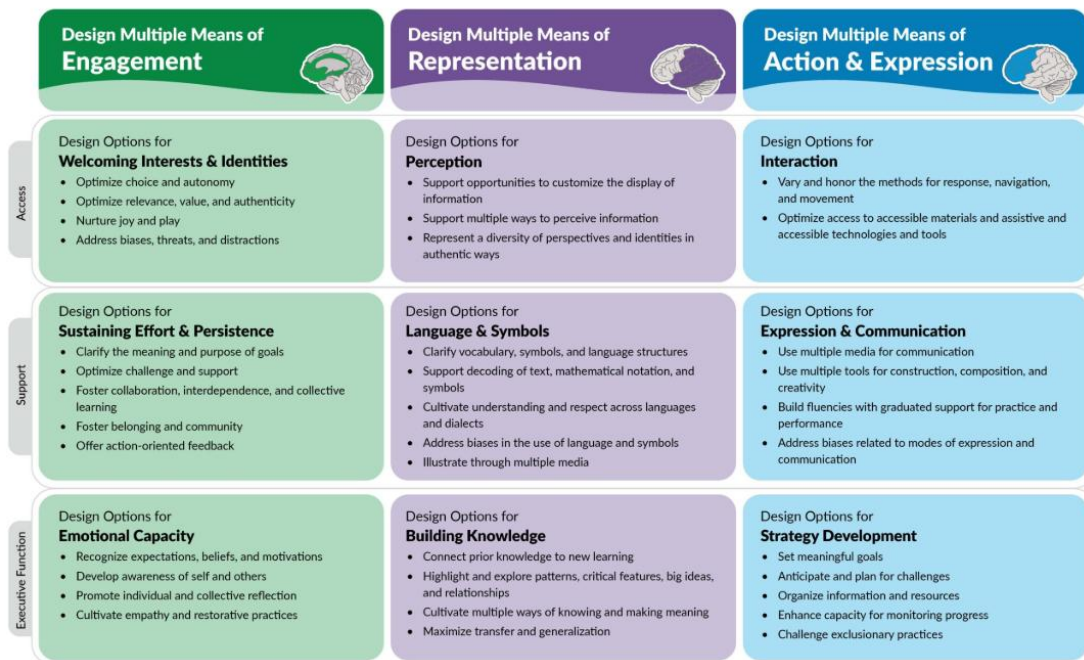
In TK–8 classrooms at BPA-SD, teachers intentionally integrate Bloom's Taxonomy (BT), Depth of Knowledge (DOK), and UDL to deliver rigorous, inclusive instruction that meets the needs of all students. Teachers use the BT framework to provide the foundation for designing structured learning objectives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

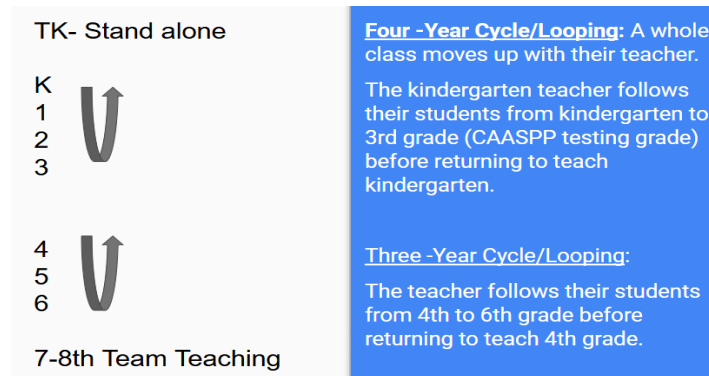
BPA-SD strives to prepare students to become responsible global citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are held to the highest academic standards, yet given the nurturing required to reach those standards. Students learn in an integrated, 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	Research and Inquiry
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" 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, classroom, community, contribute, practicing, 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	Project: Culture in Your Community Product: Map Blas: "Who Made This?"
Text Set 2: Weeks 3 and 4 Essential Question: What can traditions teach you about cultures? Genre: Realistic Fiction Differentiated Genre Passages available	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, oi, o, e, ea, 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	Project: Cultural Traditions Product: Quilt Blas: "City of Cultures"

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, classroom, community, contribute, practicing, 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.

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



LESSON

Supreme Court and the Judicial Branch

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."

Grades 3-5

Educators Only 3-5 6-8



LESSON

The Federal Government of the United 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."

Grades 3-5

Educators Only 3-5 6-8



LESSON

Investigate a Viking Longship with Sandbox

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...

Grades 6-8

Show more

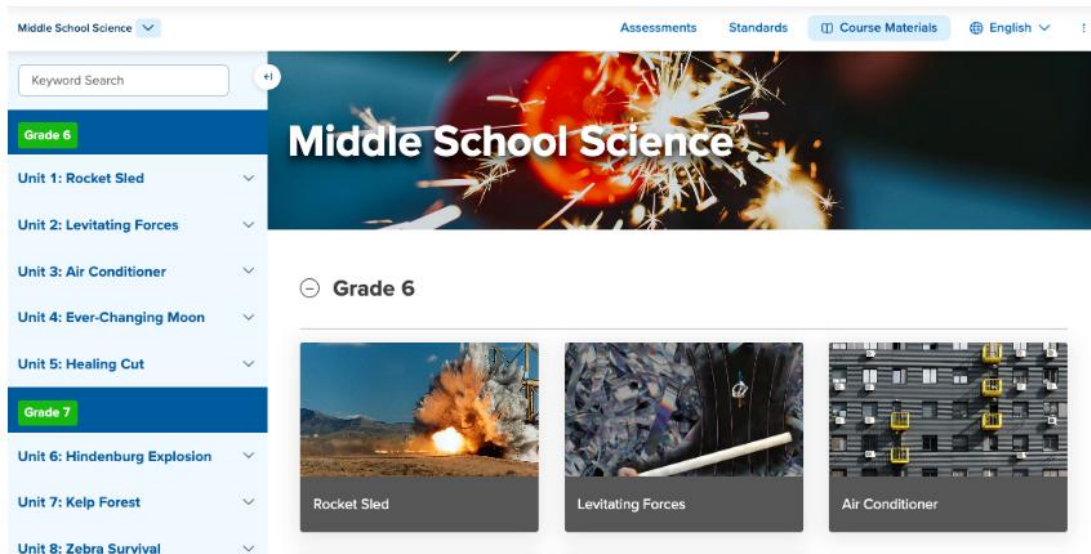
Educators Only 6-8

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.
Hegerty 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

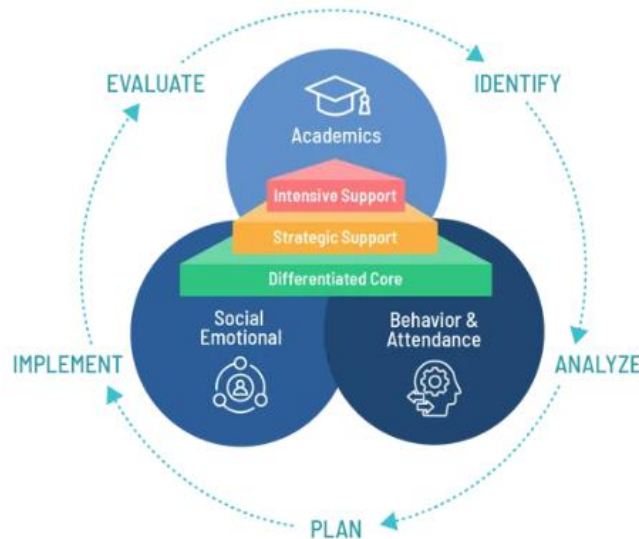
BPA-SD follows applicable state law to assure students enrolled in the school attend a minimum of 175 days. BPA-SD may set its calendar independently of SMUSD in terms of holidays, breaks, and the beginning and end of the school year. BPA-SD offers the required instructional minutes set in Education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

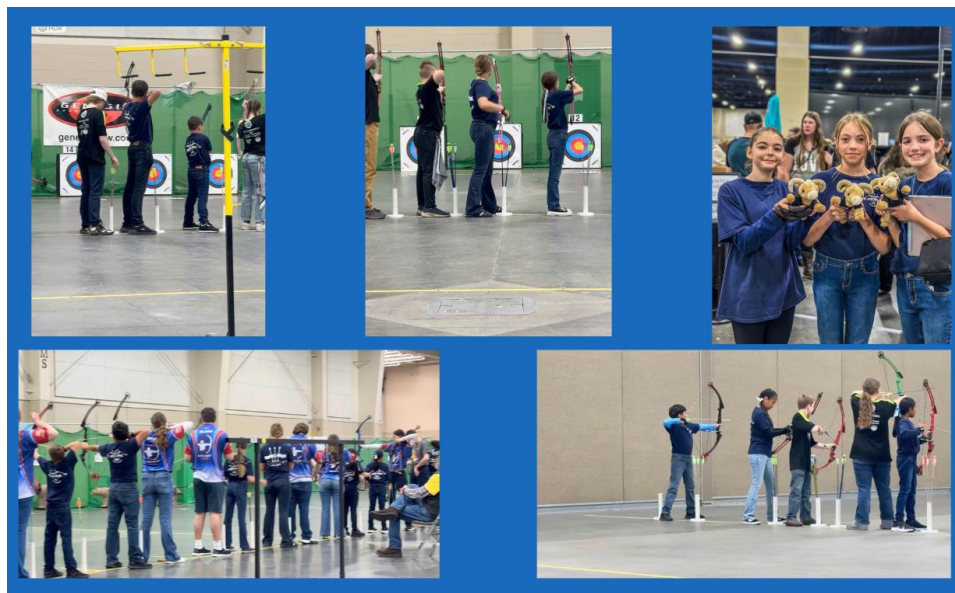
Motto: Are you on Target?



"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

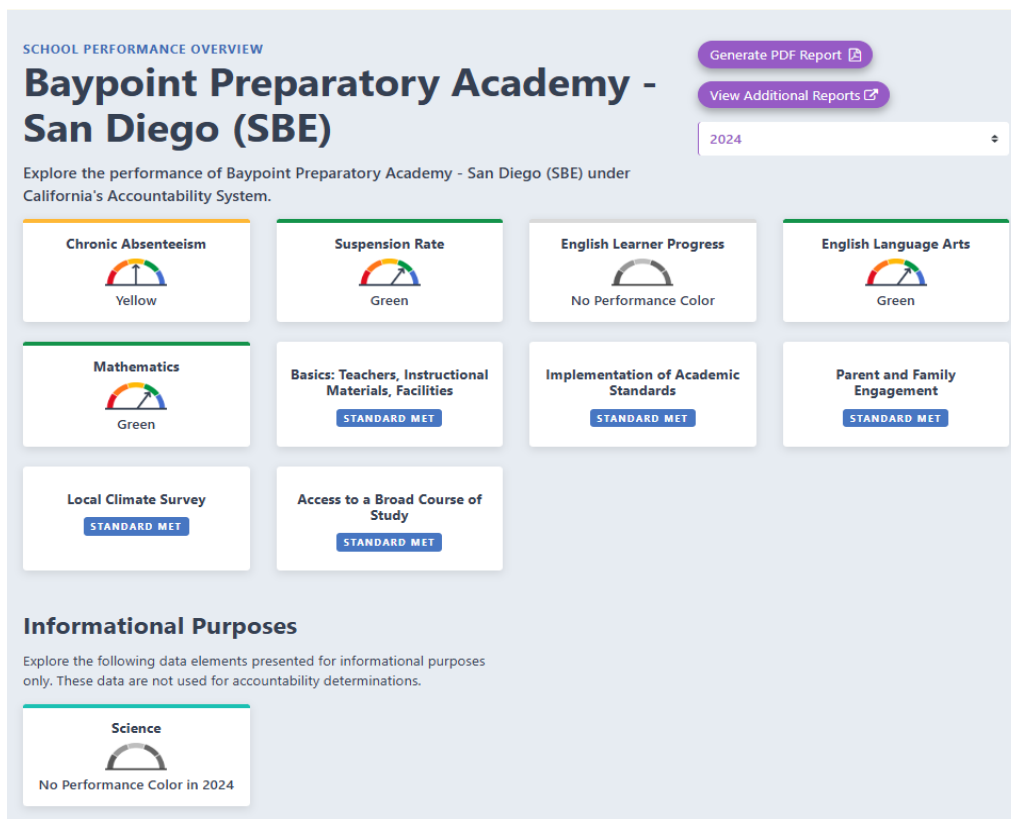
Whether practiced individually or in a team setting, archery helps students strengthen their internal motivation and interpersonal skills, making it a powerful tool in supporting BPA-SD's academic mission and Schoolwide Learner Outcomes. ([Appendix E1](#))



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)



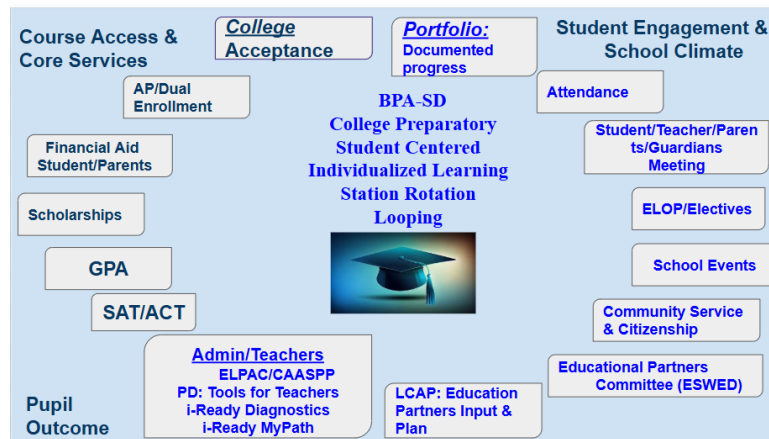
As a California charter school, BPA-SD assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school.

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, CTI, 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

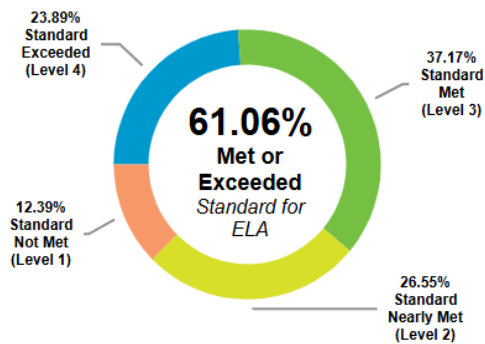
Methods to Measure Pupil Progress

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

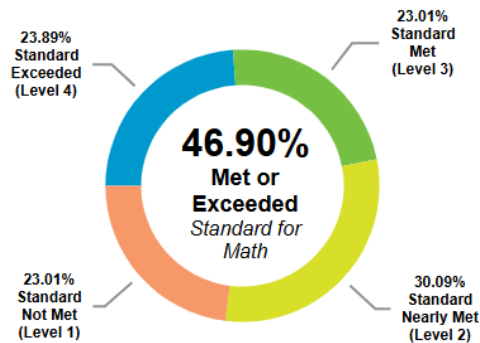
ELA

Percent of students within each achievement level



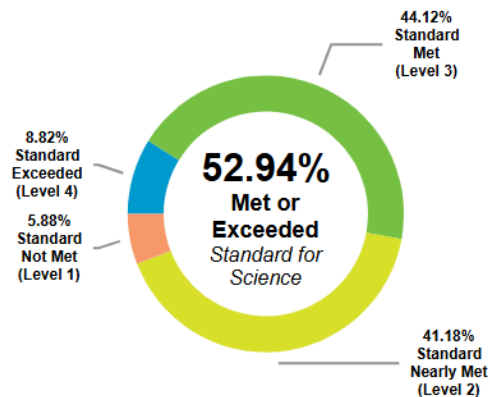
Mathematics

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
Supporting Documentation

accs-feb26item02
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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

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

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

Baypoint Preparatory Academy—San Diego
Supporting Documentation

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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

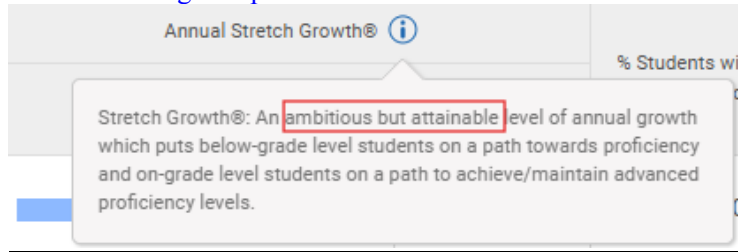
Date

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:

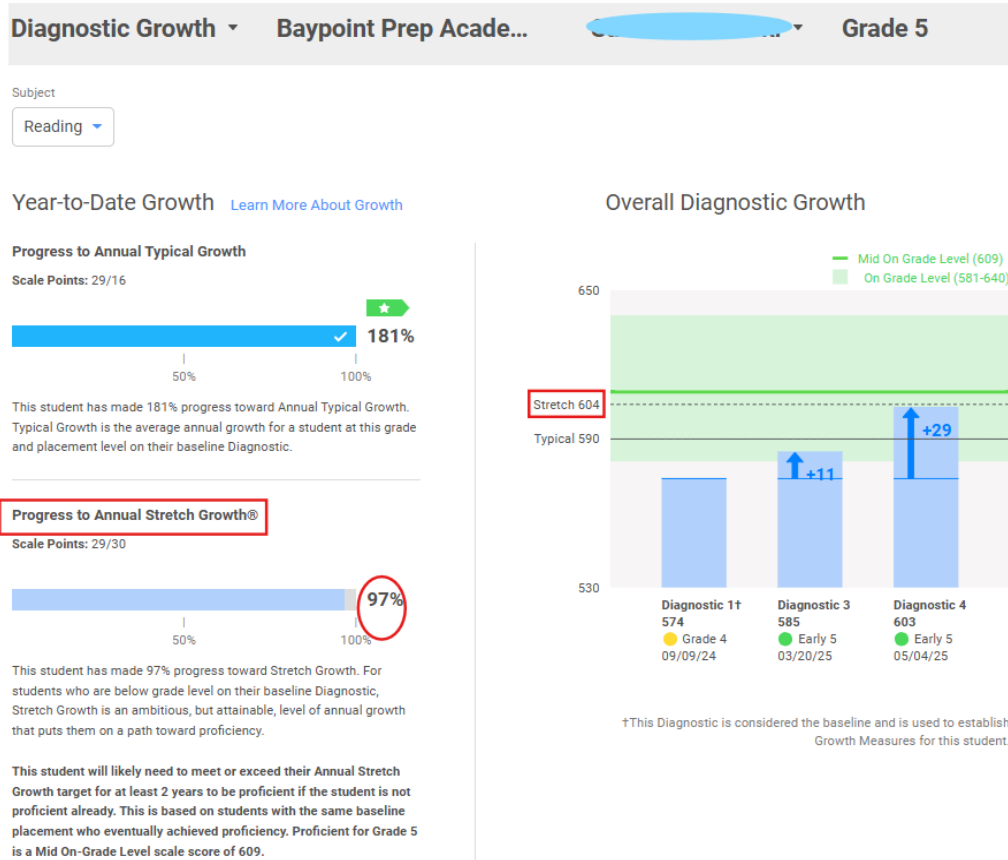
BPA-SD Students Sample i-Ready Annual Stretch Growth

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	<u>IEP progress and review:</u>

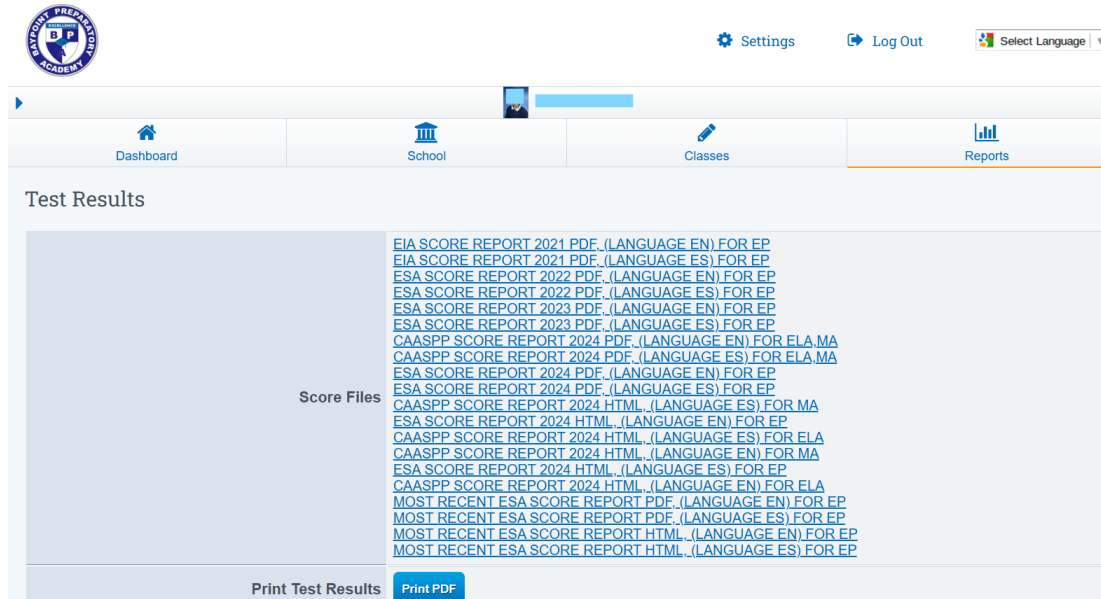
Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	Smarter Balanced Assessments /(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios, presentations, projects and other authentic assessments
Students will achieve proficiency in Mathematics	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:



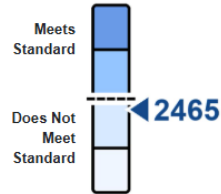
Similar to i-Ready reports, data collected from CAASPP and ELPAC reports, including those specific to EL students, including historical performance data, helps inform a personalized instructional path for each student. By examining specific domains such as essay performance and Lexile measures in ELA, 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

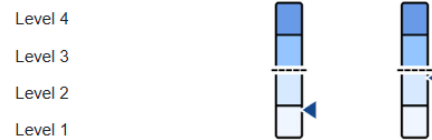


The score range for grade four is 2140–2690. A score of 2473 or higher meets the grade four standard.

'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?



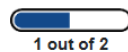
Evidence/Elaboration

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

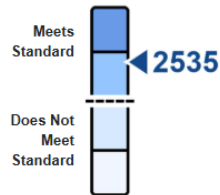
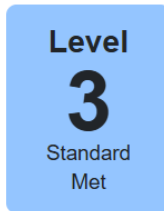
Lexile measures are reported from the Smarter Balanced for ELA assessment. Lexile measures show the level of text your child can read and understand independently. To learn more about these measures and to access Lexile resources to support learning, visit <https://Hub.Lexile.com/Family/>.



BPA-SD Student Sample MAT CAASPP Results Report

's Overall Mathematics Score

's score of 2535 met the grade four standard.

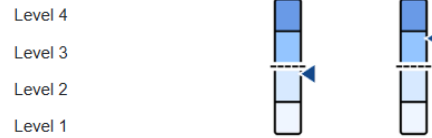


The score range for grade four is 2205–2700. A score of 2485 or higher meets the grade four standard.

'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



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/>.

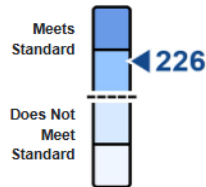


BPA-SD Student Sample SCI CAASPP (CAST) Results Report

Student's Overall Science Score

Student's score of 226 met the grade five standard.

**Level
3**
Standard Met



The score range for grade five is 150–250. A score of 214 or higher meets the grade five standard.

Student's Performance Areas



Earth and Space Sciences
How much did your child learn about Earth's place in the universe, Earth's systems, and Earth and human activity?



Near Standard



Life Sciences
How much did your child learn about living things, ecosystems, heredity, and biological evolution?



Above Standard



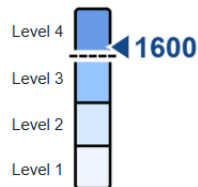
Physical Sciences
How much did your child learn about matter and its interactions, motion and stability, energy, and waves and their applications?



Near Standard

BPA-SD Student Sample ELPAC Results Report

**Level
4**



Student has **well developed** English skills and can usually use English to learn new things in school and to interact in social situations. Student may occasionally need help using English.

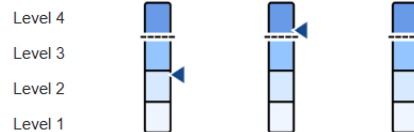
The score range for grade seven is 1150–1900. A score of 1576 or higher is considered proficient in English for grade seven.

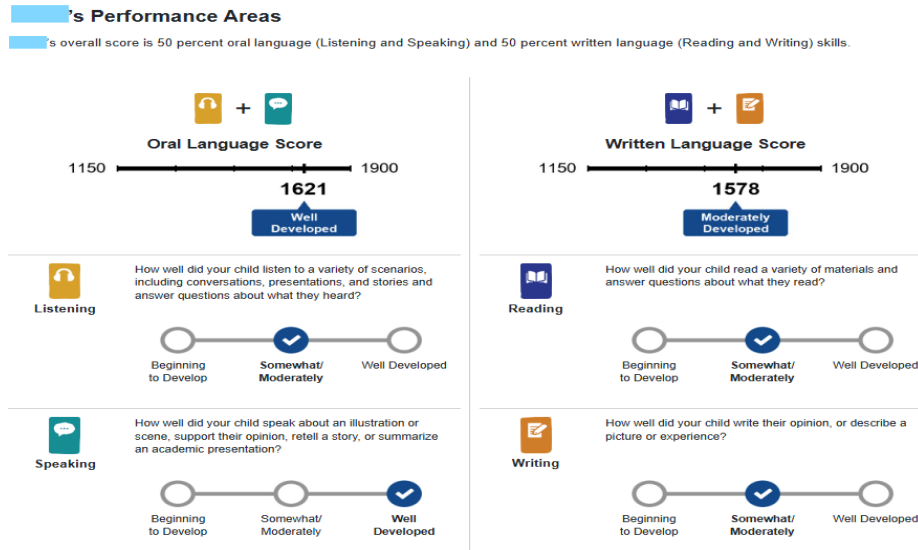
Student's Score History

Students are expected to show improvement within the level or move to the next level each school year.

Student's score increased from last year, and is still in the highest level.

Grade	Grade 5	Grade 6	Grade 7
Score	1508	1595	1600
Level	Level 2	Level 4	Level 4





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](#))

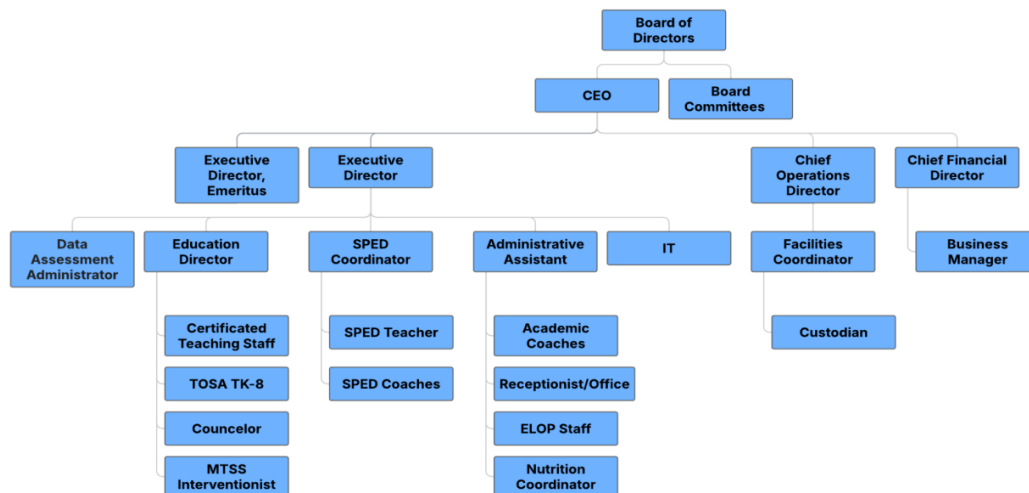
BPA-SD is a separate and distinct legal entity from the SMUSD. It is autonomous and responsible for all matters concerning its governance, on-site administration, staff development, curriculum development and delivery of instruction. BPA-SD cannot contractually bind or extend the faith and credit of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

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 Diego	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.

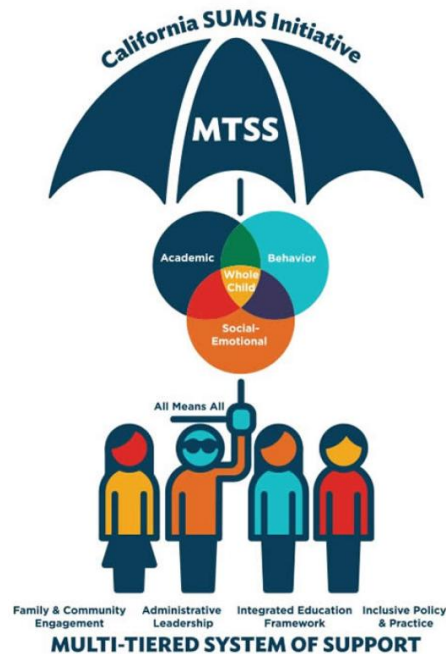
BPA-SD Motto: *Inspiring Excellence for a Better Future*

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

[illegible]



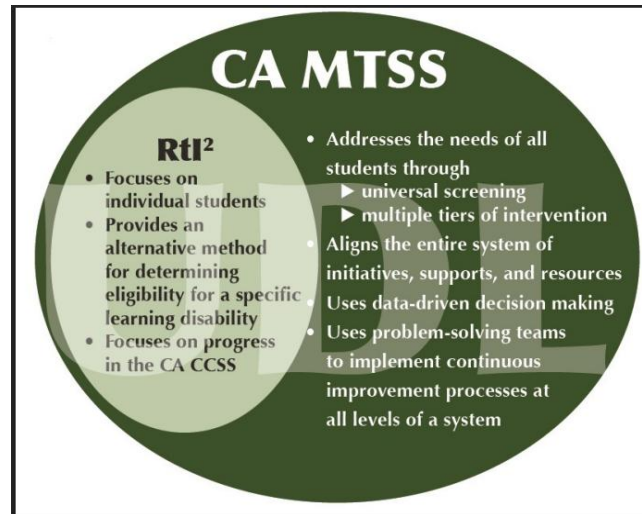
Core Achievements and Improvements

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 sound track 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.

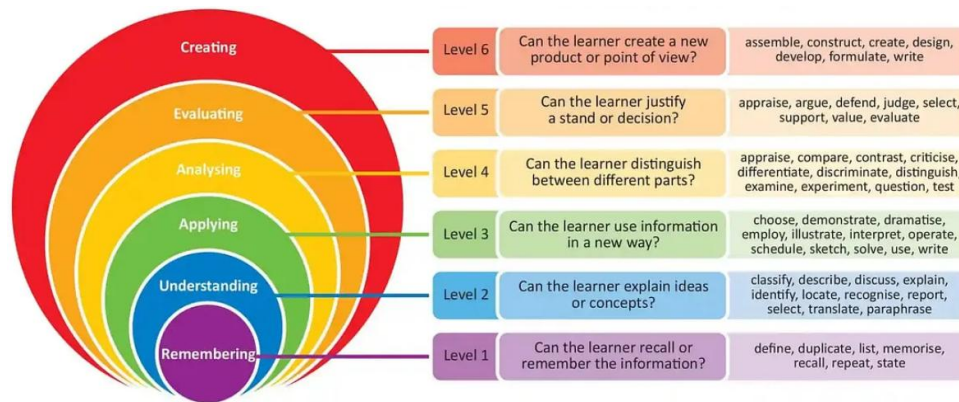
Vision: The California CCSS Framework

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.

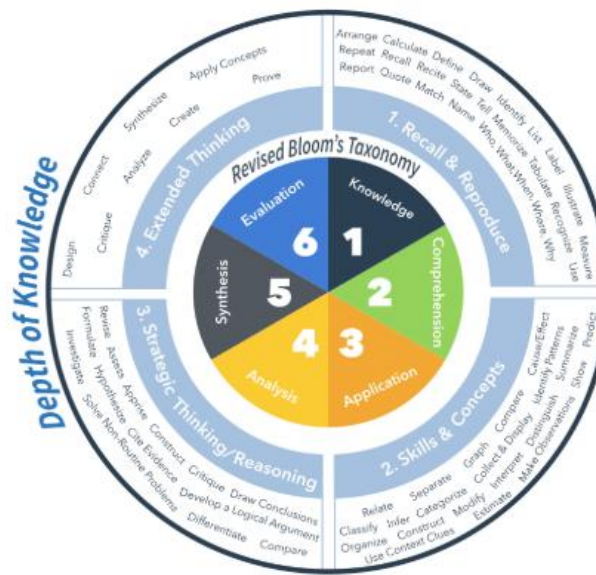
Guided by the CCSS and educational frameworks, BPA-SD has developed a mission that places students at the center of the educational experience. Recognizing that education is a shared responsibility, BPA-SD fosters a collaborative partnership between school staff and parents/guardians, embracing a co-parenting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

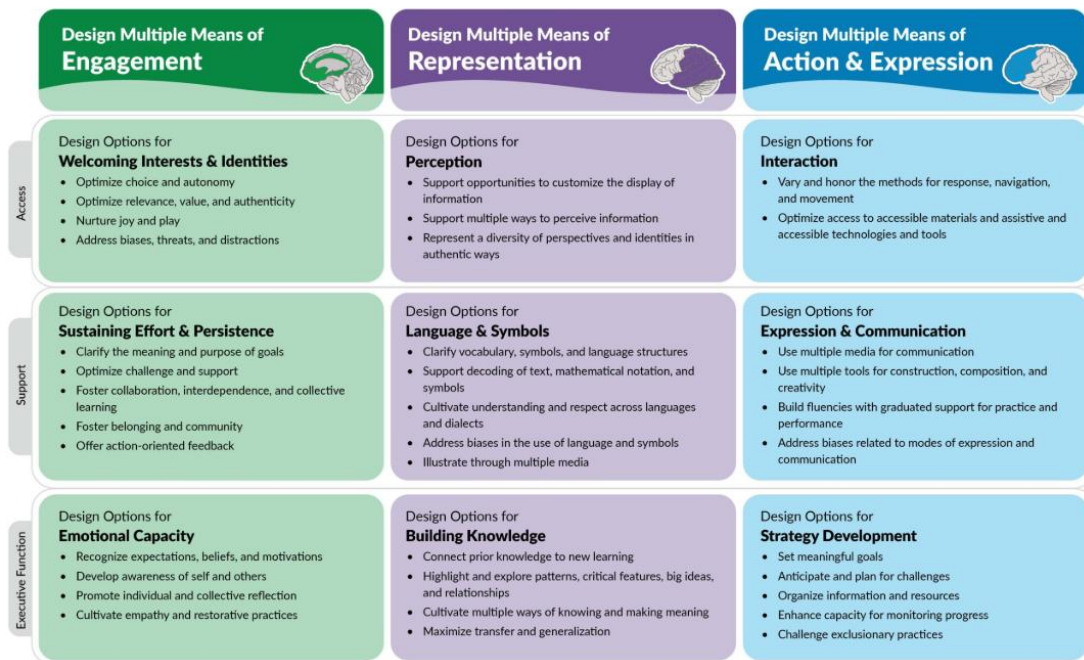
In TK–8 classrooms at BPA-SD, teachers intentionally integrate Bloom's Taxonomy (BT), Depth of Knowledge (DOK), and UDL to deliver rigorous, inclusive instruction that meets the needs of all students. Teachers use the BT framework to provide the foundation for designing structured learning objectives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

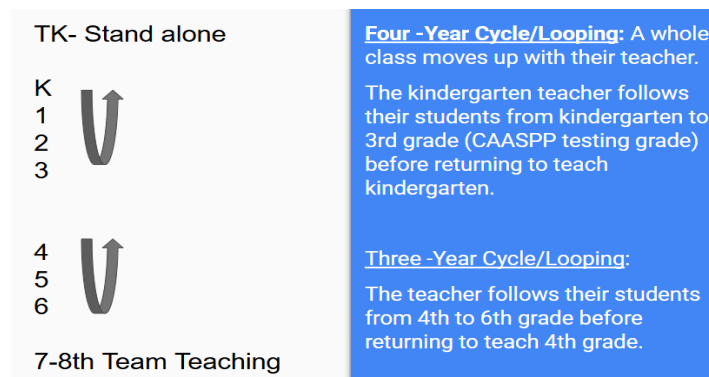
BPA-SD strives to prepare students to become responsible global citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are held to the highest academic standards, yet given the nurturing required to reach those standards. Students learn in an integrated, 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	Research and Inquiry
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, practicing, 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	Project: Culture in Your Community Product: Map Blast: "Who Made This?"
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, oi, o_e, oa, ea, 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	Project: Cultural Traditions Product: Quilt Blast: "City of Cultures"

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, practicing, 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.

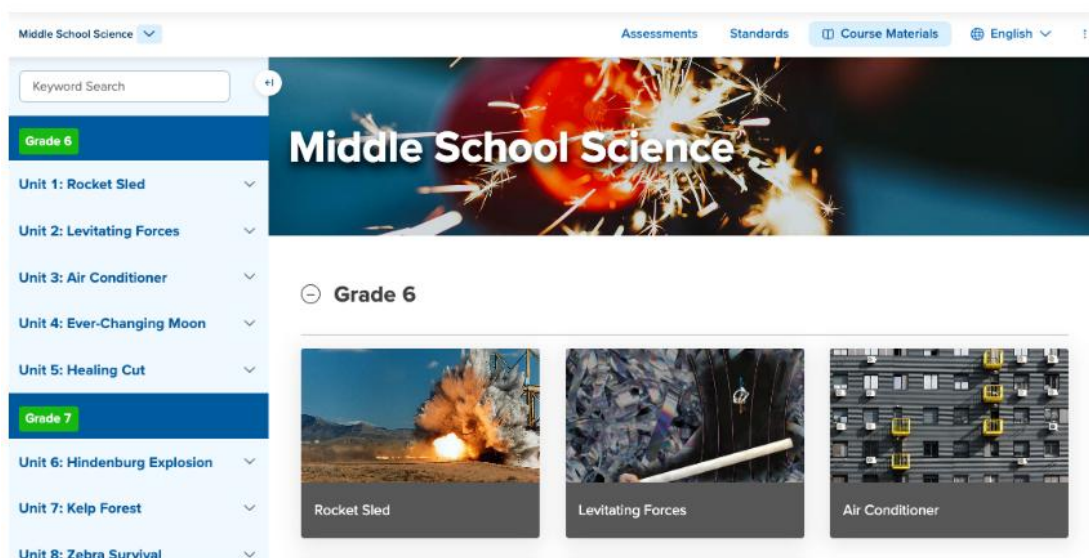
- Lesson 1:** The thumbnail shows a classical building facade. The title is "Supreme Court and the Judicial Branch". The description states: "Learn about the Supreme Court and the Judicial Branch and engage students in a classroom activity that features the primary source photograph, 'Supreme Court of the United States.'" The grade level is "Grades 3-5".
- Lesson 2:** The thumbnail shows the Great Seal of the United States. The title is "The Federal Government 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".
- Lesson 3:** The thumbnail shows a Viking longship. The title is "Investigate a Viking Longship with Sandbox". 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".

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

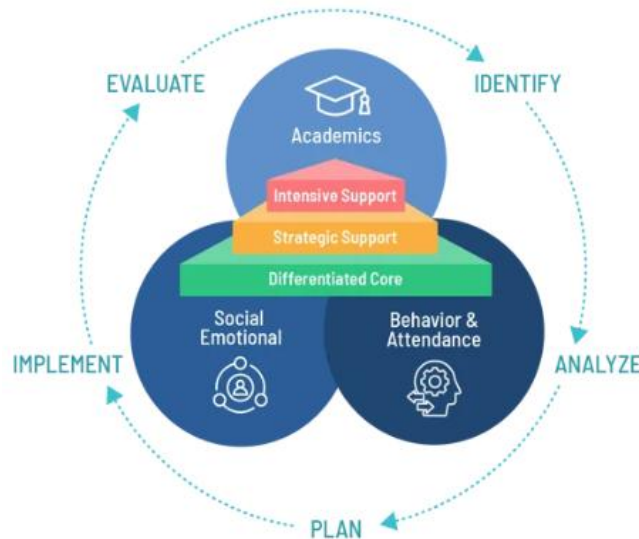
BPA-SD follows applicable state law to assure students enrolled in the school attend a minimum of 175 days. BPA-SD may set its calendar independently of SMUSD in terms of holidays, breaks, and the beginning and end of the school year. BPA-SD offers the required instructional minutes set in Education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

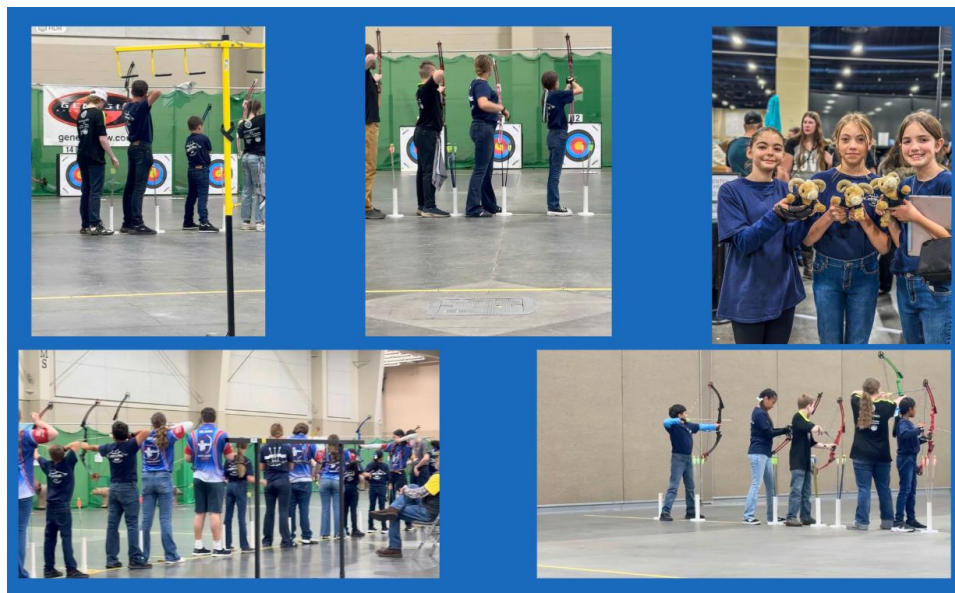
Motto: Are you on Target?



"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

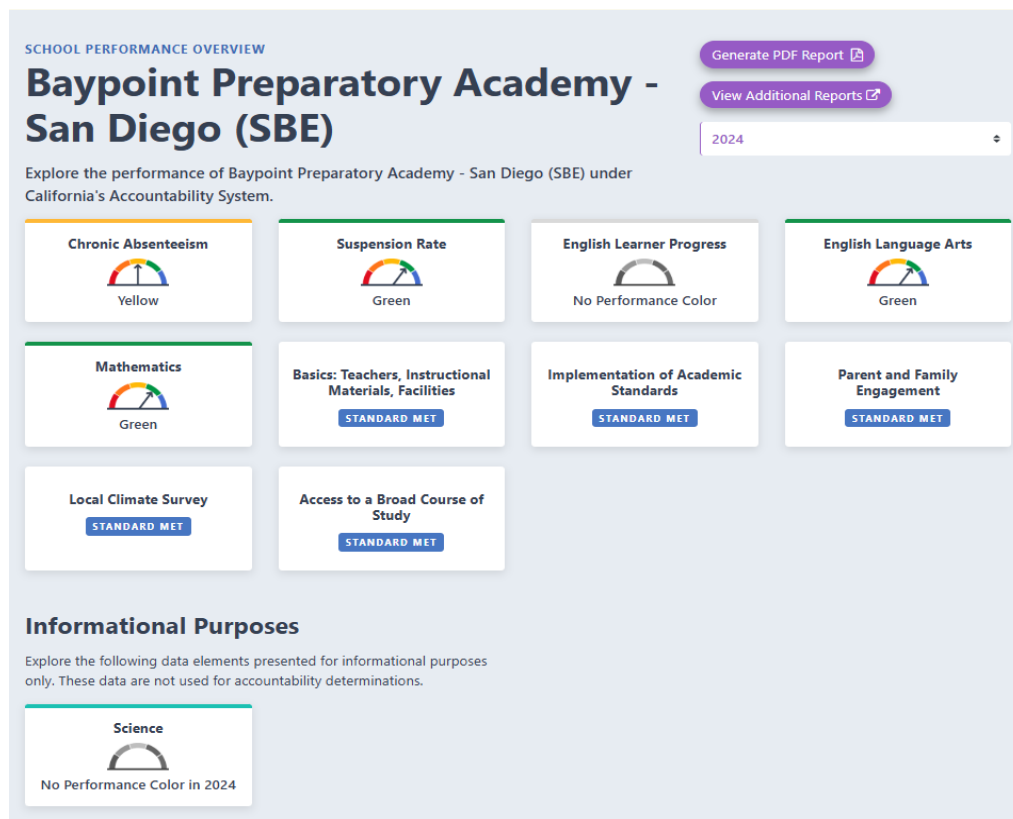
Whether practiced individually or in a team setting, archery helps students strengthen their internal motivation and interpersonal skills, making it a powerful tool in supporting BPA-SD's academic mission and Schoolwide Learner Outcomes. ([Appendix E1](#))



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)



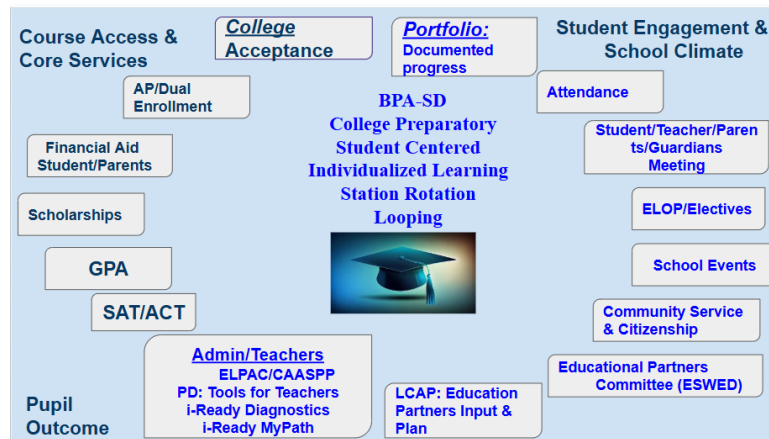
As a California charter school, BPA-SD assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school.

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

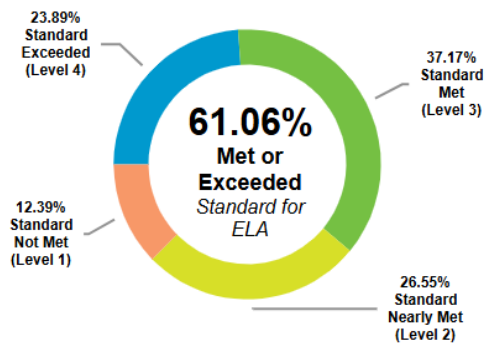
Methods to Measure Pupil Progress

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

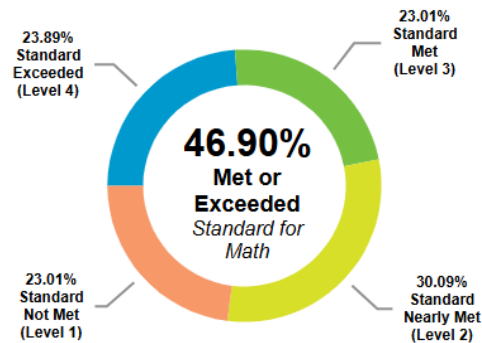
ELA

Percent of students within each achievement level



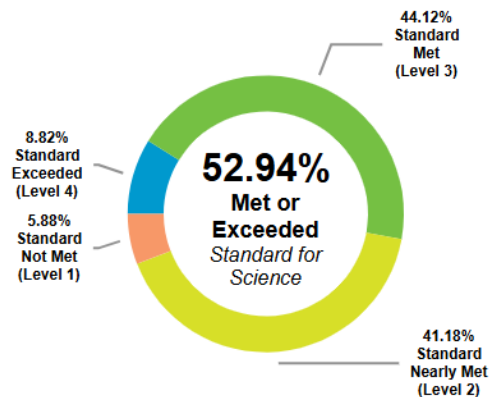
Mathematics

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

Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
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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

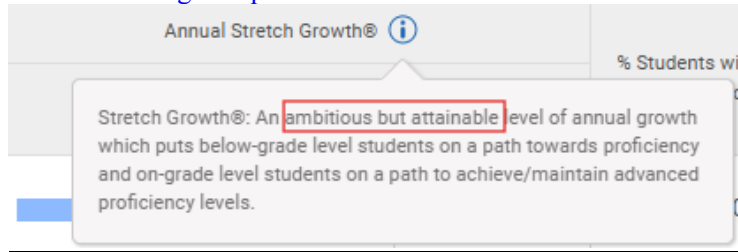
Date

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:

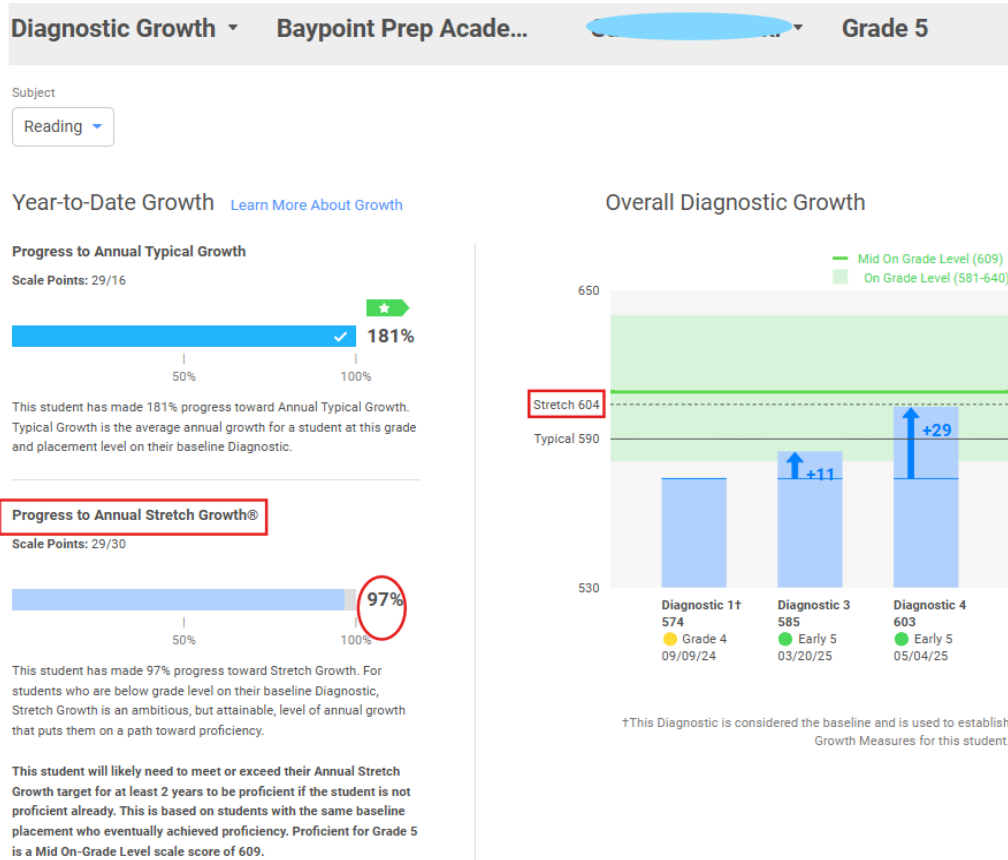
BPA-SD Students Sample i-Ready Annual Stretch Growth

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:

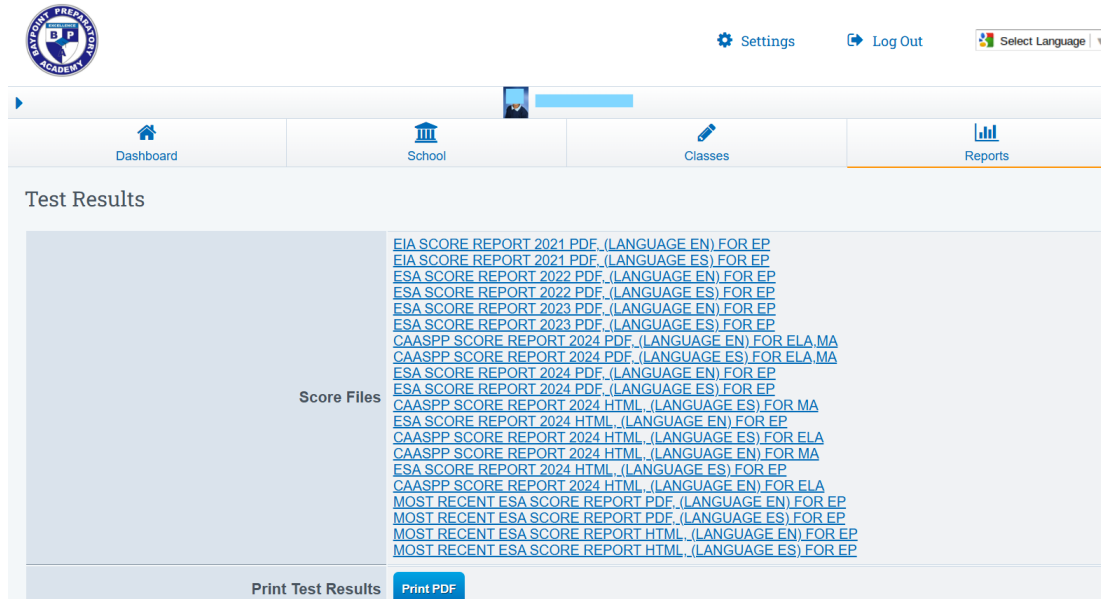
Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	Smarter Balanced Assessments /(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios, presentations, projects and other authentic assessments
Students will achieve proficiency in Mathematics	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:



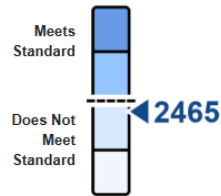
Similar to i-Ready reports, data collected from CAASPP and ELPAC reports, including those specific to EL students, including historical performance data, helps inform a personalized instructional path for each student. By examining specific domains such as essay performance and Lexile measures in ELA, 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

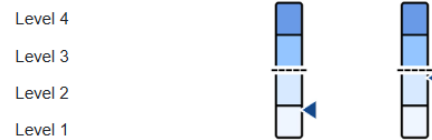


The score range for grade four is 2140–2690. A score of 2473 or higher meets the grade four standard.

'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?



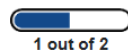
Evidence/Elaboration

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

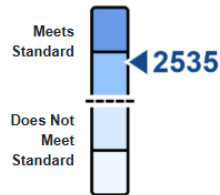
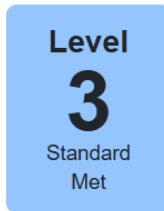
Lexile measures are reported from the Smarter Balanced for ELA assessment. Lexile measures show the level of text your child can read and understand independently. To learn more about these measures and to access Lexile resources to support learning, visit <https://Hub.Lexile.com/Family/>.



BPA-SD Student Sample MAT CAASPP Results Report

's Overall Mathematics Score

's score of 2535 met the grade four standard.

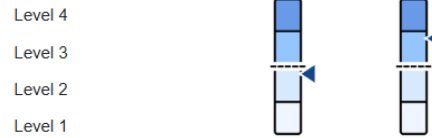


The score range for grade four is 2205–2700. A score of 2485 or higher meets the grade four standard.

'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



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/>.

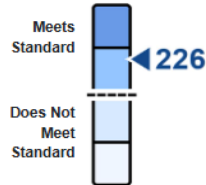


BPA-SD Student Sample SCI CAASPP (CAST) Results Report

Student's Overall Science Score

Student's score of 226 met the grade five standard.

**Level
3**
Standard Met



The score range for grade five is 150–250. A score of 214 or higher meets the grade five standard.

Student's Performance Areas



Earth and Space Sciences
How much did your child learn about Earth's place in the universe, Earth's systems, and Earth and human activity?



Near Standard



Life Sciences
How much did your child learn about living things, ecosystems, heredity, and biological evolution?



Above Standard



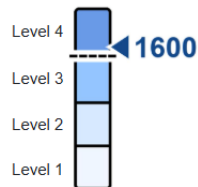
Physical Sciences
How much did your child learn about matter and its interactions, motion and stability, energy, and waves and their applications?



Near Standard

BPA-SD Student Sample ELPAC Results Report

**Level
4**



Student has **well developed** English skills and can usually use English to learn new things in school and to interact in social situations. Student may occasionally need help using English.

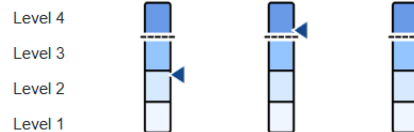
The score range for grade seven is 1150–1900. A score of 1576 or higher is considered proficient in English for grade seven.

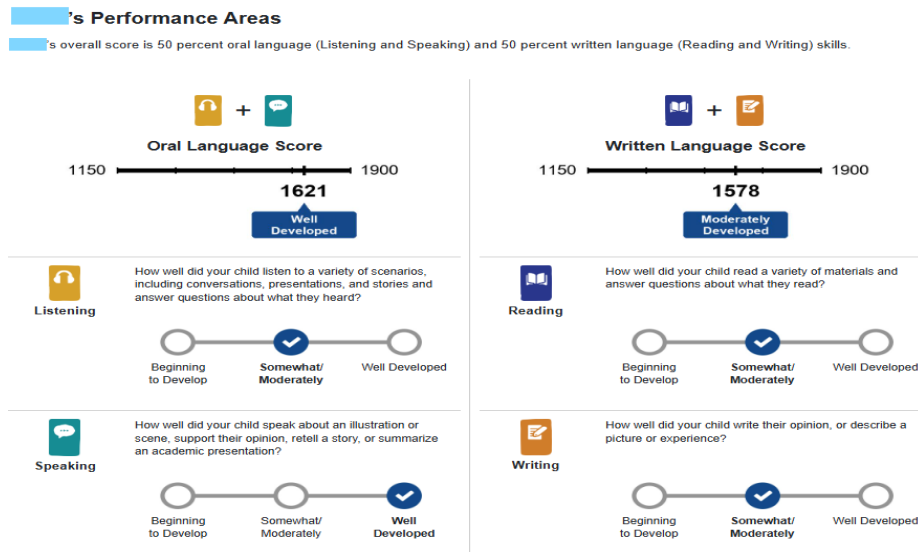
Student's Score History

Students are expected to show improvement within the level or move to the next level each school year.

Student's score increased from last year, and is still in the highest level.

Grade	Grade 5	Grade 6	Grade 7
Score	1508	1595	1600
Level	Level 2	Level 4	Level 4





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 use 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](#))

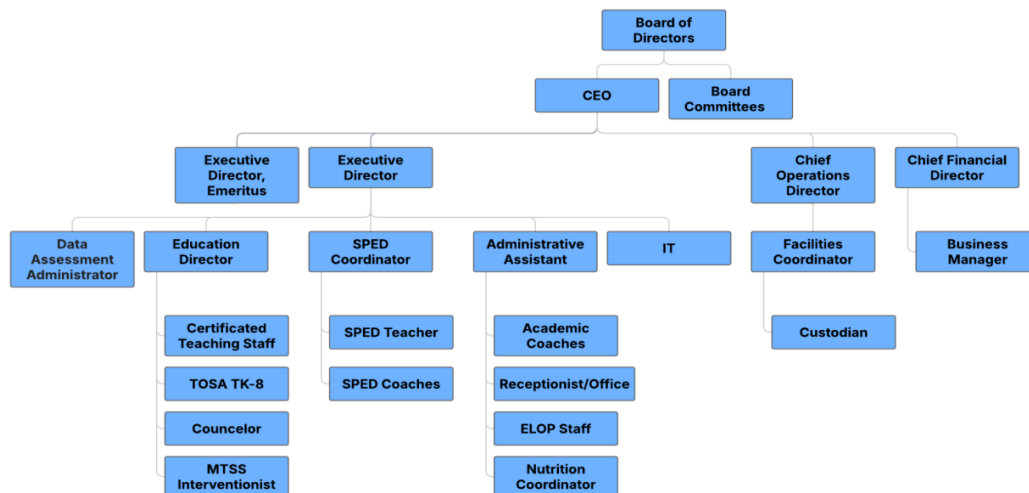
BPA-SD is a separate and distinct legal entity from the SMUSD. It is autonomous and responsible for all matters concerning its governance, on-site administration, staff development, curriculum development and delivery of instruction. BPA-SD cannot contractually bind or extend the faith and credit of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

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 Diego	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

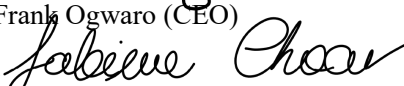
for students, in which case each application will be given equal chance of admission through a public random lottery process. Admission to BPA-SD will not be determined according to the place of residence of the student or his or her parents within the State except as provided in Education Code § 47605 (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.

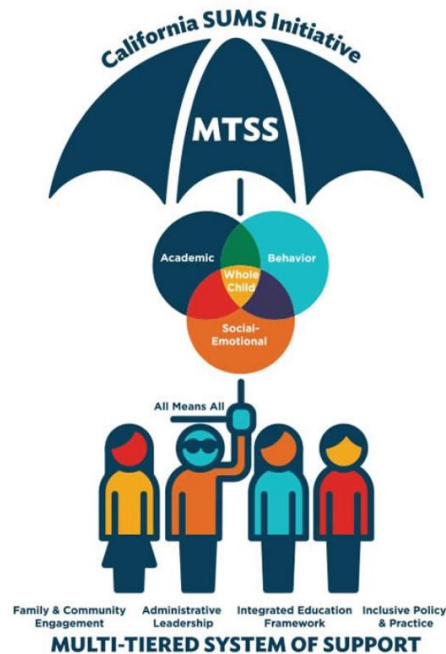
BPA-SD Motto: *Inspiring Excellence for a Better Future*

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

[illegible]



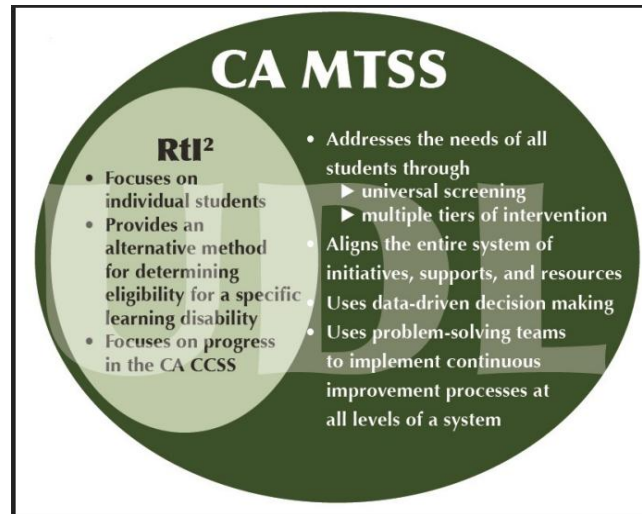
Core Achievements and Improvements

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 sound track 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.

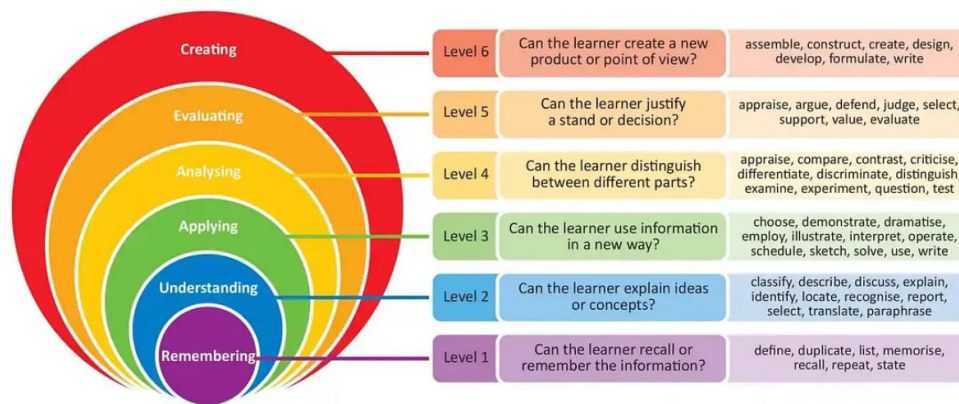
Vision: The California CCSS Framework

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.

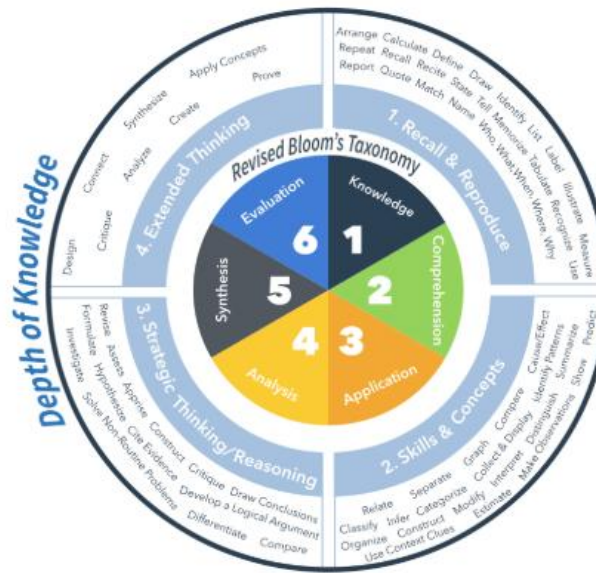
Guided by the CCSS and educational frameworks, BPA-SD has developed a mission that places students at the center of the educational experience. Recognizing that education is a shared responsibility, BPA-SD fosters a collaborative partnership between school staff and parents/guardians, embracing a co-parenting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

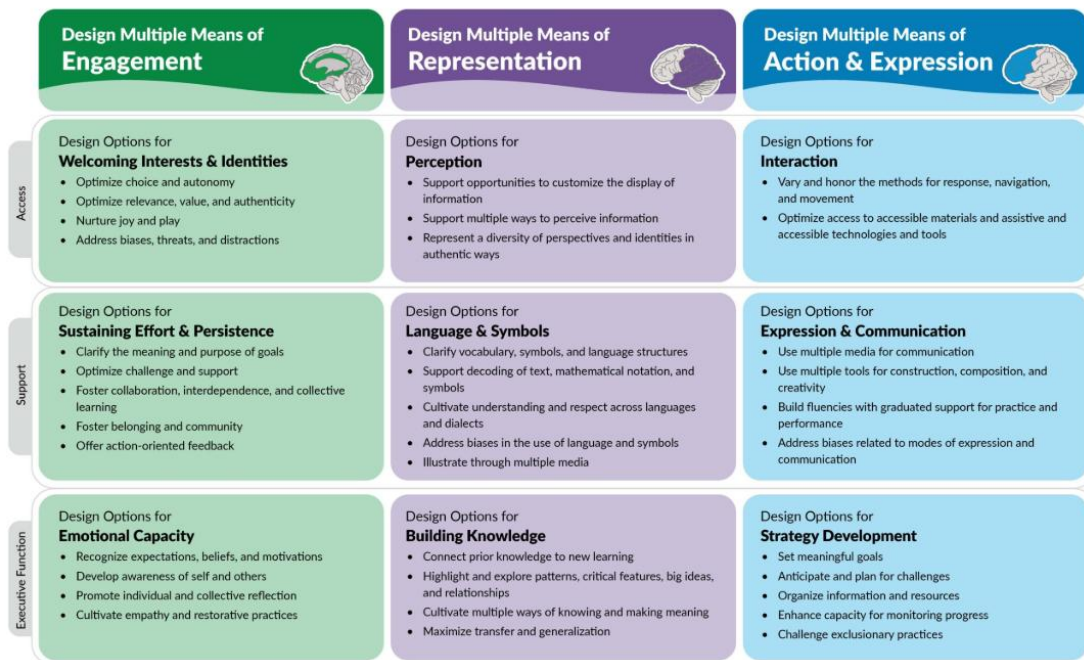
In TK–8 classrooms at BPA-SD, teachers intentionally integrate Bloom's Taxonomy (BT), Depth of Knowledge (DOK), and UDL to deliver rigorous, inclusive instruction that meets the needs of all students. Teachers use the BT framework to provide the foundation for designing structured learning objectives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

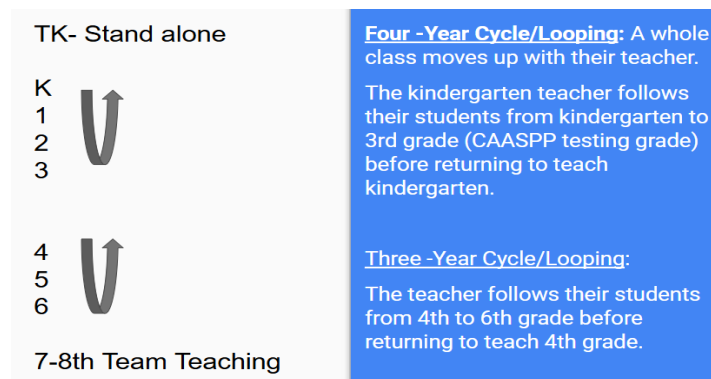
BPA-SD strives to prepare students to become responsible global citizens in the 21st century, a world of cultural diversity and rapid technological change. Students are held to the highest academic standards, yet given the nurturing required to reach those standards. Students learn in an integrated, 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	Research and Inquiry
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" 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, classroom, community, contribute, practicing, 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	Project: Culture in Your Community Product: Map Blat: "Who Made This?"
Text Set 2: Weeks 3 and 4 Essential Question: What can traditions teach you about cultures? Genre: Realistic Fiction Differentiated Genre Passages available	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, oi, o: e, oa, ea, 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	Project: Cultural Traditions Product: Quilt Blat: "City of Cultures"

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, classroom, community, contribute, practicing, 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, UIN1 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

Supreme Court and the Judicial Branch
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."
Educators Only 3-5 6-8

The Federal Government of the United 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."
Educators Only 3-5 6-8

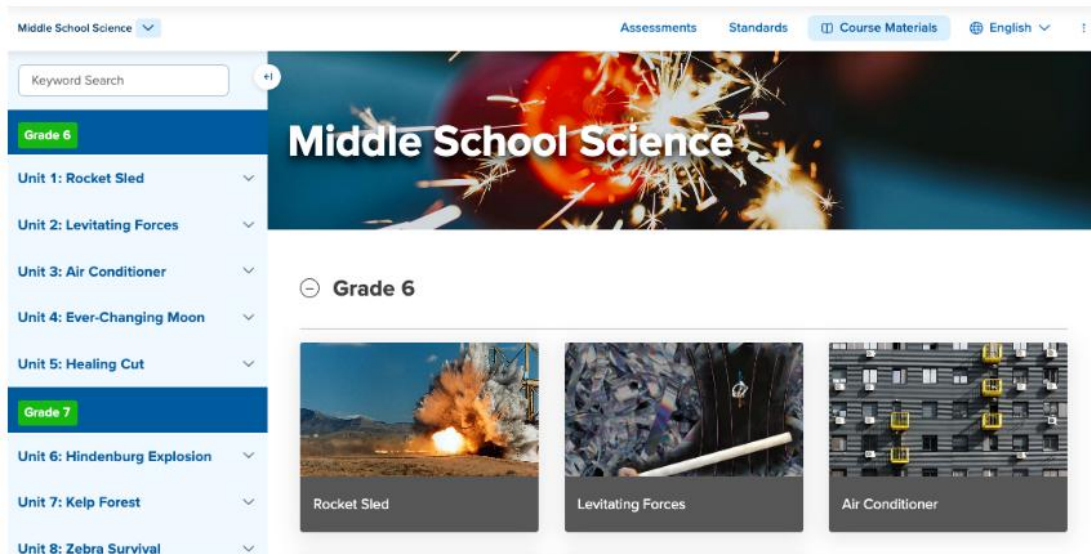
Investigate a Viking Longship with Sandbox
Use the Sandbox app to investigate a Viking longship and make deductions about its design, materials and use. Understand the perspectives of Norse raiders and analyze factors that influenced the lives of these voyagers. This...
Show more
Educators Only 6-8

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.
Hegerty 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

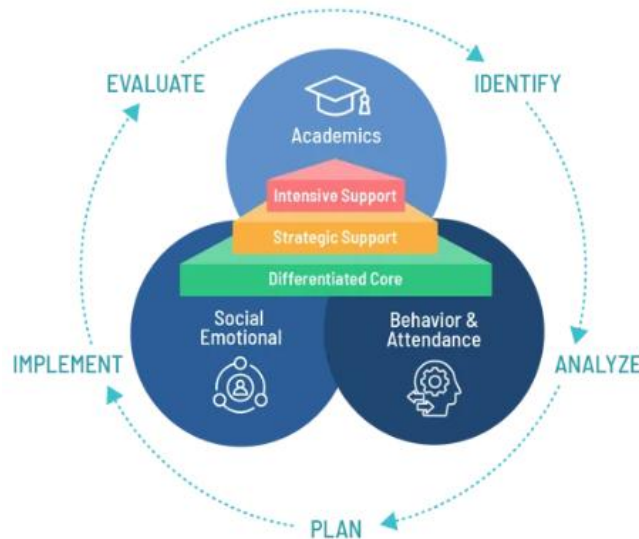
BPA-SD follows applicable state law to assure students enrolled in the school attend a minimum of 175 days. BPA-SD may set its calendar independently of SMUSD in terms of holidays, breaks, and the beginning and end of the school year. BPA-SD offers the required instructional minutes set in Education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

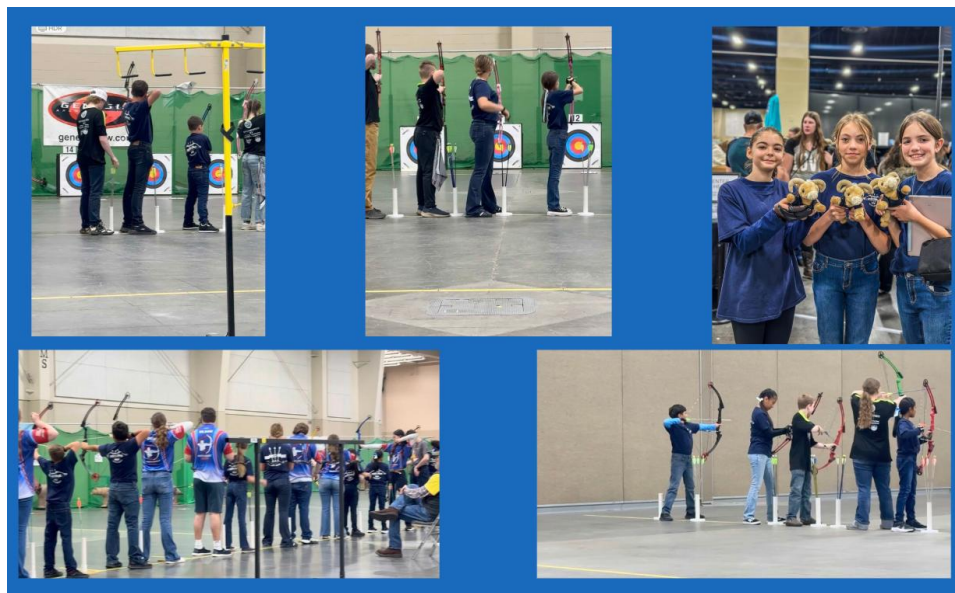
Motto: Are you on Target?



"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

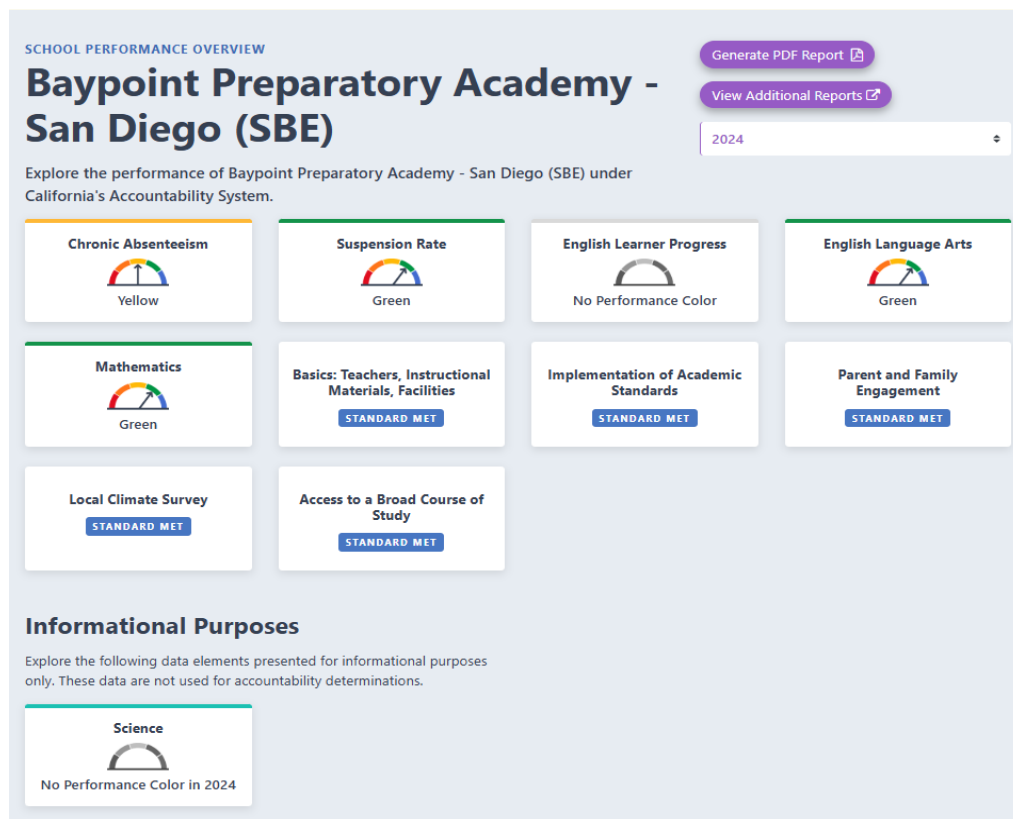
Whether practiced individually or in a team setting, archery helps students strengthen their internal motivation and interpersonal skills, making it a powerful tool in supporting BPA-SD's academic mission and Schoolwide Learner Outcomes. ([Appendix E1](#))



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)



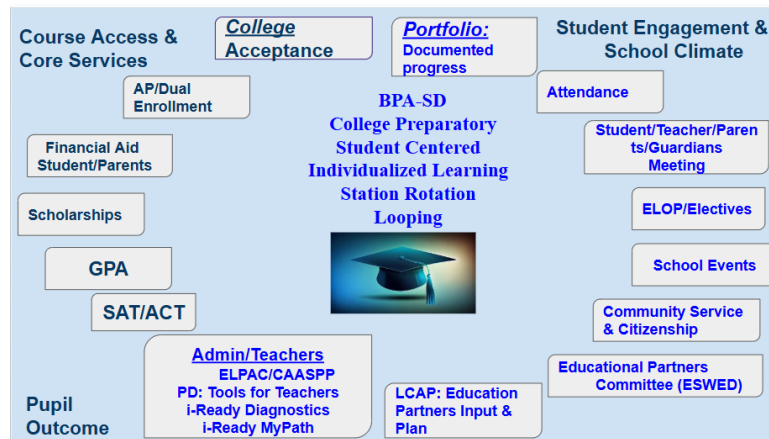
As a California charter school, BPA-SD assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school.

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

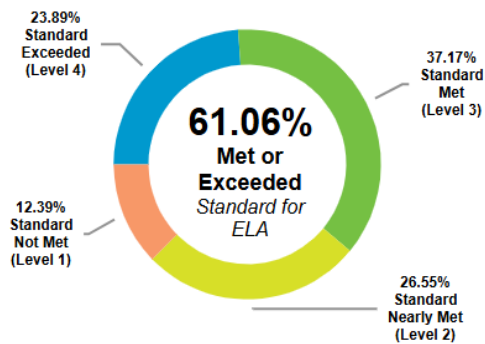
Methods to Measure Pupil Progress

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

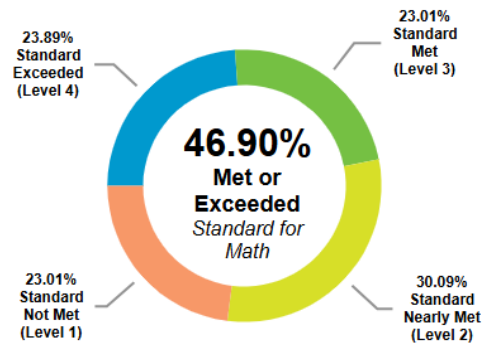
ELA

Percent of students within each achievement level



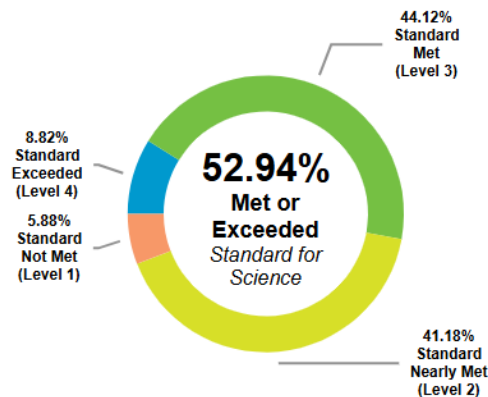
Mathematics

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

Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
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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

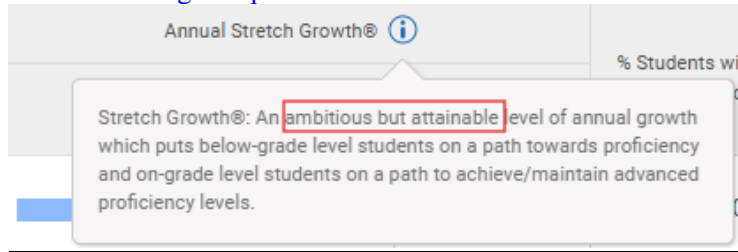
Date

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:

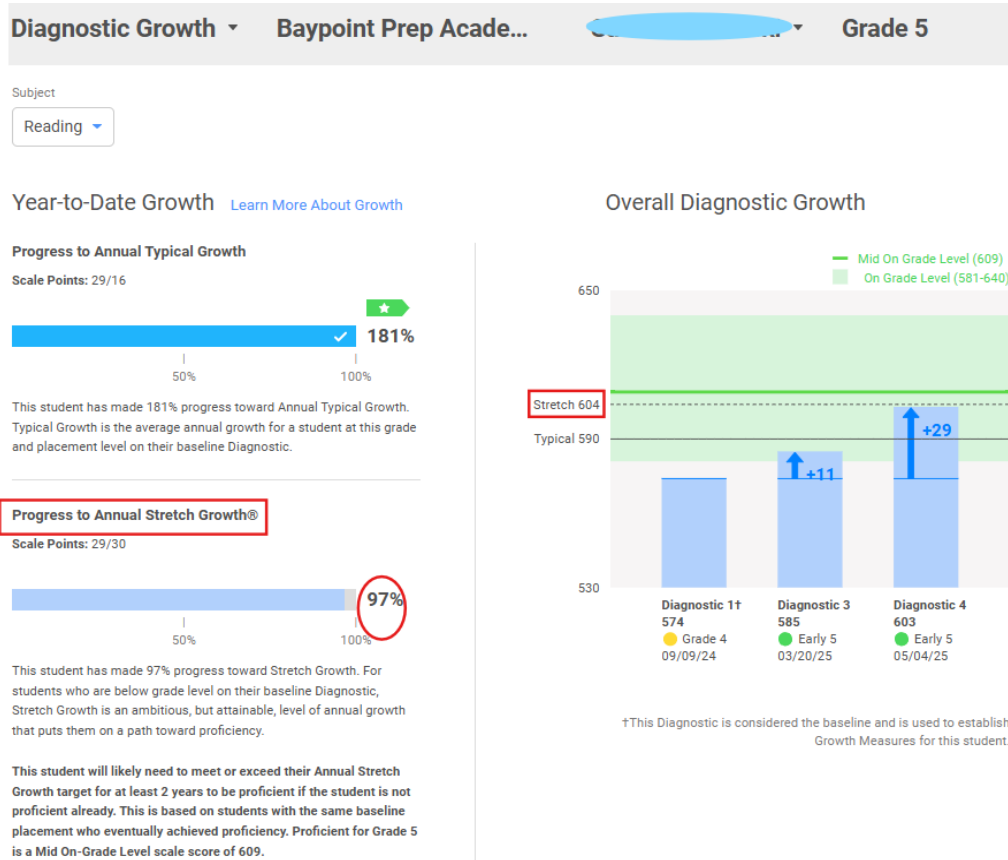
BPA-SD Students Sample i-Ready Annual Stretch Growth

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:

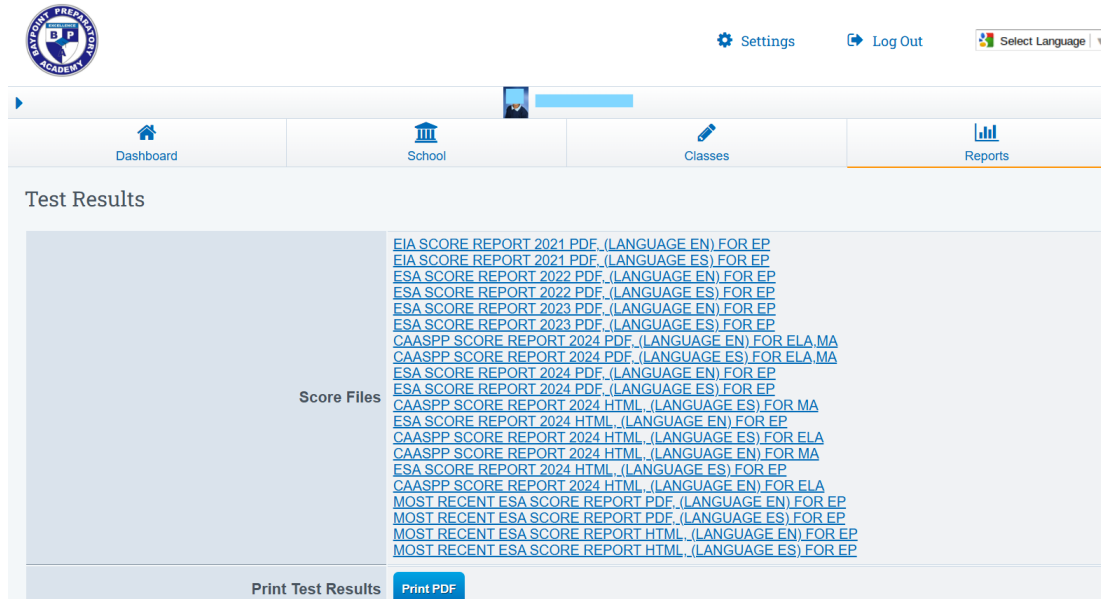
Measurable Outcomes	Assessment Tools
Students will achieve proficiency in English/Language Arts	Smarter Balanced Assessments /(CAASPP) i-Ready Diagnostic I, II, III In-class assessments Portfolios, presentations, projects and other authentic assessments
Students will achieve proficiency in Mathematics	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:



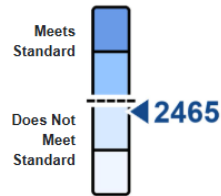
Similar to i-Ready reports, data collected from CAASPP and ELPAC reports, including those specific to EL students, including historical performance data, helps inform a personalized instructional path for each student. By examining specific domains such as essay performance and Lexile measures in ELA, 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

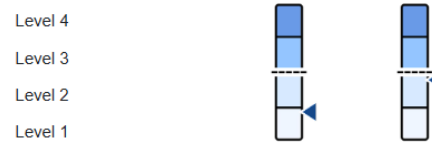


The score range for grade four is 2140–2690. A score of 2473 or higher meets the grade four standard.

'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?



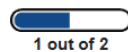
Evidence/Elaboration

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

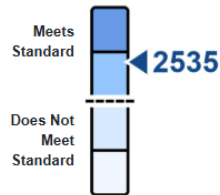
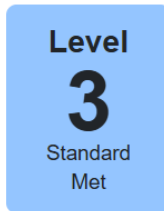
Lexile measures are reported from the Smarter Balanced for ELA assessment. Lexile measures show the level of text your child can read and understand independently. To learn more about these measures and to access Lexile resources to support learning, visit <https://Hub.Lexile.com/Family/>.



BPA-SD Student Sample MAT CAASPP Results Report

Student's Overall Mathematics Score

Student's score of 2535 met the grade four standard.

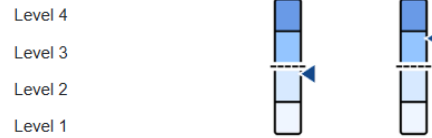


The score range for grade four is 2205–2700. A score of 2485 or higher meets the grade four standard.

Student's Score History

Student'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



The arrow represents how far Student'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.

Student'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/>.

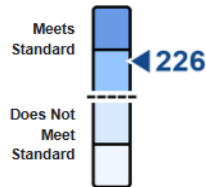


BPA-SD Student Sample SCI CAASPP (CAST) Results Report

Student's Overall Science Score

Student's score of 226 met the grade five standard.

**Level
3**
Standard Met



The score range for grade five is 150–250. A score of 214 or higher meets the grade five standard.

Student's Performance Areas



Earth and Space Sciences
How much did your child learn about Earth's place in the universe, Earth's systems, and Earth and human activity?



Near Standard



Life Sciences
How much did your child learn about living things, ecosystems, heredity, and biological evolution?



Above Standard



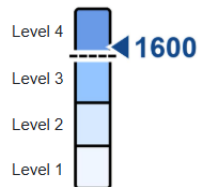
Physical Sciences
How much did your child learn about matter and its interactions, motion and stability, energy, and waves and their applications?



Near Standard

BPA-SD Student Sample ELPAC Results Report

**Level
4**



Student has **well developed** English skills and can usually use English to learn new things in school and to interact in social situations. Student may occasionally need help using English.

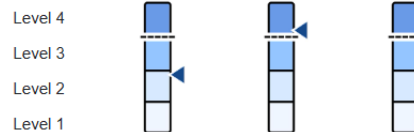
The score range for grade seven is 1150–1900. A score of 1576 or higher is considered proficient in English for grade seven.

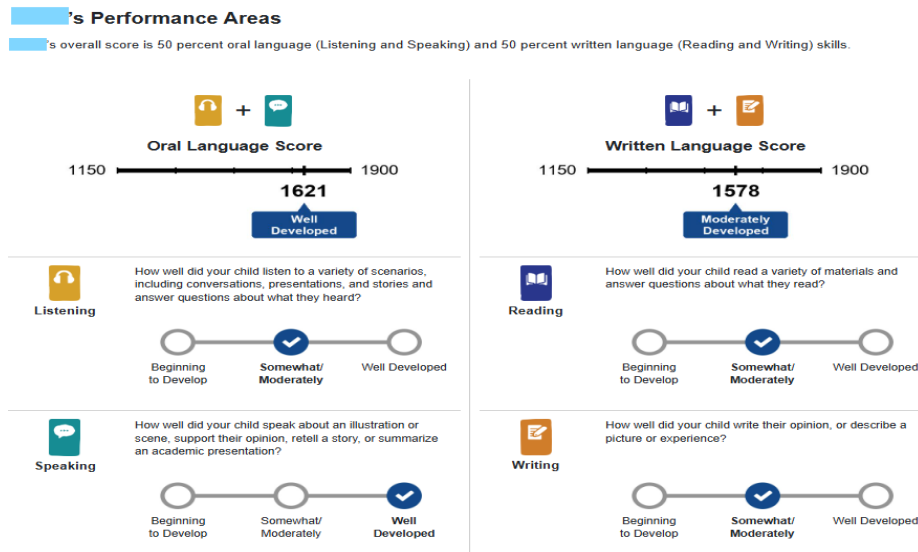
Student's Score History

Students are expected to show improvement within the level or move to the next level each school year.

Student's score increased from last year, and is still in the highest level.

Grade	Grade 5	Grade 6	Grade 7
Score	1508	1595	1600
Level	Level 2	Level 4	Level 4





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](#))

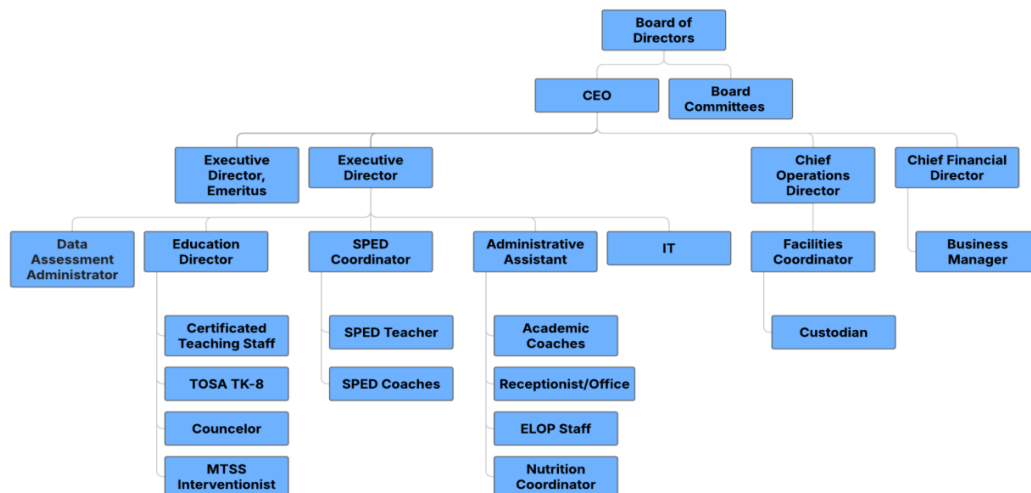
BPA-SD is a separate and distinct legal entity from the SMUSD. It is autonomous and responsible for all matters concerning its governance, on-site administration, staff development, curriculum development and delivery of instruction. BPA-SD cannot contractually bind or extend the faith and credit of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

Resolution No. 5-25/26

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
SAN MARCOS UNIFIED SCHOOL DISTRICT DENYING THE
RENEWAL PETITION OF BAYPOINT PREPARATORY ACADEMY – SAN DIEGO
AND ADOPTING FINDINGS IN SUPPORT OF DENIAL**

WHEREAS, the Charter Schools Act of 1992, set forth in Education Code Section 47600 et seq. (the “Act”), provides for the establishment and operation of publicly funded charter schools in the State of California; and

WHEREAS, on June 16, 2025, Baypoint Preparatory Academy – San Diego (“Charter School” or “Petitioners”) submitted a petition (“Petition”) to the San Marcos Unified School District (“District”) Board of Education (“Board”) seeking a renewal of its approved charter (“Charter”), which was approved by the State Board of Education (“SBE”) in May of 2018 on appeal; and

WHEREAS, pursuant to Sections 47605 and 47607 of the Act, a school district governing board may renew an academically high-performing charter school for five (5) to seven (7) years based on standards and criteria set forth by law; and

WHEREAS, the Charter School’s current Charter term is set to expire June 30, 2026, and Petitioners are requesting that the Charter be renewed for seven (7) years, after expiration of its current term, due to its designation as an academically high-performing charter school; and

WHEREAS, under Education Code section 47605.9(b), A charter school operating under a charter approved by SBE on appeal may continue to operate under the authority of that chartering authority only until the date on which the charter is up for renewal, at which point the charter school shall submit a petition for renewal to the governing board of the school district within the boundaries of which the charter school is located; and

WHEREAS, the Charter School, which is a site-based school, is currently located within the boundaries of the District; and

WHEREAS, at its meeting on August 14, 2025, the Board held a public hearing on the provisions of the Petition, at which time Petitioners were provided an opportunity to make a presentation to the Board regarding the proposed renewal, and at which time members of the public had an opportunity to comment; and

WHEREAS, on July 3, 2025, pursuant to Education Code section 47607(e), the District provided the Charter School written notice of substantial fiscal and governance factors (“Notice”) that could potentially result in a finding that the Charter School is demonstrably unlikely to successfully implement the program set forth in the Petition; and

WHEREAS, the District provided the Charter School a reasonable opportunity to cure the violations or factors set forth in the Notice, and the Charter School responded by letter dated August 4, 2025 and included a proposed corrective action plan which has been reviewed and analyzed by District staff; and

WHEREAS, at its meeting on September 11, 2025, the Board held a second public hearing and further considered public input and the level of support for the proposed renewal and whether to grant or deny the Petition; and

WHEREAS, at the Board meeting on September 11, 2025, District staff summarized a report entitled, "Review of Petition for the Renewal of Baypoint Preparatory Academy – San Diego" ("Staff Report"), which recommended denying the Petition based on certain "Findings Supporting Denial of Petition" ("Findings"); and

WHEREAS, the Staff Report and this Resolution were published on the District's website at least 15 days prior before the public hearing at which the Board will take action on the Petition, and Petitioners had an opportunity to respond to any staff recommendations and areas of concern at the Board meeting on September 11, 2025.

NOW, THEREFORE, BE IT RESOLVED BY THE SAN MARCOS UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION AS FOLLOWS:

Section 1. The Findings supporting denial of the Petition, as set forth in the Staff Report, are hereby adopted and incorporated herein by reference [with the exception of the following: _____].

Section 2. The Petition is hereby denied based on the Findings set forth in the Staff Report and adopted and incorporated herein.

PASSED AND ADOPTED by the Board of Education this 11th day of September, 2025 by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

President, Board of Education

Clerk, Board of Education

Draft



Regular Meeting of the Governing Board - Sep 11 2025 Minutes

Thursday, September 11, 2025 at 6:30 PM

North County Regional Educational Center, 255 Pico Avenue, San Marcos, CA, 92069

1. CALL TO ORDER

President Ahmad opened the meeting at 5:35 pm.

1.1 ROLL CALL

President Ahmad reported that all Board Members were present.

2. COMMUNICATION SESSION FOR CLOSED SESSION ITEMS

President Ahmad adjourned to Closed Session at 5:36pm.

3. CLOSED SESSION

3.1 CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO GOVERNMENT CODE § 54956.9(D)(2): 1 CASE

3.2 MATTERS PERTAINING TO PUBLIC EMPLOYEE EMPLOYMENT, TRANSFER, APPOINTMENT, DISCIPLINE, DISMISSAL, RELEASE, EVALUATION, REASSIGNMENT (GOVERNMENT CODE 54957)

The Board Adjourned from Closed Session at 6:31pm

4. REGULAR MEETING OPENING

President Ahmad opened the Regular Meeting at 6:35pm and reported that all Board Members were present.

4.1 MISSION STATEMENT

Draft

President Ahmad read the Mission Statement: The San Marcos Unified School District is an innovative and collaborative community providing an unparalleled educational experience. Through an engaging and supportive environment, all of our students are challenged, inspired, and poised to excel.

4.2 PLEDGE OF ALLEGIANCE

Led by President Ahmad

4.3 APPROVAL OF AGENDA

APPROVED THE AGENDA

Moved by: Stacy Carlson

Seconded by: Andres Martin

Aye Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

4.4 REPORT OF ACTION TAKEN IN CLOSED SESSION

President Ahmad announced that the Board conferred with legal counsel on anticipated litigation, significant exposure to litigation pursuant to government code § 54956.9(d)(2): 1 case. No action was taken. Next, the board discussed matters pertaining to public employee employment, transfer, appointment, discipline, dismissal, release, evaluation, and reassignment (government code 54957). By a motion of Member Ahmad, seconded by Member Meum, the board approved the settlement agreement and release of Employee #630908. The vote was as follows: Ayes: Ahmad, Carlson, Herrick, Martin, Meum. Noes: N/A Abstentions: N/A

4.5 REPORTS BY STUDENT BOARD MEMBERS

San Marcos High School Student Representative Inaara Ahmad and Mission Hills High School Representative Madison Zarazua reported on current and upcoming events at their respective sites.

5. REPORT BY THE SUPERINTENDENT

Draft

SUPERINTENDENT ANDY JOHNSEN HIGHLIGHTED IMPORTANT DISTRICT ISSUES AND/OR EVENTS

Superintendent Dr. Andy Johnsen shared district highlights, beginning with the annual Welcome Back Breakfast, hosted this year by San Marcos High School.

He also spoke about the Carrillo Elementary Field Celebration, which was well-attended by community members, students, and families, marking progress after addressing longstanding water issues.

Construction updates for Knob Hill Elementary were provided, noting that progress is moving quickly and smoothly.

Dr. Johnsen and Deputy Superintendent Dr. Tiffany Campbell visited campuses during the first two days of school, meeting new teachers and excited students.

6. PRESENTATIONS

- 6.1 SAN MARCOS HIGH SCHOOL - PRINCIPAL CHRISTINA WILDE
Principal Christina Wilde and her team presented updates on enrollment, demographics, and support for student groups, including English learners and students with disabilities.

7. COMMUNICATION SESSION

- 7.1 PUBLIC COMMENTS
Darlene Maza, address on file, spoke regarding SPED inclusion
Deborah Caswell, address on file, spoke regarding SPED inclusion
Kelly Weier, address on file, spoke regarding SPED inclusion
Mikela Thomas, address on file, spoke regarding SPED inclusion
Ursula Eddy, address on file, spoke regarding SPED inclusion
Josh Mosher, address on file, spoke regarding SPED inclusion

Draft

8. REPORTS BY BOARD MEMBERS

INDIVIDUAL BOARD MEMBERS SHARED INFORMATION ON IMPORTANT ISSUES AND/OR EVENTS.

9. ACTION AGENDA

9.1 PUBLIC HEARING: CHARTER PETITION RENEWAL FOR BAYPOINT PREPARATORY ACADEMY - SAN DIEGO

On June 16, 2025, the District received a petition from Baypoint Preparatory Academy - San Diego to renew its charter with the San Marcos Unified School District. On August 14, 2025 per Education Code 47605 the Governing Board held a public hearing to determine the level of support for the petition. On August 27, 2025 the District posted findings regarding the charter renewal petition; and subsequently, a 2nd public hearing will be held to determine the level of support. The Governing Board must either grant or deny the request to renew the charter within ninety (90) days from the receipt of the petition.

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

Frank Aguaro gave a presentation on the renewal of Baypoint Preparatory Academy.

The public hearing opened at 7:37pm

Jonathan Perez, address on file, spoke about Baypoint Renewal Petition

Terrie Saline, address on file, spoke about Baypoint Renewal Petition

Dietrich Nelson Jr., address on file, spoke about Baypoint Renewal Petition

Draft

Priscilla Nelson, address on file, spoke about Baypoint
Renewal Petition

Kara Arango, address on file, spoke about Baypoint Renewal
Petition

Sarah Budfuloski, address on file, spoke about Baypoint
Renewal Petition

Caliya Pendergrass, address on file, spoke about Baypoint
Renewal Petition

Josiah Kruse, address on file, spoke about Baypoint Renewal
Petition

RJ Hernandez, address on file, spoke about Baypoint Renewal
Petition

Kathy Nguyen, address on file, spoke about Baypoint Renewal
Petition

Suzanna Diaz, address on file, spoke about Baypoint Renewal
Petition

The public hearing closed at 8:00pm

9.2 RESOLUTION #05-25/26: DENYING THE RENEWAL PETITION
OF BAYPOINT PREPARATORY ACADEMY – SAN DIEGO

Resolution #05-25/26 is attached for review.

SUBMITTED BY:

Tiffany Campbell, Ed.D.

Deputy Superintendent of Schools

Educational Services

[Resolution #5-25.26 Denying Renewal Petition Baypoint Prep
Academy.pdf](#) 

[SMUSD Staff Report RE Baypoint Renewal Petition 8.27.25.pdf](#)


Adopted Resolution #05-25/26: Denying the renewal petition
of Baypoint Preparatory Academy - San Diego

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Moved by: Lena Meum

Seconded by: Stacy Carlson

Aye Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

Board President Ahmad called for a 5 minute recess at 8:18pm.

The Board reconvened the meeting at 8:32pm.

- 9.3 CERTIFICATED AND CLASSIFIED PERSONNEL CHANGES,
INCLUDING HIRING, RESIGNATIONS, LEAVES OF ABSENCE,
PROMOTIONS, RETIREMENTS, AND REASSIGNMENTS
(STRATEGIC PROMISE GOAL 3.3)

SUBMITTED BY:

Joel Garcia, Ed.D.

Assistant Superintendent

Human Resources and Development

[Personnel Agenda.pdf](#) 

Approved the Certificated and Classified Personnel Changes,
Including Hiring, Resignations, Leaves of Absence,
Promotions, Retirements, and Reassignments

Moved by: Andres Martin

Seconded by: Sarah Ahmad

Aye Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

Dr. Joel Garcia introduced and recommended Charity Sheppard as an Assistant Principal at San Marcos Middle School.

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9.4 PUBLIC HEARING: AVAILABILITY OF INSTRUCTIONAL MATERIALS FOR THE 2025-26 SCHOOL YEAR

Education Code 60119 requires that the Governing Board of a school district hold an annual public hearing and adopt a resolution stating whether each pupil in the district has sufficient textbooks and instructional materials in specified subjects that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board. The public hearing will be held on September 11, 2025, 6:30 pm.

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

President Ahmad opened the public hearing at 8:35pm

There were no speakers present

President Ahmad closed the public hearing at 8:35pm

9.5 RESOLUTION #04-25/26: AVAILABILITY OF INSTRUCTIONAL MATERIALS FOR THE 2025-26 SCHOOL YEAR

Education Code Section 60119(c) requires that the Governing Board of a school district provide written assurance to the Superintendent of Public Instruction that all students, including English learners, in each school in the district have sufficient textbooks or instructional materials or both in each subject that are consistent with the content and cycles of the curriculum framework by the State Board. This includes the availability of laboratory science equipment for science laboratory courses offered in grades 9-12.

Resolution #04-25/26 is attached for review.

SUBMITTED BY:

Draft

Tiffany Campbell, Ed.D.

Deputy Superintendent of Schools

Educational Services

[Resolution #4-25.26 Availability of Instructional Material.pdf](#)



Adopted Resolution #04-25/26: Availability of Instructional
Materials for the 2025-26 School Year

Moved by: Heidi Herrick

Seconded by: Stacy Carlson

Aye

Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

9.6 2024-2025 UNAUDITED ACTUALS FINANCIAL REPORT
(STRATEGIC PROMISE GOAL 4.2)

Each year during the summer, the District goes through the process of closing the financial records (books) for each fund that it operates. The financial results for the fiscal year ending June 30, 2025 are summarized in the 2024-25 Unaudited Actuals Report. As required, this report will be submitted to the San Diego County Office of Education and to the California Department of Education. The Unaudited Actuals are subject to audit by the District's independent auditor, and the auditor's opinion is due by December 15, 2025.

Erin Garcia presented a summary of the District's 2024-2025 Unaudited Actuals Financial Report.

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[2024-2025 Unaudited Actuals.pdf](#)

Draft

Approved 2024-2025 Unaudited Actuals Financial Report

Moved by: Lena Meum

Seconded by: Sarah Ahmad

Aye Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

10. CONSENT AGENDA

Approved the Consent Agenda

Moved by: Stacy Carlson

Seconded by: Andres Martin

Aye Sarah Ahmad, Stacy Carlson, Heidi Herrick,
Andres Martin, and Lena Meum

Motion Carries 5-0

- 10.1 APPROVAL OF GIFTS TO THE DISTRICT
Gifts include monetary donations.

SUBMITTED BY:

Andrew S. Johnsen, Ed.D.

Superintendent of Schools

[DONATIONS 9.11.25.pdf](#) 

- 10.2 APPROVAL OF THE MINUTES OF THE REGULAR BOARD
MEETING OF AUGUST 14, 2025

SUBMITTED BY:

Andrew S. Johnsen, Ed.D.

Superintendent of Schools

[Minutes 8.14.25 Regular Meeting of the Governing Board.pdf](#)

Draft



10.3 MEMORANDUM OF UNDERSTANDING WITH THE SAN MARCOS EDUCATORS' ASSOCIATION, "CATASTROPHIC LEAVE PROGRAM"

The San Marcos Unified School District ("District") and the San Marcos Educators' Association ("SMEA") met in a collaborative manner and developed the terms of this MOU.

The purpose of this MOU is to resolve the lack of a one-day withdrawal of accrued sick time for the Catastrophic Leave Bank ("CLB") during the 2024-25 school year. The Parties agree that one (1) day of accrued sick time will be deducted for the 2025-26 school year, with the understanding that Article XVIII.C. of the Collective Bargaining Agreement allows for a special assessment if necessary.

A copy of the MOU is attached.

SUBMITTED BY:

Joel Garcia, Ed.D.
Assistant Superintendent
Human Resources and Development

[SMEA SMUSD CLB MOU \(1\).pdf](#)

10.4 MEMORANDUM OF UNDERSTANDING WITH THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS SAN MARCOS CHAPTER #413, CHANGES TO THE CLASSIFICATION OF PHYSICAL THERAPY SPECIALIST

The San Marcos Unified School District ("District") and the California School Employees Association and its San Marcos Chapter #413 met in a collaborative manner and developed the terms of this MOU.

The parties agree to the changes to the Physical Therapy Specialist classification.

A copy of the MOU is attached.

Draft

SUBMITTED BY:

Joel Garcia, Ed.D.
Assistant Superintendent
Human Resources and Development

[CSEA MOU PT Specialist reclassification.pdf](#) 

10.5 REJECTION OF MULTIPLE CLAIMS RECEIVED (STRATEGIC PROMISE GOAL 4.2)

The following claims were submitted to the District.

Staff recommends that the Governing Board reject the claims listed below.

CLAIM NUMBER	DATE OF LOSS
652524	03/15/25

SUBMITTED BY:

Erin Garcia
Assistant Superintendent
Business Services

10.6 COMMERCIAL WARRANT LISTING FOR THE PERIOD OF 08/01/25 - 08/31/25 (STRATEGIC PROMISE GOAL 4.2)

This is a required monthly report per Board Policy #3300.

FUND	FUND DESCRIPTION	AMOUNT
0100	General	\$3,306,925.15
1100	Adult Education	\$153.97
1300	Child Nutrition Services	\$99,757.63
1500	Pupil Transportation Equipment	\$428,164.94
2139	Building Fund-Prop 39 Measure	\$4,294,716.76

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	JJ	
2519	Capital Facilities	\$24,640.14
4000	Special Reserves/Capital Project	\$7,349,902.79
4920	Capital Projects: CFD's	\$4,852.23
6300	Enterprise Fund: Kids on Campus	\$3,407.13
6730	Insurance Fund	\$463,703.05
	GRAND TOTAL	\$15,976,223.79

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[Commercial Warrants for 08.01.25 - 08.31.25.pdf](#) 

10.7 PURCHASE ORDERS AND REVOLVING CASH CHECKS
(STRATEGIC PROMISE GOAL 4.2)

DISCUSSION:

Purchase Orders have been issued in the following amounts and to specific funds:

FUND NUMBER	FUND DESCRIPTION	AMOUNT
0100	General Fund	\$4,117,900.73
1300	Cafeteria Fund	\$337,429.49
2519	Capital Facilities/Sb2068 Fund	\$17,724.48

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4000	Special Reserves/Capital Proj	\$6,554,864.99
6300	Enterprise Fund-KOC	\$2,856.96
6730	Deductible Insurance Loss Fd	\$4,000.00
TOTAL		\$11,034,776.65

Education Code 42800 et seq. authorizes school districts to establish revolving cash funds from which expenditures may be made for services and materials that are proper and legal charges against the District. Revolving funds for the District General Fund and Child Nutrition Fund are processed through the Mission Federal Credit Union.

General Fund Checks	Fund 0100	\$0.00
Child Nutrition Checks	Fund 1300	\$0.00

TOTAL BUDGET IMPACT: \$11,034,776.65

SUBMITTED BY:

Erin Garcia
Assistant Superintendent
Business Services

[September 11, 2025 PO Board Report.pdf](#) 

[CNS Revolving Cash Checks Report.pdf](#) 

[Accounts Payable- Revolving Cash Checks Report.pdf](#) 

10.8 SAN MARCOS UNIFIED SCHOOL DISTRICT AGREEMENTS AND AMENDMENTS FOR APPROVAL AND RATIFICATION (STRATEGIC PROMISE GOAL 4.2)

The District maintains agreements with numerous agencies,

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consultants, and organizations. The attached agreements require approval by the Governing Board.

AGREEMENTS FOR THE PERIOD FROM 08/01/25 THROUGH 08/31/25	
FUND	AMOUNT
General Funded-Unrestricted (0100)	\$328,778.92
General Funded-Restricted (0100)	\$719,905.45
Cafeteria Fund	\$0.00
Capital Facilities	\$2,247,064.04
Revenue	\$0.00
GRAND TOTAL	\$3,295,748.41

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[09.11.25-Business Services Agreement Grid.pdf](#) 

10.9 ACTION TO DECLARE DISTRICT PERSONAL PROPERTY AS
OBSOLETE AND SURPLUS AND TO DISPOSE PER EDUCATION
CODE 17545-17555 (STRATEGIC PROMISE GOAL 4.2)

The District periodically has inventory items that become obsolete and are recommended for disposal, donation, or sale. At this time, the items listed in the attachment are no longer needed by the District or are no longer usable due to age and disrepair. The items determined to have no value by District staff will be disposed of in compliance with California Education Code 17545-17555. Items that contain resale value will be sold through PublicSurplus.com to ensure that the District receives as much revenue as possible for surplus

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items. Staff requests Board approval for the disposal of surplus items.

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[List of Obsolete and Surplus Property for Disposal 09.11.25.pdf](#) 

10.10 RESOLUTION #06-25/26 "APPROPRIATIONS SUBJECT TO THE GANN LIMIT" (STRATEGIC PROMISE GOAL 4.2)

Proposition 4, adopted in November 1979, established constitutional limits on allowable growth in state and local government spending (appropriations). These appropriation limits popularly called the "Gann Limits" allow government spending to grow at a rate no faster than inflation and the change in population per Education Code Sections 1629 and 42132.

School districts calculate their appropriation limits each year by adjusting the previous year's limits for inflation and student population growth.

The 2024-2025 Appropriations Limitation is \$152,956,066.77.

The 2025-2026 Estimated Appropriations Limitation is \$160,706,234.43.

The attached resolutions, with Board approval, will revise the 2024-2025 appropriation limits and set the 2025-2026 appropriation limits.

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[Resolution #06-25.26.pdf](#) 

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10.11 APPROVAL OF SCHOOL-CONNECTED ORGANIZATIONS TO
RAISE FUNDS ON BEHALF OF THE DISTRICT'S SCHOOLS AND
STUDENTS FOR THE 2025-2026 SCHOOL YEAR (STRATEGIC
PROMISE GOAL 4.2)

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations, foundations and/or booster clubs for the purpose of supporting district and extracurricular programs, such as athletic teams or musical groups. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities to achieve the District's vision for student learning.

Education Code 51521 gives the Governing Board the authority to approve any organization that raises funds on behalf of any of the District's schools or students. Furthermore, Board Policy (BP) and Administrative Regulation (AR) 1230 require annual approval of such organizations. Per AR 1230, these organizations must provide copies of their tax-exempt federal ID number, bylaws or constitution, and yearly financial statements to Fiscal Services to apply for annual approval.

The SMUSD Parent/Booster/Club/Organization Information Sheet, a copy of the bylaws or constitution, and a copy of the latest annual financial statements for the aforementioned organization are collected on a yearly basis. Collection of the bylaws/constitution are only required once unless they have been updated.

Attached are the organizations that have submitted their information to date and are authorized by the Board to operate at SMUSD school for the 2025/26 school year.

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[List of Outside Organizations Requesting Board Approval to](#)

Draft

[Raise Funds on Campus 09.11.25.pdf](#) 

10.12 APPROVE DESIGNEES TO PARTICIPATE IN THE LEADERSHIP COUNCIL FOR THE EDUCATION TO CAREER NETWORK (ETCN)

DISCUSSION:

San Marcos Unified School District operates the San Marcos Adult School. Adult Education Block Grant (AEBG) funds are allocated annually to regional consortia, and each consortium's members are required to agree upon an allocation schedule. The member districts of the ETCN are: Escondido Union High School District, Palomar College, and Poway, Ramona, San Marcos, and Vista Unified School Districts. The ETCN members have agreed to an allocation schedule that supports its March 2015 regional plan, which has been updated annually. Vista Unified School District has been elected to serve as the fiscal agent for the ETCN.

The MOA for Participation in the Education to Career Network covers a two-year period (July 2025 – June 2027) and requires member districts to designate a representative and alternate to the ETCN Leadership Council. Upon approval of the agreement, the Superintendent will designate Garth Phillips (Principal) to continue to serve as representative to the Leadership Council and Claudia Hernandez (Assistant Principal) to serve as the alternate.

LEGAL REFERENCE: California Education Codes 84900-84920

FISCAL IMPACT: N/A

SUBMITTED BY:

Erin Garcia
Assistant Superintendent
Business Services

[Accounts Payable- Revolving Cash Checks Report.pdf](#) 

10.13 RESOLUTION #07-25/26, "RESOLUTION OF THE GOVERNING BOARD OF THE SAN MARCOS UNIFIED SCHOOL DISTRICT AUTHORIZING CONTRACTING FOR THE PURCHASE OF

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ELECTRICAL SCHOOL BUSES PURSUANT TO THE CALIFORNIA
MULTI AWARD SYSTEM (CMAS) PIGGYBACK BID #2122-SC11-
01" (STRATEGIC PROMISE GOAL 4.2)

The District is in need of replacing several buses throughout the years to comply with changing environmental standards. To do so, the district has determined the best course of action is to utilize the piggybackable bid, afforded to the district through Public Contract Code Section 20118, offered by The California Multi-Award System (CMAS).

The District would like to purchase electric buses through Model 1 Commercial Vehicles, Inc. (formerly known as Creative Bus Sales), utilizing the California Multi-Award System (CMAS). The District will purchase these buses through monies distributed to the District through various grant funding sources.

The California Multi-Award System (CMAS) bid allows for other public school districts to purchase buses under the same terms and conditions, as authorized by Section 20118 of the Public Contract Code of California.

The District has determined that it is in its best interest to purchase buses through Model 1 Commercial Vehicles, Inc., utilizing the California Multi-Award System (CMAS) Piggyback Bid #2122-SC11-01.

SUBMITTED BY:

Erin Garcia

Assistant Superintendent

Business Services

[Resolution #07-25.26.pdf](#) 

10.14 RENEWAL MASTER CONTRACTS FOR PUBLIC, NONPUBLIC,
NONSECTARIAN SCHOOL/AGENCY SERVICES

Occasionally it is necessary for the District to provide services to unique students. The District utilizes a nonpublic school or agency to provide these services. The San Diego County Department of Education has developed a standard Master Contract for districts to use. San Marcos Unified School

Draft

District utilizes this contract to procure these services. Once the Board approves these contracts, we are able to submit Individual Service Agreements to:

AMN Health Care which provides support staff such as speech language pathologists, nursing and occupational therapists and other related service providers.

BUDGET IMPACT: None

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

10.15 INDIVIDUAL SERVICE AGREEMENTS FOR PUBLIC, NONPUBLIC, NONSECTARIAN SCHOOL/SCHOOL SERVICES FOR SPECIFIED STUDENTS FOR THE 2025-26 SCHOOL YEAR

The following Individual Service Agreements are contracts for the fiscal year 2025-2026. These contracts are for students with disabilities who receive their education in separate educational facilities (i.e. non-public school (NPS) or receive special services through a non-public agency (NPA). Representatives from the District's special education department oversee these placements.

Student #3 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #8 receives education and support services from a Non Public School. Budget Impact is \$54,000.

Student #19 receives education and support services from a Non Public School. Budget Impact is \$62,000.

Student #21 receives education and support services from a Non Public School. Budget Impact is \$62,000.

Student #24 receives education and support services from a Non Public School. Budget Impact is \$54,000.

Student #25 receives education and support services from a

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Non Public School. Budget Impact is \$54,000.

Student #33 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #36 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #38 receives education and support services from a Non Public School. Budget Impact is \$98,000.

Student #42 receives education and support services from a Non Public School. Budget Impact is \$91,000.

Student #46 receives education and support services from a Non Public School. Budget Impact is \$54,000.

Student #47 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #50 receives education and support services from a Non Public School. Budget Impact is \$146,000.

Student #56 receives education and support services from a Non Public School. Budget Impact is \$107,000.

Student #60 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #74 receives education and support services from a Non Public Agency. Budget Impact is \$54,000.

Student #87 receives education and support services from a Non Public School. Budget Impact is \$234,000.

Student #91 receives education and support services from a Non Public School. Budget Impact is \$170,000.

Student #96 receives education and support services from a Non Public School. Budget Impact is \$91,000.

BUDGET IMPACT: \$2,181,000.00 decrease to Fund 00

SUBMITTED BY:

Tiffany Campbell, Ed.D.

Deputy Superintendent of Schools

Draft

Educational Services

10.16 MISSION HILLS HIGH SCHOOL REQUEST FOR OUT-OF-STATE
FIELD TRIP

Mission Hills High School is requesting approval for travel to
an out-of-state event:

- Mission Hills High School would like to send 30 members of the JV Cheer Team to the School Cheer Nationals Competition in Las Vegas, NV. Travel will be from Thursday, February 19, 2026 through Saturday, February 21, 2026. Students will miss two (2) school days.

Fundraising activities are planned and scholarships will be available as needed.

BUDGET IMPACT: NONE

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

10.17 APPROVE WAIVER OF EXTENDED SCHOOL YEAR (ESY)

A Public Hearing was held at the last Board meeting, August 14, 2025, on the proposal to apply for a waiver for the Extended School Year (ESY).

California Code of Regulations, Title 5, Section 3043(d), requires a minimum of 20 school days of attendance for an Extended School Year (summer school) for special education students. Districts may request a waiver to provide an Extended School Year (ESY) program for fewer days than the traditional model.

San Marcos Unified School District, Department of Special Education, proposes to provide ESY services utilizing a 4-day

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schedule of 5 hours a day of instruction per day equaling 80 hours of ESY instruction. The 4-day schedule will provide the same amount of instructional hours as the standard 20-day schedule. Fewer ESY instructional days will provide a savings in transportation, utilities and janitorial services.

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

10.18 ADOPT REVISIONS TO EXISTING GOVERNING BOARD POLICIES (BP): 5125 "STUDENT RECORDS"

Adopt revisions to existing Governing Board Policies:

The Educational Services Department brought this policy to the Governing Board at its August 14, 2025 meeting as an information agenda item.

BOA RD POLI CY (BP)	BP NAME	REASONS
5125	Student Records	Adopting current recommended language based on the CSBA update March 2025 Policy updated to include in the first philosophical paragraph disclosure of records in the list of administrative regulations the Superintendent or designee is required to establish. Additionally, policy updated to reflect NEW LAW (AB 801, 2024) which requires districts to provide documentation that a student has not been enrolled in the district for at least 60 days to the operator of a website, online service or application, or mobile

Draft

		application that has control of student records which contain covered information that is not subject to the California Consumer Privacy Act, if the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records. In addition, policy updated to reflect REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools. Policy also updated to broaden the applicability of the prohibition against disclosure by deleting reference to "Superintendent or designee" and replacing with "district or district employee", and add the requirement that the Superintendent or designee develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. Additionally, policy updated to add requirements related to the retention, disclosure, and security of student records, including that the Superintendent or designee (1) ensure the confidentiality of student records as required by law and establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence, in the retention or disclosure of student records and breaches to the district's digital infrastructure, (2) ensure that employees receive information and

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		training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure, and (3) report a cyberattack to the California Cybersecurity Integration Center if the district experiences a cyberattack that impacts more than 500 students or personnel.

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

[BP 5125 Student Records.pdf](#) 

**10.19 SETTLEMENT AGREEMENT FOR SPECIAL EDUCATION CASE
NOS. 2025050417 and 2025050365**

This settlement agreement is entered for the purpose of settling the dispute between the District and student within the San Marcos Unified School District.

SUBMITTED BY:

Tiffany Campbell, Ed.D.
Deputy Superintendent of Schools
Educational Services

11. INFORMATION AGENDA

**11.1 UPDATE TO RESOLUTION #12-23/24, "RESOLUTION OF THE
GOVERNING BOARD OF THE SAN MARCOS UNIFIED SCHOOL
DISTRICT AUTHORIZING EMERGENCY RESTORATION AT
CARRILLO ELEMENTARY IN LIEU OF A FORMAL BID"
(STRATEGIC PROMISE GOAL 4.2)**

On November 9, 2023, the District passed Resolution #12-23/24 to authorize emergency restoration services at Carrillo Elementary following significant flooding in classrooms 44 and 45. While the initial remediation successfully addressed

Draft

the immediate flooding issue, ongoing water intrusion prevented the full restoration of the classrooms at that time.

The underlying flooding issues have now been resolved, allowing the District to move forward with restoring the classrooms to their original condition. Given that the school year is underway and we now need to make these classrooms available for instruction, the District intends to use this emergency exception to bidding in order to expedite the restoration of the classrooms. This project is expected incur an additional cost of approximately \$250,000 for the complete restoration of classrooms 44 & 45. The original resolution anticipated a cost of \$137,360.

By law, the District is required to update the Board when the scope or monetary amounts of the emergency resolution change. This item serves as a formal update to the Board regarding the increased scope and anticipated additional cost for the Carrillo Elementary restoration project. No formal action is required at this time; this is an informational item to ensure the Board is aware of the situation.

SUBMITTED BY:

Erin Garcia
Assistant Superintendent
Business Services

12. CLOSING ITEMS

The next Regular Board meeting will take place on Thursday, October 9, 2025, at 6:30 p.m.

12.1 ADJOURNMENT

President Ahmad adjourned the meeting at 8:51pm.

Board President

Draft

Superintendent

Draft

MINUTES

**Regular Meeting of the Governing Board of the San Marcos Unified School District Acting as the
Legislative Body of Community Facilities District No. 15 and 20 of the San Marcos Unified School
District**

Thursday, August 14, 2025

Notice of Video Recording: Please be advised that all meetings conducted by San Marcos Unified School District are recorded for documentation and transparency purposes. These video recordings are made available to the public and can be accessed on the SMUSD website for review and reference at smusd.org.

1. CALL TO ORDER

Meeting called to order at 5:33 PM

Action: 1.1 ROLL CALL

Members present

Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

2. COMMUNICATION SESSION FOR CLOSED SESSION ITEMS

There were no requests to speak.

3. CLOSED SESSION

The Board adjourned to Closed Session at 5:34 p.m.

The Board adjourned from Closed Session at 5:35 p.m.

The Board reconvened to Open Session at 6:32 p.m.

4. REGULAR MEETING OPENING

President Ahmad opened the meeting and reported that all Board Members were present, with the exception of Member Carlson.

Procedural: 4.1 MISSION STATEMENT

President Ahmad read the Mission Statement.

Procedural: 4.2 PLEDGE OF ALLEGIANCE

President Ahmad led the Pledge of Allegiance.

Action: 4.3 APPROVED THE AGENDA

Motion by Sarah I Ahmad, second by Lena Meum.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Report: 4.4 REPORT OF ACTION TAKEN IN CLOSED SESSION

The Board met in Closed Session and discussed matters pertaining to public employee employment, transfer, appointment, discipline, dismissal, release, evaluation, and reassignment. No action was taken. Last, we discussed Student Readmit Case #01-25/26. No action was taken.

5. COMMUNICATION SESSION

Information: 5.1 PUBLIC COMMENTS

There were no speakers.

6. REPORT BY THE SUPERINTENDENT

Report: 6.1 SUPERINTENDENT ANDY JOHNSEN HIGHLIGHTED IMPORTANT DISTRICT ISSUES AND/OR EVENTS

Superintendent Dr. Andy Johnsen provided an update to the Board and community as staff returned to campuses that same day. The Welcome Back Breakfast for staff is scheduled for the following day, August 15, at San Marcos High School. Dr. Johnsen highlighted the extensive summer work across the district, noting efforts from Facilities, Maintenance & Operations, HR, Business Services, Custodial, Technology, Transportation, and Educational Services. This included a variety of construction updates due to Measure JJ, which are underway at Knob Hill Elementary, Carrillo Elementary, and Mission Hills High School. Construction is set to begin soon at Woodland Park Middle School.

7. REPORTS BY BOARD MEMBERS

Report: 7.1 INDIVIDUAL BOARD MEMBERS SHARED INFORMATION ON IMPORTANT ISSUES AND/OR EVENTS.

Board President held a moment of silence for the loss of SMUSD students over the summer.

8. ACTION AGENDA

Action: 8.1 HELD THE PUBLIC HEARING: CHARTER PETITION RENEWAL FOR BAYPOINT PREPARATORY ACADEMY - SAN DIEGO

A presentation was made by Frank Ogwaro, founder and CEO of Baypoint Preparatory Academy who shared about Baypoint and its accomplishments. No action was taken. The Governing Board will consider Baypoint's renewal and render a decision within the next 90 days.

Public Hearing Opened: 6:54 pm

Briseida Venegas, address on file, spoke about their support of approving the Charter petition renewal.

Briseida Damacio, address on file, spoke about their support of approving the Charter

petition renewal.

Vania Velazquez, address on file, spoke about their support of approving the Charter petition renewal.

Merrick Wadsworth, address on file, spoke about their support of approving the Charter petition renewal.

Galel Fajardo, address on file, spoke about their support of approving the Charter petition renewal.

Joy Lewis, address on file, spoke about their support of approving the Charter petition renewal.

Tyler Hellingson, address on file, spoke about their support of approving the Charter petition renewal.

Darcy Wheeler, address on file, spoke about their support of approving the Charter petition renewal.

Sean Kruse, address on file, spoke about their support of approving the Charter petition renewal.

Linnea Larson, address on file, spoke about their support of approving the Charter petition renewal.

Public Hearing Closed: 7:16 pm

Action: 8.2 CERTIFICATED AND CLASSIFIED PERSONNEL CHANGES, INCLUDING HIRING, RESIGNATIONS, LEAVES OF ABSENCE, PROMOTIONS, RETIREMENTS, AND REASSIGNMENTS

Motion by Lena Meum, second by Andres R Martin.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.3 CONDUCTED SECOND READING OF PROPOSED ORDINANCE FOR COMMUNITY FACILITIES DISTRICT NO. 20: "ORDINANCE OF COMMUNITY FACILITIES DISTRICT NO. 20 OF THE SAN MARCOS UNIFIED SCHOOL DISTRICT AUTHORIZING THE LEVY OF A SPECIAL TAX WITHIN COMMUNITY FACILITIES DISTRICT NO. 20

Motion by Heidi Herrick, second by Sarah I Ahmad.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.4 ADOPTED ORDINANCE #03-24/25 - AUTHORIZING THE LEVY OF SPECIAL TAXES WITHIN COMMUNITY FACILITIES DISTRICT NO. 20 OF THE SAN MARCOS UNIFIED SCHOOL DISTRICT (STRATEGIC PROMISE GOAL 4.2)

Motion by Andres R Martin, second by Heidi Herrick.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.5 ADOPTED RESOLUTION #01-25/26 "RESOLUTION OF THE GOVERNING BOARD OF THE SAN MARCOS UNIFIED SCHOOL DISTRICT, ACTING AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 15 OF THE SAN MARCOS UNIFIED SCHOOL DISTRICT, AUTHORIZING THE ISSUANCE OF SPECIAL TAX BONDS OF COMMUNITY FACILITIES DISTRICT NO. 15 (IMPROVEMENT AREA B), APPROVING A FISCAL AGENT AGREEMENT, APPROVING A BOND PURCHASE AGREEMENT, APPROVING A PRELIMINARY OFFICIAL STATEMENT AND DELIVERY OF AN OFFICIAL STATEMENT, APPROVING CERTAIN RELATED DOCUMENTS, MAKING RELATED FINDINGS AND DETERMINATIONS AND TAKING CERTAIN OTHER ACTIONS IN CONNECTION THEREWITH"

Motion by Andres R Martin, second by Heidi Herrick.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.6 APPROVED THE 45-DAY BUDGET UPDATE

Motion by Lena Meum, second by Heidi Herrick.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.7 STUDENT READMIT CASE #01-25/26

Approved the readmission of the student in the referenced case

Motion by Andres R Martin, second by Sarah I Ahmad.

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action: 8.8 HELD THE PUBLIC HEARING: WAIVER OF EXTENDED SCHOOL YEAR (ESY)

Public Hearing Opened: 7:32 pm

There were no speakers

Public Hearing Closed: 7:32 pm

Action: 8.9 HELD THE PUBLIC HEARING: COLLECTION OF STUDENT INFORMATION FROM SOCIAL MEDIA ACCOUNTS

Public Hearing Opened: 7:34 pm

There were no speakers

Public Hearing Closed: 7:34 pm

9. CONSENT AGENDA

Motion by Heidi Herrick, second by Sarah I Ahmad to approve the consent agenda as presented

Final Resolution: Motion Carries

Aye: Sarah I Ahmad, Andres R Martin, Lena Meum, Heidi Herrick

Absent: Stacy N Carlson

Action (Consent): 9.1 APPROVAL OF GIFTS TO THE DISTRICT

Action (Consent): 9.2 APPROVAL OF THE MINUTES OF THE REGULAR BOARD MEETING OF JUNE 12, 2025 AND SPECIAL BOARD MEETINGS OF MAY 1, 2025, MAY 22, 2025 AND MAY 23, 2025

Action (Consent): 9.3 COMMERCIAL WARRANT LISTING

Action (Consent): 9.4 PURCHASE ORDERS AND REVOLVING CASH CHECKS

Action (Consent): 9.5 SAN MARCOS UNIFIED SCHOOL DISTRICT AGREEMENTS AND AMENDMENTS FOR APPROVAL AND RATIFICATION

Action (Consent): 9.6 ACTION TO DECLARE DISTRICT PERSONAL PROPERTY AS OBSOLETE AND SURPLUS AND TO DISPOSE PER EDUCATION CODE 17545-17555

Action (Consent): 9.7 APPROVAL OF SCHOOL-CONNECTED ORGANIZATIONS TO RAISE FUNDS ON BEHALF OF THE DISTRICT'S SCHOOLS AND STUDENTS FOR THE 2025-2026 SCHOOL YEAR

Action (Consent): 9.8 REJECTION OF MULTIPLE CLAIMS RECEIVED

Action (Consent): 9.9 ADOPT REVISIONS TO EXISTING GOVERNING BOARD POLICY (BP): BP 3516.5 "EMERGENCY SCHEDULES"

Action (Consent): 9.10 NOTICE OF COMPLETION FOR VARIOUS PROJECTS AT THE DISTRICT

Action (Consent): 9.11 AUTHORIZATION TO APPROVE THE GUARANTEED MAXIMUM PRICE (GMP) FOR WEST COAST AIR CONDITIONING CO., INC. FOR THE VARIOUS DISTRICT-WIDE WALK-IN FREEZERS PROJECT

Action (Consent): 9.12 CHANGE ORDER NO. 1 FOR C.W. DRIVER FOR THE MISSION HILLS HIGH SCHOOL SITEWIDE ATHLETIC IMPROVEMENTS PROJECT

Action (Consent): 9.13 ADDITIONAL MEMBERSHIPS FOR THE 2025-2026 SCHOOL YEAR

Action (Consent): 9.14 RESOLUTION #02-25/26 "AUTHORIZING SAN MARCOS UNIFIED SCHOOL DISTRICT TO PURCHASE VARIOUS APPLE TECHNOLOGY SUPPLIES AND SERVICES FOR THE 2025-2026 FISCAL YEAR FOR UPCOMING PROJECTS THROUGH THE USE OF THE PIGGYBACK CONTRACT PROCESS"

Action (Consent): 9.15 RESOLUTION #03-25/26, "RESOLUTION AUTHORIZING SOLE SOURCE ACQUISITION OF DISTRICTWIDE STANDARDIZATION FOR DISTRICT FIRE CONTROLS EQUIPMENT PROCUREMENT"

Action (Consent): 9.16 OUT OF STATE TRAVEL FOR CONFERENCE
Action (Consent): 9.17 OUT OF STATE TRAVEL FOR CONFERENCE
Action (Consent): 9.18 QUARTERLY UNIFORM COMPLAINT REPORT
Action (Consent): 9.19 INDIVIDUAL SERVICE AGREEMENTS FOR PUBLIC, NONPUBLIC,
NONSECTARIAN SCHOOL/SCHOOL SERVICES FOR SPECIFIED STUDENTS FOR THE 2025-26
SCHOOL YEAR
Action (Consent): 9.20 DESTRUCTION OF SPECIAL EDUCATION RECORDS FOR STUDENTS WHO
GRADUATED OR OTHERWISE DIS-ENROLLED FROM THE DISTRICT ON OR BEFORE JUNE 30, 2022
IN ACCORDANCE WITH SECTIONS 437(C) AND 16027 OF TITLE 5 OF THE CALIFORNIA CODE OF
REGULATIONS
Action (Consent): 9.21 RENEWAL MASTER CONTRACTS FOR PUBLIC, NONPUBLIC,
NONSECTARIAN SCHOOL/AGENCY SERVICES FOR THE 2025-2026 SCHOOL YEAR
Action (Consent): 9.22 SETTLEMENT AGREEMENT FOR SPECIAL EDUCATION CASE NO.
2025050312
Action (Consent): 9.23 NEW JOB DESCRIPTION FOR THE POSITIONS OF "DISTRICT MIDDLE
SCHOOL ATHLETIC COORDINATOR" AND "MIDDLE SCHOOL SITE ATHLETIC COORDINATOR"

10. INFORMATION AGENDA

Information: 10.1 QUARTERLY REPORT OF FINANCIAL DISCLOSURES FOR THE PERIOD ENDING
JUNE 30, 2025

This item is brought for informational purposes only.

Information: 10.2 REVISIONS TO EXISTING GOVERNING BOARD POLICIES (BP): 5125 "STUDENT
RECORDS"

*This item is brought for information only and will be brought back to the September 11th, 2025
meeting for approval.*

11. CLOSING ITEMS

Information: 11.1 ORGANIZATIONAL MATTERS

The next Regular Board meeting will take place on September 11th, 2025, at 6:30 p.m.

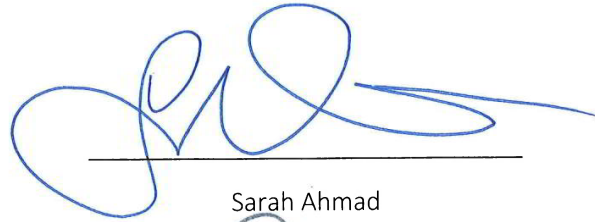
Information: 11.2 ADJOURNMENT

President Ahmad adjourned the meeting at 7:38 p.m.

Date Minutes of August 14th, 2025, Adopted:

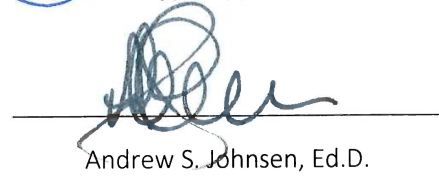
September 11, 2025

Signature of Board President:



Sarah Ahmad

Signature of Superintendent:



Andrew S. Johnsen, Ed.D.

Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
Page 599 of 610

From: [Frank Ogwaro](#)
To: [CHARTERS](#)
Cc: [Craig Heimbichner](#); [Soledad Gutierrez](#)
Subject: [EXTERNAL] Baypoint Preparatory Academy-Charter Petition Renewal Appeal Submission
Date: Thursday, October 9, 2025 4:37:50 PM

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

To: California Department of Education, Charter Schools Division,

Pursuant to Education Code Section 47605.9(b), Baypoint Preparatory Academy-San Diego hereby submits its appeal of the denial of its charter renewal petition by the San Marcos Unified School District to the State Board of Education.

The charter renewal petition appeal submission documentation and attachments are included in the google drive folder link provided below.

https://drive.google.com/drive/folders/1USl4VBOjHiek5XDyw3kU4HbKovdKhfwW?usp=drive_link

Should you have any questions or additional documentation is needed, please do not hesitate to contact me.

Sincerely,

Frank Ogwaro, CEO
Baypoint Preparatory Academy-San Diego
fogwaro@baypointprep.org
(760) 203-4383

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Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
Page 600 of 610

From: [CHARTERS](#)
To: [Frank Ogwaro](#)
Cc: [Craig Heimbichner](#); [Soledad Gutierrez](#)
Subject: Incomplete Submission: Baypoint Preparatory Academy Renewal Appeal
Date: Thursday, October 9, 2025 6:07:47 PM

Dear Frank Ogwaro:

This email confirms the California Department of Education's (CDE's) receipt of your appeal to the California State Board of Education (SBE) for the renewal of Baypoint Preparatory Academy-San Diego (BPA), submitted on October 9, 2025, which was denied by the governing board of the San Marcos Unified School District (SMUSD).

While the CDE is still in the process of reviewing the content of BPA's submission, the CDE notes that California *Education Code* Section 47605(k)(1)(A)(i) requires BPA to **provide a copy of the appeal to SMUSD at the same time the petition is submitted to the SBE.**

Presuming all other required components are included, BPA's appeal submission will be deemed complete once the CDE receives evidence demonstrating BPA has fulfilled this requirement. The CDE further notes that the 30-day timeline for BPA's appeal submission applies to all components of the appeal, including providing a copy of the appeal to the SMUSD.

Please contact the Charter Schools Division at Charters@cde.ca.gov if you have any questions.

If you have time-sensitive questions related to the timely the submission of this appeal, please call Ric Reyes, Director of the CDE Charter Schools Division, at 916-319-0571.

Thank you,

Charter Schools Division
California Department of Education
(rr)

From: Frank Ogwaro <fogwaro@baypointprep.org>
Sent: Thursday, October 9, 2025 4:36 PM
To: CHARTERS <CHARTERS@cde.ca.gov>
Cc: Craig Heimbichner <CHeimbichner@cde.ca.gov>; Soledad Gutierrez <SGutierrez@cde.ca.gov>
Subject: [EXTERNAL] Baypoint Preparatory Academy-Charter Petition Renewal Appeal Submission

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To: California Department of Education, Charter Schools Division,

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https://drive.google.com/drive/folders/1USI4VBOjHiek5XDyw3kU4HbKovdKhfwW?usp=drive_link

Should you have any questions or additional documentation is needed, please do not hesitate to contact me.

Sincerely,

Frank Ogwaro, CEO
Baypoint Preparatory Academy-San Diego
fogwaro@baypointprep.org
(760) 203-4383

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From: [Frank Ogwaro](#)
To: [CHARTERS](#)
Cc: [Craig Heimbichner](#); [Soledad Gutierrez](#)
Subject: [EXTERNAL] Re: Incomplete Submission: Baypoint Preparatory Academy Renewal Appeal
Date: Thursday, October 9, 2025 7:24:19 PM

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

Hello Mr. Reyes,

Thank you for your email, and I apologize that I missed your call.

We have provided a copy of the Baypoint Preparatory Academy's petition renewal appeal documents to the District, as required. We have uploaded the communication that was provided to the District and updated the Table of Contents to reflect this item.

Thank you for your guidance regarding this matter.

Sincerely,
Frank Ogwaro
Baypoint Preparatory Academy
(760) 497-4208

On Thu, Oct 9, 2025 at 6:07 PM CHARTERS <CHARTERS@cde.ca.gov> wrote:

Dear Frank Ogwaro:

This email confirms the California Department of Education's (CDE's) receipt of your appeal to the California State Board of Education (SBE) for the renewal of Baypoint Preparatory Academy-San Diego (BPA), submitted on October 9, 2025, which was denied by the governing board of the San Marcos Unified School District (SMUSD).

While the CDE is still in the process of reviewing the content of BPA's submission, the CDE notes that California *Education Code* Section 47605(k)(1)(A)(i) requires BPA to **provide a copy of the appeal to SMUSD at the same time the petition is submitted to the SBE.**

Presuming all other required components are included, BPA's appeal submission will be deemed complete once the CDE receives evidence demonstrating BPA has fulfilled this requirement. The CDE further notes that the 30-day timeline for BPA's appeal submission applies to all components of the appeal, including providing a copy of the appeal to the SMUSD.

Please contact the Charter Schools Division at Charters@cde.ca.gov if you have

any questions.

If you have time-sensitive questions related to the timely the submission of this appeal, please call Ric Reyes, Director of the CDE Charter Schools Division, at 916-319-0571.

Thank you,

Charter Schools Division
California Department of Education
(rr)

From: Frank Ogwaro <fogwaro@baypointprep.org>
Sent: Thursday, October 9, 2025 4:36 PM
To: CHARTERS <CHARTERS@cde.ca.gov>
Cc: Craig Heimbichner <CHeimbichner@cde.ca.gov>; Soledad Gutierrez <SGutierrez@cde.ca.gov>
Subject: [EXTERNAL] Baypoint Preparatory Academy-Charter Petition Renewal Appeal Submission

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To: California Department of Education, Charter Schools Division,

Pursuant to Education Code Section 47605.9(b), Baypoint Preparatory Academy-San Diego hereby submits its appeal of the denial of its charter renewal petition by the San Marcos Unified School District to the State Board of Education.

The charter renewal petition appeal submission documentation and attachments are included in the google drive folder link provided below.

https://drive.google.com/drive/folders/1USI4VBOjHiek5XDyw3kU4HbKovdKhfwW?usp=drive_link

Should you have any questions or additional documentation is needed, please do not hesitate to contact me.

Sincerely,

Frank Ogwaro, CEO
Baypoint Preparatory Academy-San Diego
fogwaro@baypointprep.org
(760) 203-4383

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--
Frank J. Ogwaro
Baypoint Preparatory Academy

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From: [Frank Ogwaro](#)
To: [CHARTERS](#)
Cc: [Craig Heimbichner](#); [Soledad Gutierrez](#)
Subject: [EXTERNAL] Re: Incomplete Submission: Baypoint Preparatory Academy Renewal Appeal
Date: Friday, October 10, 2025 7:44:11 AM

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

Good morning, Mr. Reyes,

Following up on my email yesterday, would you be available for a brief call this morning? I would like to ensure that we have provided all the necessary documents.

Thank you,

Frank Ogwaro
(760) 497-4208
Baypoint Preparatory Academy

On Thu, Oct 9, 2025 at 7:23 PM Frank Ogwaro <fogwaro@baypointprep.org> wrote:

Hello Mr. Reyes,

Thank you for your email, and I apologize that I missed your call.

We have provided a copy of the Baypoint Preparatory Academy's petition renewal appeal documents to the District, as required. We have uploaded the communication that was provided to the District and updated the Table of Contents to reflect this item.

Thank you for your guidance regarding this matter.

Sincerely,
Frank Ogwaro
Baypoint Preparatory Academy
(760) 497-4208

On Thu, Oct 9, 2025 at 6:07 PM CHARTERS <CHARTERS@cde.ca.gov> wrote:

Dear Frank Ogwaro:

This email confirms the California Department of Education's (CDE's) receipt of your appeal to the California State Board of Education (SBE) for the renewal of Baypoint Preparatory Academy-San Diego (BPA), submitted on October 9, 2025, which was denied by the governing board of the San Marcos Unified School District (SMUSD).

While the CDE is still in the process of reviewing the content of BPA's submission, the CDE notes that California *Education Code* Section 47605(k)(1)(A)(i) requires BPA to **provide a copy of the appeal to SMUSD at the same time the petition is submitted to the SBE.**

Presuming all other required components are included, BPA's appeal submission will be deemed complete once the CDE receives evidence demonstrating BPA has fulfilled this requirement. The CDE further notes that the 30-day timeline for BPA's appeal submission applies to all components of the appeal, including providing a copy of the appeal to the SMUSD.

Please contact the Charter Schools Division at Charters@cde.ca.gov if you have any questions.

If you have time-sensitive questions related to the timely the submission of this appeal, please call Ric Reyes, Director of the CDE Charter Schools Division, at 916-319-0571.

Thank you,

Charter Schools Division
California Department of Education
(rr)

From: Frank Ogwaro <fogwaro@baypointprep.org>
Sent: Thursday, October 9, 2025 4:36 PM
To: CHARTERS <CHARTERS@cde.ca.gov>
Cc: Craig Heimbichner <CHeimbichner@cde.ca.gov>; Soledad Gutierrez <SGutierrez@cde.ca.gov>
Subject: [EXTERNAL] Baypoint Preparatory Academy-Charter Petition Renewal Appeal Submission

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

To: California Department of Education, Charter Schools Division,

Pursuant to Education Code Section 47605.9(b), Baypoint Preparatory Academy-San Diego hereby submits its appeal of the denial of its charter renewal petition by the San Marcos Unified School District to the State Board of Education.

The charter renewal petition appeal submission documentation and attachments are included in the google drive folder link provided below.

https://drive.google.com/drive/folders/1USI4VBOjHiek5XDyw3kU4HbKovdKhfwW?usp=drive_link

Should you have any questions or additional documentation is needed, please do not hesitate to contact me.

Sincerely,

Frank Ogwaro, CEO
Baypoint Preparatory Academy-San Diego
fogwaro@baypointprep.org
(760) 203-4383

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Frank J. Ogwaro
Baypoint Preparatory Academy

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Frank J. Ogwaro
Baypoint Preparatory Academy

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Frank Ogwaro <fogwaro@baypointprep.org>

Baypoint Preparatory Academy Charter Renewal Petition Appeal Submission To The State Board of Education (SBE)

Andy Johnsen <andy.johnsen@smusd.org>
To: Frank Ogwaro <fogwaro@baypointprep.org>
Cc: Tiffany Campbell <tiffany.campbell@smusd.org>, Erin Garcia <erin.garcia@smusd.org>

Fri, Oct 10, 2025 at 3:30 PM

Received, thank you.

On Thu, Oct 9, 2025 at 7:00 PM Frank Ogwaro <fogwaro@baypointprep.org> wrote:
To: SMUSD Superintendent Andy Johnsen

Pursuant to Education Code Section 47605.9(b), Baypoint Preparatory Academy-San Diego hereby submits its appeal of the denial of its charter renewal petition by the San Marcos Unified School District to the State Board of Education.

Pursuant to California Education Code Section 47605(k)(1)(A)(i) Baypoint Preparatory Academy-San Diego is providing a copy of the appeal submitted to SBE to SMUSD.

The charter renewal petition appeal submission documentation and attachments are included in the google drive folder link provided below.

https://drive.google.com/drive/folders/1USI4VBOjHiek5XDyw3kU4HbKovdKhfwW?usp=drive_link

Sincerely,
Frank Ogwaro, CEO
Baypoint Preparatory Academy-San Diego
fogwaro@baypointprep.org
(760) 203-4383

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Frank J. Ogwaro
Baypoint Preparatory Academy

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Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
Page 609 of 610

From: [Frank Ogwaro](#)
To: [CHARTERS](#)
Cc: [Ric Reyes](#); [Craig Heimbichner](#)
Subject: [EXTERNAL] Receipt Confirmation-SMUSD Copy Submission of BPA's Charter Petition Renewal Appeal Documents
Date: Saturday, October 11, 2025 10:35:13 AM
Attachments: [Baypoint Preparatory Academy Charter Renewal Petition Appeal Submission To the State Board of Education \(SBE\).pdf](#)

CAUTION! This email originated from outside the California Department of Education. Be careful of links and attachments.

Hello Mr. Reyes,

Attached below is SMUSD's receipt confirmation of Baypoint Preparatory Academy's charter petition renewal SBE appeal submission.
Please let us know if you have any questions or concerns.

Thank you.
Frank Ogwaro
Baypoint Preparatory Academy

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Baypoint Preparatory Academy—San Diego
Supporting Documentation

accs-feb26item02
Attachment 5
Page 610 of 610

From: [CHARTERS](#)
To: fogwaro@baypointprep.org
Cc: andy.johnsen@smusd.org; tiffany.campbell@smusd.org; sarah.ahmad@smusd.org
Bcc: [Ric Reyes](#)
Subject: Baypoint Preparatory Academy Appeal - Confirmation of Receipt
Date: Tuesday, October 14, 2025 9:48:00 AM

Dear Frank Ogwaro,

This email confirms the California Department of Education's (CDE) receipt of the complete appeal to the California State Board of Education (SBE) for the renewal petition of Baypoint Preparatory Academy – San Diego submitted on October 9, 2025, which was denied by the Governing Board of San Marcos Unified School District (SMUSD).

Per the Submissions Deadlines posted on the [CDE SBE Appeals](#) web page, as this appeal was received before November 10, 2025, it is anticipated to be heard by the Advisory Commission on Charter Schools on February 3, 2025, and by the SBE on March 11–12, 2025.

The CDE will keep you apprised of updates related to the status of your appeal by email at fogwaro@baypointprep.org.

If you have any questions, please contact the Charter Schools Division at charters@cde.ca.gov.

Thank you,

Charter Schools Division
California Department of Education
(ac)