



Charter Petition for a Five-Year Term
July 1, 2021 to June 30, 2025

Respectfully submitted to
The Los Angeles County Office of Education
June 17, 2021

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS AND DECLARATIONS	vii
Element 1: Educational Program	9
A. Target Population & Community Need	11
1. Target Student Population	11
2. Relevant Characteristics and Unmet Educational Needs of the Community	15
3. How the Proposed Charter School Will Meet the Needs of the Community	22
4. How BPA Will Serve the Intent of the Charter Schools Act as well as the District’s Mission, Vision and Strategic Goals.....	25
5. Outreach and Input from Parents/Guardians and Community Members	25
6. How Community Feedback Impacted Contents of Charter Petition	27
7. Evidence of Support	28
8. Community Members Represented on BPA Board and Founding Team	28
9. Bridges Preparatory Academy Meets the Requirements of the Charter Schools Act and this Charter Should be Approved.....	31
Distance Learning Contingency Plans	37
B. Philosophy & Approach to Instruction.....	39
1. Mission and Vision.....	39
2. Instructional Methods and Strategies	40
C. Instructional Design	53
1. Overall Curricular and Instructional Design and Structure	53
2. Research Basis.....	71
3. How the Charter School’s Curriculum Will Support Implementation and Ensure Student Mastery of the CA CCSS.....	71
4. Timeline of Curriculum Development	87
5. How the Instructional Program Will provide and Support Student Development of Technology-Related Skills and Student Use of Technology.	87
6. Comprehensive Course List.....	87
7. Summer School.....	88
Academic Calendar & Schedules.....	88
1. Academic Calendar.....	88
2. Sample Daily Schedules	89
3. Instructional Days and Minutes	90
Staffing and Professional Development.....	91

1.	Recruiting Qualified Teachers.....	90
2.	Ongoing Professional Development.....	91
D.	School Culture.....	93
1.	Planned Culture Values for the School.....	92
2.	Foster Culture for Students, Teachers, Administrators and Parents.....	94
3.	Extracurricular Activities and Programming.....	95
E.	Student Recruitment & Enrollment.....	95
1.	Recruiting Students Pre-Opening Including Strategies and Benchmarks	95
2.	Planned Admission Process.....	95
3.	Inclusive Outreach.....	95
4.	Annual Target Enrollment Rate.....	95
5.	Ongoing Student Recruitment	95
F.	Student Engagement & Satisfaction	96
1.	Goal for Student Attendance	96
2.	Chronic Absence and Low Attendance	96
G.	Community School: Ongoing Family Involvement & Satisfaction.....	96
1.	School Partnerships	96
2.	Engaging Families in School Culture.....	97
H.	Special Populations: Identification, Remediation & Acceleration	97
	Special Education.....	97
1.	Identification.....	99
2.	Staffing and Professional Development	102
3.	SELPA Membership.....	102
	Response to Intervention // Multi-Tiered System of Support.....	102
1.	Multi-Tiered System of Support (“MTSS”)	102
2.	Specific Interventions to Close Achievement Gaps	104
	Gifted/Talented Students & Academically Advanced Students	107
1.	How the School will Identify Gifted/Talented/Academically Advanced Students..	107
2.	Research-based Instructional Programs and Strategies	107
I.	Special Populations: English Learners	107
1.	Philosophy and Approach to Language Instruction	107
2.	Accessibility of Content-Area Curriculum and Instruction for English Learners (ELs)	107
3.	Professional Development and Collaboration	112
4.	Instructional Schedule Meets the Needs of Diverse Language Learners	112

5. Assessment and Placement.....	112
6. Student Services and Support.....	117
Elements 2: Measurable Pupil Outcomes & Element 3: Method to Measure Progress...	118
Measurable Pupil Outcomes: State Priorities Under LCFF.....	119
Formative Assessments.....	119
Assessment, Purpose, Grade Levels and Administration Timeline.....	119
Data Analysis and Reporting.....	120
Grading, Progress Reporting And Promotion/Retention.....	122
Report Cards.....	122
Retention.....	123
Element 4: Governance Structure.....	124
Governance Structure.....	127
Organizational Chart.....	128
Major Roles and Responsibilities.....	128
How Board Composition Contributes to Effective School Governance.....	129
Board Member Criteria and Process.....	130
Governance Procedures and Operations.....	130
Meeting Requirements and Procedures.....	131
Board By-laws and Decision-making Procedures.....	131
Stakeholder Involvement & Dispute Resolution.....	132
Stakeholder Involvement Plan and Procedures.....	132
Local Control and Accountability Plan.....	133
Complaint and Dispute Resolution Process.....	133
Legal Structure.....	133
Evidence of Adequate and Appropriate Legal Structure.....	133
Evidence the Charter School Agrees to Protect District Against Liability.....	133
Operating Plans & Procedures.....	133
Detailed Start-Up Plan.....	133
School Staffing Model and Rollout.....	134
Transportation Needs for Field Trips and Athletic Events.....	134
How the School Will Ensure Students' Nutritional Needs are Met.....	134
Insurance Coverage.....	135
Budget/Financial Plan.....	135
Multi-Year Budget Projection, FCMAT LCFF Calculator and Three-Year Cash Flows...	136

Budget Narrative	136
Element 5: Employee Qualifications	137
Employee Code of Conduct	138
Operations Capacity	138
Employee Positions and Qualifications	138
Executive Director	138
Principal (Certificated).....	140
Classroom Teachers (Certificated)	141
Special Education Teachers (Certificated).....	142
School Psychologist (Certificated)	143
Counselor(s).....	144
Parent Liaison (Classified).....	145
Instructional Aide.....	146
Office Manager	146
Office Assistant.....	147
Janitor (Classified)	148
Element 6: Health and Safety Procedures	149
Health and Wellness	153
Health, Safety, and Emergency Plan.....	154
Custodian(s) of Records.....	155
Additional Health and Safety Provisions.....	155
Element 7: Means to Achieve Racial and Ethnic Balance.....	158
District & Surrounding School Racial & Ethnic Demographics Chart	158
How the School Leaders Ensure Enrollment Reflects Compton/Target Community	159
Community Partners	159
Outreach Strategies	160
Element 8: Admission Requirements	163
Admission Requirements	164
Lottery Preferences and Procedures.....	165
Admission Preferences.....	166
Enrollment Process	166
Element 9: Annual Financial Audits	168
Annual Audit Procedures	168
Element 10: Suspension & Expulsion Procedures	170

School Discipline Policy.....	173
Implementing Discipline Policy in Classrooms; Teaching Strategies to Ensure Students are On Task and Focused On Learning	174
Minority Students and Students with Disabilities.....	174
Periodic Review	175
Suspension and Expulsion	175
Grounds for Suspension and Expulsion.....	176
Discretionary Offenses.....	176
Mandatory Offenses.....	177
Suspension Procedures.....	177
Expulsion Procedures.....	179
Element 11: Employee Retirement Systems	193
Element 12: Public School Attendance Alternatives	194
Element 13: Rights of District Employees	195
Element 14: Mandatory Dispute Resolution	196
Element 15: Charter School Closure Procedures	199
Additional Provisions.....	1
Facilities	2
Administrative Services	4
Civil Liability Impact.....	5
Financial Planning, Reporting And Accountability.....	5
Insurance	6
Transportation	7

ASSURANCES, AFFIRMATIONS AND DECLARATIONS¹

Charter School shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (Ed. Code, § 47605(e)(1).)
- Not charge tuition. (Ed. Code, § 47605(e)(1).)
- Not discriminate against a pupil on the basis of disability, gender, 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 Penal Code section 422.55, including immigration status. (Ed. Code, § 47605(e)(1); Ed. Code, § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to Charter School shall not be determined according to the place of residence of the pupil, or of that pupil's parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (Ed. Code, § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code, § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a random public drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Compton Unified School District ("District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code, § 47605(e)(2)(B).)
- Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil

¹ Per instructions received from Compton Unified School District on July 27, 2020, the day we had intended to submit the charter petition, we have updated the charter petition to include newly issued "District Required Language," including this new section of "Assurances, Affirmations and Declarations." As it is unclear if these Assurances, Affirmations and Declarations are intended to replace the Statement of Assurances required in Appendix E, or the Exclusive Employer Declaration required in Appendix M, we leave those documents as they were prepared prior to receiving this new update and simply add this language to the petition here, recognizing that this may be redundant.

exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code, § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ed. Code, § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code, § 47605 (d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the Charter School's educational programs. (Ed. Code, § 47605, (d)(2).)
- Comply with Education Code section 47604.1, as added by Senate Bill 126 (2019), and be subject to the Ralph M. Brown Act ("Brown Act"), the California Public Records Act, the Political Reform Act of 1974, and Government Code section 1090 et seq., as they may be amended from time to time.
- Comply with the Family Educational Rights and Privacy Act ("FERPA").
- Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

ELEMENT 1: EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” (Ed. Code, § 47605(c)(5)(A)(i).)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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.” (Ed. Code, § 47605(c)(5)(A)(ii).)

“If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the ‘A to G’ admissions criteria may be considered to meet college entrance requirements.” (Ed. Code, § 47605(c)(5)(A)(iii).)

Local Control Funding Formula and Local Control and Accountability Plan

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the District’s Office of Charter Schools (“OCS”) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School’s governing board shall annually hold a public hearing to adopt a local control and accountability plan and update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code, § 47606.5(d).)

Charter School must hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the local control and accountability plan or annual update to the local control and accountability plan. The agenda for the public hearing shall be posted at least 72 hours before the public hearing, and the local control and accountability plan or annual update to the local control and accountability plan shall be made available for public inspection at each site operated by the charter school. (Ed. Code, § 47606.5(e).)

Charter School further acknowledges and agrees that its governing body may only adopt a revision to a local control and accountability plan if it follows the process to adopt such a plan set forth in Education Code section 47606.5 and the revisions are adopted in a public meeting. (Ed. Code, § 47606.5(f).)

WASC Accreditation

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (“WASC”) accreditation before Charter School graduates its first class of students.

Mathematics Placement

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

Academic Calendar and Schedules

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

English Learners

Charter School shall identify potential English learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

Charter School shall administer the CEDLT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English learners in accordance with federal and state requirements. Charter School shall meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

Students with Disabilities

Charter School shall 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 (“Section 504”), Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services.

A. TARGET POPULATION & COMMUNITY NEED

1. Target Student Population

Bridges Preparatory Academy is a proposed independent charter middle school that will serve students in grades 6-8 from the Compton community. At Bridges Preparatory Academy ("Bridges," "BPA," or "Charter School"), we believe every young person in Compton can connect with and meaningfully contribute to their community. We know, however, that far too many youth in the community are experiencing "childhood trauma," what Northwestern University's Center for Child Trauma Assessment, Services and Interventions has defined as "a scary, dangerous, violent, or life threatening event that happens to a child (0-18 years of age) . . . [or] someone [a] child knows and [the] child is impacted as a result of seeing or hearing about the other person being hurt or injured."² While many people think of a "trauma" as a major, single event, it is important to note that childhood trauma is "'an event that threatens someone's life, safety, or well-being.' Childhood traumas may include experiences such as abuse or neglect, witnessing family or community violence, accidents, exposure to parental drug or alcohol abuse, separation from parents through parental death or divorce, parental criminal behaviors, or parental incarceration."³ The impact of these events on children is particularly significant as they can have long-lasting – even life-long – ramifications. According to the National Child Traumatic Stress Network:

Complex trauma describes both children's exposure to multiple traumatic events – often of an interpersonal nature – and the wide-ranging, long-term effects of this exposure. They usually occur early in life and can disrupt the child's development and the formation of a sense of self. Since these events often occur with a caregiver, they interfere with the child's ability to form a secure attachment. Many aspects of a child's healthy physical and mental development rely on this primary source of safety and stability.⁴

An ever-growing body of evidence documents the devastating impacts childhood trauma have on the majority of Americans: the Centers for Disease Control (CDC) research has found that 60% of American adults have experienced at least one Adverse Childhood Experience (ACE), and almost one-quarter have experienced three or more ACEs, which is "likely an underestimate."⁵

The CDC defines ACEs as all types of abuse, neglect, and other potentially traumatic experiences that occur to people under the age of 18. Examples of ACEs include exposure

² <http://cctasi.northwestern.edu/family/child-trauma/>.

³ Administrative Office of the Courts, *THE EFFECTS OF COMPLEX TRAUMA ON YOUTH Implications for School Discipline and Court-Involved Youth: An overview of the impact of trauma on youth and the implications for court and educational settings*, June 2014, Judicial Council of California (citing National Council of Juvenile and Family Court Judges, *Ten Things Every Juvenile Court Judge Should Know About Trauma and Delinquency* (2010), www.ncjfcj.org/sites/default/files/trauma%20bulletin_1.pdf).

⁴ <https://www.nctsn.org/what-is-child-trauma/trauma-types/complex-trauma>

⁵ Houry, Deborah, Testimony to House Oversight and Reform Committee: *Identifying, Preventing, and Treating Childhood Trauma*, July 11, 2019, <https://www.cdc.gov/washington/testimony/2019/t20190711.htm>.

to physical, emotional, or sexual abuse; physical and emotional neglect; and witnessing violence, serious mental illness, or substance misuse in the home. As the number of ACEs increase, so too, does the risk for long-term negative effects on learning, behavior, and health. ACEs can signal dangerous levels of stress, often referred to as toxic stress, that can derail healthy brain development, and increase risk for alcohol and substance use disorders, suicide, mental health conditions, heart disease, and dozens of other chronic illnesses, such as diabetes and heart disease, and risk behaviors throughout life.⁶

Of particular relevance to schools and educators, Dr. Bruce Perry, director of the Child Trauma Academy, has explained: "When a child is threatened, various neurophysiological and neuroendocrine responses are initiated. If [these perceived threats] persist, there will be 'use-dependent' alterations in the key neural systems involved in the stress response." This, in part, is responsible for the hypervigilant "**fight, flight, or freeze**" state of many trauma-affected children. These easily overstimulated children have difficulty with emotional self-regulation and struggle to put feelings into words. Anger, often accompanied by physical aggression, may be their most readily expressed emotion.⁷

Exposure to multiple traumas has also been linked to increased likelihood of failing grades, behavioral problems in school, an risky behaviors such as alcohol use, binge drinking, cigarette smoking, and marijuana use and criminal behavior leading to involvement with the juvenile justice system.⁸ Violence exposure can alter the brain and reduce youth's ability to focus, organize, and process information. Studies have documented the associations between violence exposure and decreased IQ, reading ability, lower GPA, increased days of school absence, and decreased rates of high school graduation.⁹

Yet despite this widespread prevalence, only very recently have policy makers and educators begun to recognize the impact many commonplace school policies and practices have on children who have experienced – or are actively experiencing -- childhood trauma. And it is no wonder that childhood trauma has a significant impact on student achievement outcomes.

Just as we have myriad societal emphases on positive parenting and creating a warm, supportive and encouraging environment for children to develop, it makes sense that children who lack such an upbringing – and even experience dramatic stressors and traumas instead – would exhibit less-than-desirable behaviors:

⁶ Ibid.

⁷ Walkley, M. and Cox, Tory, *Building Trauma-Informed Schools and Communities*, doi:10.1093/cs/cdt007 Oct. 2013 National Association of Social Workers, <https://pdfs.semanticscholar.org/d9f8/0d67fc1188b91d1817b677f62de81d587a80.pdf>.

⁸ AOC Briefing, *THE EFFECTS OF COMPLEX TRAUMA ON YOUTH Implications for School Discipline and Court-Involved Youth: An overview of the impact of trauma on youth and the implications for court and educational settings*. 2014 by Judicial Council of California/Administrative Office of the Courts. <https://www.courts.ca.gov/documents/effects-complex-trauma-on-youth-briefing.pdf> (citations omitted); De Bellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and adolescent psychiatric clinics of North America*, 23(2), 185–vii. <https://doi.org/10.1016/j.chc.2014.01.002>.

⁹ Wong, Marleen, *Interventions to Reduce Psychological Harm from Traumatic Events Among Children and Adolescents A Commentary on the Application of Findings to the Real World of Schools*, Amer. J. of Preventive Med. 2008;35(4) http://media.wix.com/ugd/29cec4_d561517ac1a848e992b1fc57b47b9150.pdf (citations omitted).

Children [who have experienced ACEs] develop a view of the world that incorporates their betrayal and hurt. They anticipate and expect the trauma to recur and respond with hyperactivity, aggression, defeat, or freeze responses to minor stresses. Cognition in these children also is affected by reminders of the trauma. They tend to become confused, dissociated, and disoriented when faced with stressful stimuli. They easily misinterpret events in the direction of a return of trauma and helplessness, which causes them to be constantly on guard, frightened, and overreactive.¹⁰

We at Bridges join the ever-growing chorus of educators, psychologists, social workers and researchers who point to clear scientific evidence that the devastating effects of childhood trauma can be mitigated and *even reversed* through proven practices, including effective strategies in public schools. Research demonstrates that counseling, particularly methods such as cognitive behavioral therapy in both individual and group-therapy settings, can have a demonstrable impact on trauma-affected youth.¹¹ Thus our new school is designed to employ a highly collaborative model in which *one full-time counselor per grade*, who will follow a cohort through their three years at the school, and a full-time school psychologist, will work as partners with our teachers in all aspects of program delivery, from classroom management and de-escalation tools, to communication tools and teaching strategies that can lead to greater student engagement with specific students, to important context and information about individual student's lives outside of school. Our Founder/Executive Director, Alejandro Gomez, has both an administrative credential and a pupil personnel services credential and has seen first-hand through his 20+ years of experience as a school leader, administrator, counselor and teacher working with under-served students that there is an overwhelming need for public schools to address students' academic, behavioral and emotional needs in concert, embracing an authentic "whole child" model for student success.

While our school design, instructional practices, staffing model and more are intended to support those who are especially "at risk," every student will benefit. It is well-known that today's teenagers are, as a whole, reporting far worse mental health and much higher rates of anxiety and depression than both other age groups, including adults, as well as teens in past generations/years that have been measured. In 2018, for example, the American Psychological Association published *Stress in America: Generation Z*, finding that young adults ages 15 to 18 were "most likely of all generations" surveyed in its 12th annual Stress in America survey of almost 3,500 respondents to report poor mental health" and had higher levels of anxiety and depression than all other age groups.¹² A 2019 study by Jean Twenge, author of *iGen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood—and What That Means for the Rest of Us* and psychology professor at San Diego State University, showed that between 2005 and 2017, teens and young adults experienced a significant rise in serious psychological distress, major depression, and suicide.¹³ The American College Health Association conducted a 2018 survey of more than 26,000 college students; approximately

¹⁰ Bessel A. van der Kolk, *Developmental Trauma Disorder*, *Psychiatric Annals*, May 2005, <https://haruv.org.il/wp-content/uploads/2019/10/Developmental-trauma-disorder-van-der-kolk-2005.pdf>

¹¹ Dorsey, Shanon, Briggs, Ernestine, and Woods, Briana. *Cognitive Behavioral Treatment for Posttraumatic Stress Disorder in Children and Adolescents*. *Child Adolesc Psychiatr Clin N Am*. 2011 Apr; 20(2): 255-269. Doi: 10.1016/j.chc.2011.01.006

¹² <https://www.apa.org/news/press/releases/stress/2018/stress-gen-z.pdf>

¹³ <https://pubmed.ncbi.nlm.nih.gov/30869927/>

10% more reported significant episodes of anxiety or depression during the year than during the same survey five years earlier.¹⁴ Thus the Bridges model will benefit all students, including those who perhaps have not experienced ACEs, but who will benefit from learning strategies such as mindfulness practices, strengthening their resiliency in the face of challenges they inevitably will encounter, and developing self-confidence as they embark on critical stages of their development into more autonomous, independent young adults.

Notably, we are submitting this charter petition at a significant time in our nation's history, when small and large communities across the country have experienced both civil unrest and mass scale peaceful protests following the killing of George Floyd, an unarmed black man, by white police officers in Minneapolis, Minnesota. People are having candid discussions – many for the first time – about discrimination, individual and systemic racism, and the lived experiences of people of color, especially those who are black. Common throughout many accounts is a description of trauma – trauma our fellow citizens have experienced in their own neighborhoods and even in their own homes. This trauma may be attributable in some cases to the mere fact of the color of a person's skin, and is more deeply rooted in systemic issues including poverty, lack of resources, lack of opportunity and other factors that contribute to stark differences residents in one zip code may experience from their neighbors just a mile or two away.

Simultaneously, the global Covid-19 pandemic has uprooted any sense of “normalcy” and distance learning looks to become a fact of life for at least parts if not most of the 2020-21 school year and perhaps longer. In addition to the alarming rate of infections and death toll nationally, the pandemic has disrupted families' welfare from skyrocketing unemployment rates in Southern California and increased demand at food banks, to the strain of families trying to juggle working from home with distance learning for their children. These stressors can increase the impact of trauma as children experience housing and food instability, care for sick family members, bear responsibility of caring for and helping educate their younger siblings, and even create dangerous situations for some children who are living in abusive or neglectful situations.¹⁵

While BPA will not be able to solve all of these problems for our students, we will be able to help each one of them with incremental, scaffolded supports, personalized attention and differentiated instruction provided by caring adults and supportive peers in a place where they spend most of their waking hours and can feel a sense of belonging. This will enable our students to focus on learning and discovering themselves in a safe and nurturing environment.

Enrollment Projections Table

BPA plans to enroll 112 students in grades 6, 7 and 8th in Year 1, growing to 174 students in grades 6-8 by Year 2. BPA anticipates reaching full enrollment of 450 students in grades 6-8 by Year 5. The Charter School will admit all students who wish to attend (subject to capacity), and will provide CUSD students with an additional option for their education.

¹⁴ https://www.acha.org/documents/ncha/NCHA-II_Fall_2018_Reference_Group_Executive_Summary.pdf

¹⁵ <https://edsources.org/2020/educators-must-address-the-trauma-students-have-endured-these-past-weeks/633137>; <https://www.edutopia.org/article/covid-19s-impact-students-academic-and-mental-well-being>; <https://www.nctsn.org/resources/trauma-informed-school-strategies-during-covid-19>; https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog30_supporting-students-experiencing-trauma-during-COVID-19-pandemic.asp

	Year 1	Year 2	Year 3	Year 4	Year 5
GRADE	2021 – 2022	2022- 2023	2023 – 2024	2024 – 2025	2025 - 2026
6	56	90	150	150	150
7	28	56	90	150	150
8	28	28	56	90	150
Total # students	112	174	296	390	450

Student Demographics Table

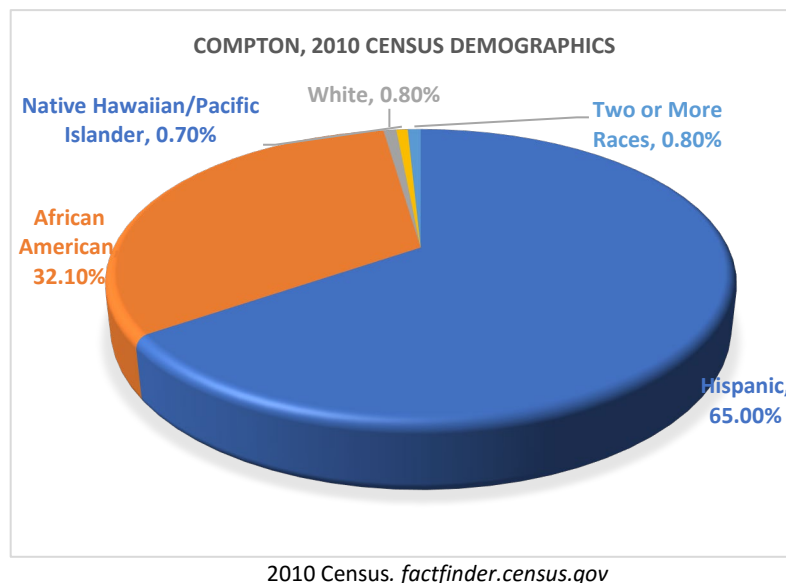
Based on the demographics of the existing public middle schools in CUSD, we anticipate the following demographics at BPA:

	FRPM %	SPED %	EL %
Projected Demographics	94.07%	13.80%	24.17%

In 2019-20, across all grades (K-12) CUSD enrolled 77.2% Hispanic/Latino, 19.3% African American, 95.6% Free and Reduced Price Lunch (FRPL), 26.3% English Learners (EL), 11.9% Students with Disabilities (SPED or SWD), 1.3% Homeless Youth and 1.3% Foster Youth.

2. Relevant Characteristics and Unmet Educational Needs of the Community

According to Census data, the city of Compton has a population of 96,455 residents -- 65% Latino, 32.1% African American, <1% White, <1% Native Hawaiian/Pacific Islander, and 1% Two or More Races -- living within 10.26 square miles.



The 2013-17 American Community Survey estimates well over half (62.3%) of the population five years of age and older speak a language other than English at home, with the overwhelming majority of non-English speakers being Spanish speakers.¹⁶

¹⁶ Factfinder.census.gov (2013-17 American Community Survey).

Adult residents in Compton also have a particularly low level of educational attainment: only 12.8% of adult residents over age 25 have attained a two- or four-year degree or higher, 21.2% have not completed 9th grade, and 32.7% of residents –*almost one-third* – have not completed a high school diploma.¹⁷ This compares with 41.2% of California’s adult residents having earned a two- or four-year college degree or higher, only 5.0% statewide having less than a 9th grade education and 11.7% across California not having completed a high school diploma.¹⁸

In Compton, the median household income according to Census data is \$50,507, with an officially reported rate of 26.0% of families with children under 18 living below the federal poverty line.¹⁹ In 2020, the federal poverty line for a family of four is just \$26,200.²⁰ It is significant to note that the federal poverty line does not distinguish cost of living among different areas of the country. According to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$84,365 annually to be self-sustaining (not needing public assistance).²¹ This equates to \$20.28/hour per adult; the federal poverty line rate equates to just \$6.29/hour per adult for the same number of hours of work (2,080 annually). For a single-parent household – like 22.4% of families in Compton²² -- the parent must earn \$37.67/hour to be self-sustaining according to the Living Wage Calculator.²³ In other words, *far* more than 26% of families in Compton are living in poverty based on the economic realities of the area. Given the current ramifications of the Covid-19 pandemic and historic unemployment rates of 20.9% as of May 2020 in Los Angeles County,²⁴ one can assume the poverty rate has only increased and that median income has decreased.

¹⁷ Ibid.

¹⁸ <https://data.census.gov/cedsci/all?q=California%20Education&tid=ACSST1Y2018.S1501>

¹⁹ <https://data.census.gov/cedsci/table?q=Compton%20city,%20California%20Income%20and%20Poverty&tid=ACSST1Y2018.S1702&vintage=2018&g=1600000US0615044&t=Income%20and%20Poverty>

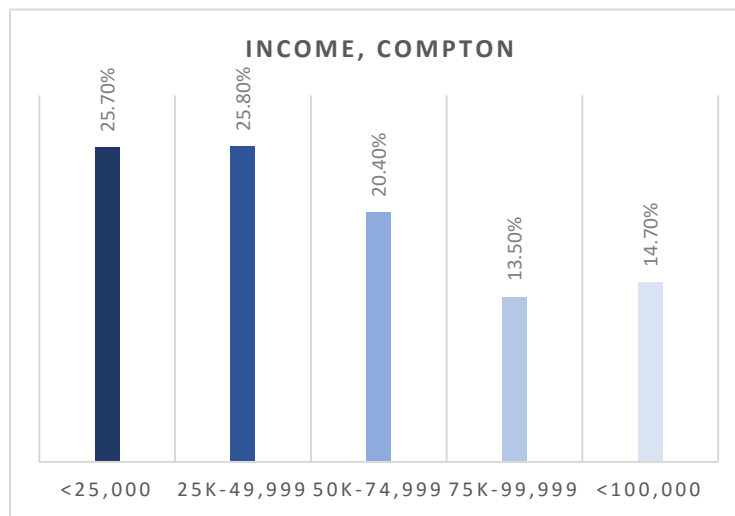
²⁰ U.S. Department of Health and Human Services. U.S. Federal Guidelines Used to Determine Financial Eligibility for Certain Federal Programs. Accessed June 1, 2020. <https://aspe.hhs.gov/poverty-guidelines>

²¹ Massachusetts Institute of Technology. Living Wage Calculator for Los Angeles County, California. Accessed on June 1, 2020. <http://livingwage.mit.edu/counties/06037>.

²² <http://maps.latimes.com/neighborhoods/neighborhood/compton/?q=Compton%2C+CA%2C+USA&lat=33.8958492&lng=-118.2200712&g=Geocodify>

²³ <https://livingwage.mit.edu/counties/06037>

²⁴ [https://www.labormarketinfo.edd.ca.gov/file/1fmonth/la\\$pd\\$pdf](https://www.labormarketinfo.edd.ca.gov/file/1fmonth/lapdpdf) (noting that unemployment in the County was just 4.5% one year ago).



2013-17 American Community Survey. factfinder.census.gov

NPR has reported that the high cost of living in Los Angeles, along with other factors, have caused many to lose their housing.²⁵ According to the Greater Los Angeles Homeless Count, from 2018 to 2019, Los Angeles County saw a 12% increase in homelessness, with the city of Los Angeles increasing 16%; from 2019 to 2020, the rate increased another 12.7% -- by more 66,000 people -- across the County and 14.2% across the City (with the count completed prior to the devastating economic impact of Covid-19).²⁶ The Los Angeles Homeless Services Authority reports that 36% of homeless youth experience domestic violence.²⁷ According to one study, children who are exposed to domestic violence have a 13-26% increased likelihood of behavioral or academic problems in school.²⁸ Unsurprisingly, homeless children are exposed to higher rates of trauma and a self-perpetuating cycle that can be hard to imagine overcoming, as they struggle to simply attend school, let alone excel in school.²⁹

Crime is another factor in childhood trauma, both for children who are direct victims of crime in their own homes, but also for those who witness crime in their communities. According to the L.A. Times' Community Mapping data, Compton ranked 84th for the rate of violent crimes and of 209 neighborhoods tracked by the L.A. Times, with 146 violent crimes committed in just six months. This included three homicides, two reported rapes, and 84 reported cases of aggravated assault. Compton also ranked 139 out of 209 neighborhoods for property crimes, with 257 property crimes in the same six-month time period.³⁰

As recent national conversations around returning students to school in the midst of a global pandemic have laid bare, our social safety net for children is centered almost entirely in the schools.

²⁵ NPR June 4, 2019, <https://www.npr.org/2019/06/04/729599946/despite-increased-spending-homelessness-up-12-in-los-angeles-county>.

²⁶ Los Angeles Homeless Services Authority, <https://www.lahsa.org/news?article=558-greater-los-angeles-homeless-count-shows-12-rise-in-homelessness> and <https://www.lahsa.org/news?article=726-2020-greater-los-angeles-homeless-count-results>

²⁷ <http://www.la Almanac.com/social/so14.php>

²⁸ <https://ifstudies.org/blog/children-in-single-parent-families-are-more-likely-to-witness-domestic-violence/>

²⁹ Ingram et al., *Hidden in Plain Sight: Homeless in America's Public Schools*, https://www.americaspromise.org/sites/default/files/d8/2016-12/HiddeninPlainSightFullReportFINAL_0.pdf.

³⁰ [Maps.latimes.com](https://www.latimes.com)

As public schools raced to accommodate “stay-at-home” orders in March, districts and charter schools scrambled first to ensure their students had access to *meals*, then to technology with which they could access their learning, and then a host of other challenges were addressed in turn. Districts and schools reported efforts to locate students they had effectively lost in the transition to distance learning, in most instances to get these students back on track with their academics, but in many instances to ensure these students were alright.³¹ Bridges embraces this responsibility to be a hub for student and family needs, and to leading the dialogue on embracing a trauma-sensitive approach to public education.

Surrounding Schools Demographic & Performance Data

As detailed below, in the two-mile area of our target location, there are four District-operated middle schools and two independent charter schools (on TK-8, one K-12). Due to a testing anomaly, Lifeline Charter did not have reported test scores for the CAASPP for 2019.³² All six of the middle schools shown below serve a student population that is almost entirely socio-economically disadvantaged, with 93.9-97.7% eligible for Free or Reduced Price Meals (FRPM) – slightly higher in this neighborhood than the CUSD average of 91.3% and significantly higher than the statewide average of 60.7%. Each school serves a significant percentage of English Learners (ELs) – between 26-32% -- with the exception of Willowbrook MS, which only has 9% ELs; Willowbrook also is an outlier with Students with Disabilities (SWD) with just 6%, compared to the other five schools with 10-19% SWD. All of the schools are a combination of Latinx and African American students, with ISANA charter serving 35% African American and Willowbrook serving 22% African American; the other four schools are serve 11-18% African American with the rest of these schools’ students Latinx, on par with CUSD which is 18% African American and 79% Latinx.

On the 2019 CAASPP, ISANA Archernar Academy is the strongest performer of these six schools, with its middle grade students (we extracted scores for grades 6-8 to do an equivalent comparison) 50% Met/Exceeded in ELA and 37.50% in Math. ISANA offers a differentiated, data-driven instructional program with hands-on, project-based learning like BPA will offer, though our emphasis on trauma-sensitive practices and staffing, double blocks for Math in 6th grade, double ELA in 7th grade, Learning Lab each day, and other aspects of our program are quite different. Willowbrook MS had an equivalent score in ELA with 49.41% Met/Exceeded,³³ and 29.17% Met/Exceeded in Math. Both ISANA and Willowbrook are above CUSD’s middle grade averages for ELA and Math (37.75% and 26.42%, respectively). The remaining schools are all below CUSD average, with Bunch MS the lowest performer in both ELA (21.88% Met/Exceeded) and Math (7.09% Met/Exceeded). ISANA and Willowbrook were both on par with California’s statewide average for grades 6-8 in ELA □ 50%, and ISANA was on par to CA in Math □ 37.5%; the other scores were below California averages.

³¹ <https://www.latimes.com/california/story/2020-04-05/coronavirus-school-parenting-distance-learning-challenges>
<https://www.latimes.com/california/story/2020-04-06/coronavirus-schools-missing-students>

³² In 2018, for all grades tested, 38.20% of students Met/Exceeded standards in ELA and 27.70% Met/Exceeded standards in Math. <https://caaspp-elpac.cde.ca.gov/caaspp/DashViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstSubGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=19&lstDistrict=76497-000&lstSchool=0115725>

³³ Willowbrook’s Difference from Standard (DFS) score indicates stronger performance than ISANA in ELA, with 3.9, compared to ISANA’s -25.6, indicating that more students at Willowbrook were Nearly Met than Not Met.

The subgroup data from ISANA, which provides more of a data-driven, differentiated approach to learning, shows less of an achievement gap between Latinx and African American students than at the other schools, which in some cases have significant gaps. The needs of each subgroup are different, as the needs of each student within a particular subgroup or overlapping subgroups. We believe Bridge's highly personalized approach, with Individual Learning Plans for every student, differentiated instruction, extended learning time with daily Learning Lab, and double blocks of Math in 6th grade and double block of ELA in 7th grade will help to close these achievement gaps and ensure more equity between students, whichever subgroup or subgroups they may belong to and whatever their needs may be.

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA

Address: Intersection of Rosecrans and N. Wilmington (740 Rosecrans, Compton, CA)

Data Type	Subgroup	Bunche M.S. (6-8)	Davis M.S. (6-8)	Walton M.S. (6-8)	Willow- brook M.S. (6-8)	ISANA Archer ar Academ y (TK/K- 8)*	Lifeline Educ. Charter (K-12)	Compton Unified*	California *
		CUSD	CUSD	CUSD	CUSD	Charter	Charter		
Demographics (% of total enrollment) 2019	Eligible for Free/Reduced Priced Meals (FRPM)	97.7%	94.9%	96.7%	93.9%	97.6%	94.0%	91.3%	60.7%
	English Learners	32.2%	30.8%	30.5%	8.6%	26.7%	26.5%	29.4%	18.6%
	Students with Disabilities / SPED (if available)	15.1%	12.0%	18.9%	6.1%	9.8%	10.1%	12.1%	11.7%
	Hispanic/Latino	87.2%	87.2%	79.8%	74.3%	61.3%	83.0%	78.7%	54.9%
	African American	11.5%	12.0%	17.7%	22.4%	35.2%	15.5%	18.1%	5.3%
SBAC Performance (% of students meeting or exceeding standards) 2019	ELA								
	Schoolwide	21.88%	24.13%	31.76%	49.41%	50.00%	**	37.75%	50.27%
	Black/African American	11.76%	13.72%	14.89%	36.37%	41.12%	**	29.16%	32.25%
	Hispanic/Latino	23.22%	25.17%	35.96%	53.71%	41.52%	**	39.33%	39.55%
	English Learners	1.01%	2.53%	1.56%	0.00%	11.11%	**	4.47%	8.44%
	Students with Disabilities (SPED)	7.14%	1.47%	2.70%	N/A	7.14%	**	10.75%	13.33%
	Economically Disadvantaged (FRPM)	22.72%	23.92%	31.02%	47.72%	41.25%	**	38.01%	38.06%
	MATH								
	Schoolwide	7.09%	12.62%	10.59%	29.17%	37.50%	**	26.42%	37.66%

Data Type	Subgroup	Bunche M.S. (6-8)	Davis M.S. (6-8)	Walton M.S. (6-8)	Willow- brook M.S. (6-8)	ISANA Archern Academ y (TK/K- 8)*	Lifeline Educ. Charter (K-12)	Compton Unified*	California *
	Black/African-American	1.96%	4.00%	4.26%	11.37%	28.97%	**	14.98%	18.36%
	Hispanic/Latino	7.96%	13.63%	12.32%	34.71%	34.71%	**	28.69%	25.42%
	English Learners	0.00%	0.64%	1.56%	5.00%	5.66%	**	4.01%	7.27%
	Students with Disabilities (SPED)	3.57%	0.00%	2.70%	N/A	0.00%	**	7.73%	8.83%
	Economically Disadvantaged (FRPM)	6.83%	13.13%	8.80%	29.41%	32.63%	**	26.68%	24.91%

*CAASPP scores only include grades 6-8.

**Due to a testing anomaly, no test scores were reported in 2019.

Data Sources: dq.cde.ca.gov/dataquest/; caaspp-elpac.cde.ca.gov/caaspp/

We note that these schools in the target community struggle with high rates of Long Term English Learners (LTELs), defined as “an English learner who is enrolled in any of grades 6 to 12, inclusive, [that] has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the [ELPAC],” and scores Not Met/Nearly Met on the CAASPP.³⁴ In 2018-19, the CUSD middle schools in our target community had significantly higher LTEL rates than across Los Angeles County (12.1%) or California (14.7%). In 2018-19, the most recent year for which LTEL data is publicly available:

- at Bunche Middle School, 26.8% of *all enrolled students* (119 students out of 444) were classified as LTELs, with nine additional students classified as ELs;
- at Davis Middle School, 30.9% of *total enrollment* (161 out of 521 students), were classified as LTELs, with eight additional students classified as ELs;
- at Walton Middle School, 26.5% of *total enrollment* (71 out of 268 students) were classified as LTELs with two additional EL students; and
- at Willowbrook Middle School, 13.2% of *total enrollment* (23 out of 174) were classified as LTELs, with just one additional student classified as an EL.³⁵

Some of these schools struggle with reclassification rates, with Bunch MS reclassifying just 8.0% of ELs in 2018-2019, though the others met or exceeded CUSD’s reclassification rate of 15.3%. BPA has a research- and experience-based plan for helping these students, including LTELs, become English-proficient and become reclassified, as detailed in the Section *Special Populations: English Learners*, below.

³⁴ CA Education Code Section 313.1(a).

³⁵ <https://data1.cde.ca.gov/dataquest/>

Finally, at least one of the middle schools in the target community, Davis MS, has struggled with very high suspension rates (10.4%). As detailed extensively throughout this petition, BPA’s trauma-sensitive approach, PBIS, Way of Council program and other practices will all help to establish a positive school climate and minimize disruptions. (Please see Element 10 for details about our Suspension/Expulsion policies.)

Data Type	Subgroup	Bunche M.S. (6-8)	Davis M.S. (6-8)	Walton M.S. (6-8)	Willow-brook M.S. (6-8)	ISANA Archern ar Academy (TK/K-8)	Lifeline Educ. Charter (6-12)	Compton Unified	California
		CUSD	CUSD	CUSD	CUSD	Charter	Charter		
Demographics (% of total enrollment) 2019	Suspension Rate	1.3%	10.4%	2.6%	0.0%	0.6%	2.0%	1.3%	3.5%
	Expulsion Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%
	EL Reclassification Rate	8.0%	16.7%	22.7%	23.1%	17.8%	13.2%	15.3%	13.8%
	ELA DFS Score	-73.1	-72.3	-40.4	-3.9	-25.6	-5.6	-31.6	-2.5
	Math DFS Score	-136.5	-130.2	-99.3	-69.1	-39.8	-39.8	-56.9	-33.5

Data Source: dq.cde.ca.gov/dataquest/

We also note that, like many schools and districts, CUSD students face challenges with their physical fitness. The California Physical Fitness Test (PFT), the FITNESSGRAM, measures the fitness of students in grades five, seven and nine across six areas: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Trunk Extensor Strength and Flexibility, Body Composition, and Flexibility. SWD are given as much of the test as each student’s physical condition permits, in accordance with their IEP or Section 504 plan and as determined by their IEP/Section 504 team. According to the CDE, “The main goal of the test is to help students in starting life-long habits of regular physical activity.”³⁶ An October 2019 CDE letter to LEA leaders states, “Research has established that regular activity, combined with good nutrition, contributes to healthy outcomes by preventing obesity and reducing chronic health conditions, such as diabetes, coronary heart disease, and hypertension. Other appropriate uses of PFT results include providing information that can be used by (1) schools to evaluate their physical education programs; and (2) parents and guardians to understand their children’s fitness levels.”³⁷

While the goal is for students to test in the Healthy Fitness Zone (HFZ) in all six areas, for all 7th graders tested across CUSD in 2018-19 (the most recent year tested), only 13.7% were in the HFZ for six out of six areas, compared to 25.5% across LA County and 28.2% of 7th graders across California.³⁸ We believe physical health is an integral component of mental health, and thus will

³⁶ <https://www.cde.ca.gov/ta/tg/pf/>

³⁷ <https://www.cde.ca.gov/ta/tg/pf/pftbacktoschool1920.asp>

³⁸ <https://data1.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHFZ2011.aspx?r=0&t=2&y=2018-19&c=19734370000000&n=0000>

emphasize P.E./Health for all of our students with 90-minute classes twice weekly and 60 minute periods every other Friday in our alternating block schedule, for a total of 420 minutes of P.E./Health every 10 days.

Ultimately, by better preparing middle grade students both academically, psychosocially and even physically for high school, we believe BPA can help increase CUSD's graduation rate (84.1% in 2019) and A-G completion rate (just 30.5% in 2017, the most recent publicly available data).

3. How the Proposed Charter School Will Meet the Needs of the Community

As detailed briefly above, there is a tremendous need for a trauma-sensitive, student-centered model of schooling that is authentically personalized and differentiated, with both academic and psychosocial supports and resources to meet students' academic, behavioral and emotional needs in concert, embracing an authentic "whole child" model for student success. One report summed up the impacts of ACEs on children in schools across four different realms:

- Behaviorally, children who have been impacted by ACEs may exhibit deficits that lead to behaviors and diagnoses such as ADHD (difficulty focusing, making decisions, self-regulating), attachment disorder (being unable to trust others, empathize or regulate emotions), appearing withdrawn or with a "flat affect" or conversely experiencing angry outbursts and aggression, or self-harm.
- Cognitively, a child may have language delays (including ELs struggling to reclassify), learning disabilities, difficulty concentrating or completing tasks. One study of 701 children found that a child with 4 or more ACEs was 32 times more likely to be labeled with a learning or behavior problem than a child with no ACEs.
- Emotionally, children's self-concept may be affected and they may feel helpless, unlovable or worthless, and even blame themselves for their ACEs and feel guilt or shame.
- Socially, children impacted by ACEs may have difficulty forming and maintaining friendships, may isolate themselves or may engage in unhealthy relationships.³⁹

Bridges thus seeks to partner with CUSD to address an unmet need in the community: the impacts of childhood trauma on the youth of the community, so that these students are better prepared academically, behaviorally, and psychosocially for success in Compton high schools, and later, post-secondary schools, careers, and healthy lives as engaged and contributing citizens in the community. Our new school is designed to employ a highly collaborative model in which *one full-time counselor per grade*, who will follow a cohort through their three years at the school, and a full-time school psychologist, will work as partners with our teachers in all aspects of program delivery.

We specifically seek to serve Compton's most "at-risk" and underserved young adolescents: those who are barely getting by academically and are at high-risk of dropping out at some point before graduating high school; those whose behavior or attendance issues get in the way of their learning; those who perhaps appear to be managing high levels of stress well, but are one crisis away from their breaking point; those who feel disconnected from school and "don't see the point"; and those

³⁹ Plumb, Jacqui, et al, *Trauma-Sensitive Schools: An Evidence-Based Approach*, 2016 School Social Work Journal, Vol. 40 No. 2, Spring 2016, <http://www.communityschools.org/assets/1/AssetManager/TSS.pdf>.

who are doing “fine” but are uninspired and bored. We recognize that most if not all of these children have experienced ACEs/childhood trauma, that has impacted them organically:

A child’s brain will make early accommodations to ensure survival and adaptation to stressful situations, and these accommodations undermine the progressive construction of the brain’s complex neural networks responsible for memory, learning, motivation, information processing, problem solving, and distress tolerance. These effects are not only emotional or psychological; they are also biological, and they put traumatized children at a significant disadvantage, particularly with regard to their ability to succeed at school.⁴⁰

In recognition of the academic achievement data from the surrounding schools cited above, our school design includes structural components to serve academically low-achieving students, ELs and SWDs; the following are some brief examples of these student-centered components which are discussed in depth in this petition:

- *Individual Learning Plans (ILP)*: Every student will have an ILP, formed in collaboration with his/her advisor (a classroom teacher) at the start of the school year, following initial NWEA MAP and Scholastic Reading Inventory benchmark assessments. Students will set both long and short-term individual goals for themselves, and then have brief biweekly one-on-one check-ins with their advisor, who will have access to information from each teachers’ online gradebooks, attendance/tardy data, behavioral issues/commendations, etc. The student and advisor will continuously update the ILP with short-term goals, focused on helping the student accomplish small “wins” and celebrate success.⁴¹
- *Extended Day and Year*: a 185 day school year, 405 minute regular day (8:00 a.m. to 3:30 p.m.) and 270 minute “early release” Fridays (8:00 a.m. to 1:45 p.m.) will ensure that students have extra learning time to make gains and meet grade level standards.
- *Double ELA Block/Double Math Block*: In 6th grade, in recognition of the fact that the majority of our 6th graders will enter BPA below grade level in math and reading – in some cases by several levels, students will have double learning time in Math rather than an elective to ensure students are able to master crucial concepts before proceeding to more advanced math concepts required in secondary school, and in 7th grade learning time will be double in ELA, to ensure students are ready to read more complex texts and write with more sophistication. Teachers will leverage both state-adopted publisher textbooks as well as online adaptive learning programs, hands-on learning activities, collaborative learning and projects to ensure multiple entry points to the content and similarly will implement a variety of different formative and summative assessment tools to ensure students have the opportunity to demonstrate mastery in different ways. Data will be reviewed on a daily and weekly basis to determine individual student needs and continuously differentiate instruction.
- *Multi-Tiered System of Supports (MTSS)*: a Student Support and Progress Team (“SSPT”) will lead a collaborative approach of highly trained teachers and counselors to provide tiered academic and behavioral supports to ensure that every student receives specifically targeted intervention and support for their academic and psychosocial needs. Teachers will collaborate in professional learning communities (“PLCs”) to

⁴⁰ Craig, S., *Trauma-Sensitive Schools: Learning Communities Transforming Children’s Lives, K-5* (2016), p. 19.

⁴¹ As needed, counselors also will weigh in to support ILP goal-setting, particularly when there are behavioral issues.

exchange best practices and problem-solve challenges in their teaching practice during common planning time in the bell schedule, including a two-hour weekly professional development session on Fridays.

- *Learning Lab*: four days weekly, all students will have a 90-minute period built into the bell schedule daily for intervention, support and counseling. Learning Lab will include time for one-on-one and small group learning with teachers and instructional aides (as assigned based on teachers' daily review of data), additional practice via online adaptive learning programs (assigned to students through online "playlists"), individual and group therapy, and collaboration with their peers to enhance their learning. EL students will participate in Designated ELD during Learning Lab time (45 minute classes, grouped based on ELD level), and SWDs who need "pull-out" services will receive them during this time. This additional time and structured, tiered supports will benefit students who are academically low-achieving as well as English Learners and Students with Disabilities, while those who are ready for acceleration and additional challenge will be provided enhanced learning challenges and opportunities to go deeper into their learning with personal and group projects and enrichment activities. This time is intentionally partially "unstructured" to offer students autonomy and choice, and fluid and adaptable to meet real-time needs based on ongoing review of data. Some components such as counseling, ELD or pull-out support will be on a regular schedule, but only occupy a portion of each day's 90 minute Learning Lab time. Advisors will monitor students' progress and efficacy in using their Learning Lab time effectively; students needing more structure will be assigned more focused tasks such as tutoring and small groups, while those who exhibit the ability to manage their time effectively will be given more autonomy.

Additional components, derived from Mr. Gomez' counseling background, a research-based trauma-sensitive approach to education, and the interests of stakeholders in the community (see section 5 below) include:

- Home visits for students, starting as soon as enrollments begin in the spring prior to opening, led by Mr. Gomez with the Y1 counselor or the student's advisor, to establish a strong home-school connection and ensure appropriate supports and interventions are provided, along with referrals to community partners.
- A comprehensive school counseling program with three full-time counselors and a school psychologist for 450 students (once we reach full enrollment capacity), with one counselor "looping" with each grade level for all three years. counselors will provide one-on-one and group therapy using a cognitive behavioral therapy model proven effective with ACE-impacted youth, partner closely with instructional staff and provide coaching and behavioral support, and lead mindfulness and meditation practices.
- A daily advisory program, with advisors (classroom teachers) also looping with small 20-22 student cohorts of students for all three years. advisory will include one-on-one check-ins biweekly as well as a structured social-emotional learning program, Way of Council, from the Ojai Foundation.
- Enriching student clubs will offer additional opportunities for student engagement during Friday "long lunch" and after-school led by faculty/staff advisors. Friday student assemblies will be at least partially planned and led by student leaders in ASB, showcasing student work and talents, celebrating accomplishments, and building school spirit.

4. How BPA Will Serve the Intent of the Charter Schools Act as well as the District's Mission, Vision and Strategic Goals

BPA is dedicated to fulfilling the intent of the California legislature as listed in Education Code 47601, as well as CUSD's mission and strategic goals – all well beyond the space allotted here – but concisely summed up as follows:

BPA will provide a research-based, standards-aligned instructional program that is personalized to each student's needs. In our safe, small school environment, establishing trusting relationships will be a priority, so that the impacts of childhood trauma can be mitigated as our students form positive relationships with caring adults, including counselors and advisors who will “loop” with students for all three years. Strong caring relationships, along with differentiated instruction, will foster more equity for our diverse learners in an authentically holistic, student-centered model of education. BPA will offer families a school-based comprehensive option for their child's psychosocial and academic development at this crucial stage of their adolescence. Teachers will have the autonomy to “backwards plan” engaging and effective lessons using innovative strategies based on student needs, achievement data, and standards-aligned outcomes. Teachers will collaborate and share best practices in PLCs and during weekly professional development sessions. BPA will strive to meet ambitious goals detailed in the annual Local Control Accountability Plan, with transparent accountability to all stakeholders. Finally, BPA does not subscribe to the concept of “competition” between public schools, but rather, BPA is eager to become a part of the CUSD ecosystem that prepares middle grade students for success in CUSD and other high schools of their choice, exchanging best practices with CUSD in trauma-sensitive practices and helping improve outcomes and quality of life for families in Compton.

5. Outreach and Input from Parents/Guardians and Community Members

Between May and December 2019, every Saturday from 10 a.m. to 2 p.m., Mr. Gomez, a parent organizer and other members of the founding team canvassed door to door in the target community to meet and speak with hundreds of local families about BPA, distributing fliers in English and Spanish. Mr. Gomez has participated in dozens of community meetings as well, meeting with elected leaders, religious leaders, community service organizations and councils, attending committee meetings and listening actively to community interests and needs (see list below). As an experienced educator who has worked in and around the community for years, Mr. Gomez also has collaborated with experienced educators and counselors in designing Bridges.

Parents have repeatedly and overwhelmingly cited a desire for a school in which their child is truly *known and seen as an individual*, cared for by the adults in the school, and supported in a personal way at such a crucial time in their adolescent development. Parents uniformly mention wanting a public school that is a safe space that will nurture the social-emotional well-being of their children. Parents indicate a desire for high expectations for their children, with a more personalized approach instead of a “one-size-fits-all” model of schooling. Community, religious and social services leaders have noted the strains on the community and the lack of sufficient resources to support young people and families, and fully endorsed Bridges' plans to have a full counseling staff with a ratio of 1:150 students, with one counselor staying with a grade level cohort over three years in order to truly know and bond with the students, as well as a full-time school psychologist on site.

Our plans to have a small advisory group that will stay with the same advisor for all three years they are at Bridges also stems from our conversations with families – they want their children to be well-known. Further, Bridges’ Founder/Executive Director, and later, the Principal (to be hired in Y4), will be joined by these advisors (who also will be classroom teachers) and counselors in conducting home visits with each family, as yet another component of establishing authentic, close connections with students and their families.⁴²

Parents and students have expressed interest in an engaging learning program with the use of technology and “fun” hands-on activities. While parents are more interested in students’ learning tech-based skills in terms of future employment and students are more interested in the “fun” aspects of using technology, due to these conversations (and current pandemic-related distance learning needs) we have budgeted a 1:1 device ratio to ensure each student is issued a Chromebook or similar device. In aspects of our model that are all described in far more detail throughout this petition, Bridges will incorporate online adaptive learning programs as well as tech-based research, multi-media presentations, and communications tools. We also embrace the power of pair and group learning activities in helping students develop critical 21st century skills of cooperation, collaboration, and communication as they work together to solve problems, investigate, iterate, fail and try again. Through hands-on, active learning processes, diverse learners can construct and demonstrate their own meaningful learning in unique and authentic ways.

Students have expressed an interest in expressing their own voice and having a choice in different options, with different enrichment activities and clubs. Weekly assemblies that ultimately will be student-planned and led by the ASB leaders, school-community celebrations of learning, an array of student clubs based on students’ interests, Way of Council peer support and conflict-resolution practices and more all have are elements of the school that we have designed as a result of these conversations. These elements will all serve to foster a sense of belonging that is so crucial for students at this age, as we simultaneously foster student voice and choice and development of leadership skills.

Over the past several months, Mr. Gómez and members of the founding team also have hosted community-wide informational meetings for families outside of the Compton Library and at local churches, including Sagrado Corazon Church, Tower of Faith Church, Inspirational Faith, Our Lady of Victory Church, and Compton Community Seventh Day Adventist.

We have also attended the following community meetings:

Best Start Compton-East Compton – Mr. Gomez attends four different committee meetings per month, since May 2019, to network with different family services providers in the community and potential community partners -- works to promote and support children prenatal to 5 years old so that they are ready to succeed in school and life. Funded by First 5 LA, Best Start Compton-East Compton are residents, parents, and stakeholders who work in partnership with individuals and organizations who are committed to improving opportunities for children and their families to thrive.

⁴² Every effort will be made to visit every student’s home, with one lead administrator (Executive Director or Principal) and one advisor or counselor, in the summer or first months of the school year. As detailed below, common practices will be implemented to ensure students and their families understand the purpose of these visits and welcome the opportunity.

Communities in Motion – three times per month -- is in a collaborative network with Community Health Councils to help Best Start Compton – East Compton lead the community in its vision to improve the lives of children and families throughout Compton.

MLK Community Medical Group – meetings as scheduled -- is a non-profit, multi-specialty medical group in the city of Compton that allows for ample physician patient time with a team of support staff to help with care coordination and socio-economic barriers.

D.A.D. Project – once a month -- offers safe spaces and comprehensive programming to give fathers the opportunity to develop skills necessary to support their children's academic development. Their programs consist of workshops, trainings, and events designed specifically for fathers, uncles, grandparents, and influential male role models to play an active role in their child's education.

Homeless Task Force – once a month -- mission is to provide needed education, identify resources and develop policy that cities and counties need to prevent, assist and reduce the number of individuals and families experiencing homelessness in our communities.

Through *PBS SoCal's* STEM Library Corner at Compton Library, a PBS SoCal Education staff member will visit the library monthly to provide BPA kids additional support using the STEM tool kits, invention kits, bilingual worksheets and technology rolling case loaded with approved US Department of Education apps recognized to improve literacy and numeracy.

Yetunde Price Resource Center – meetings as scheduled -- works to help individuals suffering from trauma heal by guiding them to free or discounted services available throughout Southern Los Angeles.

Community Health Council – once a month -- mission to collectively build equitable systems to create better communities for all people is fulfilled through fostering and replicating models and strategies that promote health and positive well-being across all under-resourced communities.

Dollar Hide Community Center – meetings as scheduled -- provides educational, cultural, social and recreational programs for City residents from ages 3 and up. These programs include bilingual education, braille independent living, child day care, family health care, inter-generational programs and senior citizen services.

As BPA moves forward, we will continue to focus on building partnerships with community stakeholders and focused outreach to parents of children who will be entering 6th and 7th grades in 2021. (See Element 7 for additional details about student/family outreach.)

6. How Community Feedback Impacted Contents of Charter Petition

See Section 5, above, which incorporates this information.

7. Evidence of Support

Attached in Appendix J are supporting signatures, resumes and credentials from teachers who are meaningfully interested in working at Bridges. In addition, we have attached the supporting signatures of approximately 42 parents of children who will enter grades six or seven in 2021-22. We note that when we began our outreach meetings and canvassing door-to-door in the community, we anticipated opening in 2020-21, and collected signatures from families accordingly. Community interest in Bridges is strong – we have collected signatures from hundreds of families and community supporters who are interested in our new school. As noted in Section 5, we also have attended dozens of community meetings and met one-on-one with leaders in the community who are supportive of BPA and will assist with community outreach in the coming year prior to the school opening, and in the years to come.

8. Community Members Represented on BPA Board and Founding Team

Name	Current Professional Title and Organization	Focus/Expertise
David M. Owen, Ph.D., <i>Board President</i>	Vice President of Technology, <i>Veeco Instruments</i>	Strategic planning, financial & project management, STEM content
Trena Spurlock, M.A., <i>Board Member</i>	Educational Consultant to LEAs; CDE Technical Assistant Facilitator in area of disproportionality; Adjunct Faculty, Teacher Education Program, <i>California State University, Dominguez Hills</i>	Education/special education; teacher training and professional development
Mary Louise Silva, <i>Board Secretary</i>	California for All Emergency Preparedness, <i>American Red Cross</i> Former Director of Parent and Community Engagement, <i>Alliance College-Ready Public Schools</i>	Charter school governance; family and community outreach; parent engagement and education
Bryan Lee , <i>Board Member</i>	Independent Payments Industry Consultant	Cost Saving Analysis/Inventory Control
Miguel Angel Romero, <i>Board Treasurer</i>	CEO, <i>4ever Realty</i> CEO/Shareholder <i>Ingenious Enumeration</i>	Accounting/finance, real estate

Alejandro Gómez

Founder/Executive Director

Bridges Preparatory Academy

Alejandro Gómez has 23 years of experience as an educator, serving as Principal for Lifeline Charter School (2014-18) and Alliance College Ready Middle Academy #4 (2008-12). He has also served as Director of Curriculum and Administration for Excel Charter School (2012-14), the Vice Principal and Counselor of Alliance High School for College-Ready Public Schools #5 (2006-08), and as a teacher and substitute teacher for grades K-12 of the Lennox School District (1997-2006). He holds both an Administrative Credential as well as a Pupil Personnel Services Credential. As

Principal of Lifeline, Gómez successfully raised CAASPP scores for grades 3-6 during his tenure; oversaw MTSS interventions that resulted in 90% improvements in pre- v. post-assessments; increased student and parent engagement through enrichments and community celebrations; and implemented interventions that lowered suspension and dropout rates. In all three of his past school leadership positions, Gomez has led teacher professional development and coaching; overseen intensive data analysis and interventions for students; designed and implemented research-based advisory curriculum including character education and college readiness; designed and implemented student behavior programs; overseen SWD and EL programs; hired and evaluated staff; overseen site safety and emergency preparedness; selected and ordered program materials; participated in budget and fiscal decisions and preparation; and much more. Gómez received his Master's Degree in Counseling, and his Bachelor's in Psychology, with a minor in Spanish, all from California State University, Dominguez Hills. Gómez is currently working on his Master's Degree in Human Resource (thesis pending).

David M. Owen, Ph.D.

Vice President of Technology/Chief Technologist

Ultratech, Inc./Veeco Instruments

David M. Owen, Ph.D. is responsible for the technical development for engineering and applications associated with inspection systems, and leads the development effort for multiple product generations which accounts for several million dollars in annual revenue. Owen has many years of experience managing research activities under multi-million dollar externally funded research projects that includes execution of research, budgeting and reporting. Owen was a Graduate Research Fellow at the University of California, San Diego Materials Science Program with over 50 publications in academic journals and conference proceedings, five issued United States patents with additional patents pending, and has been honored as a Fellow of the Center of Excellence for Advanced Materials, 1989-1993, and as a Pi Tau Sigma member from the University of California, Berkeley.

Trena Spurlock, M.A.

Educational Consultant to LEAs; CDE Technical Assistance Facilitator to LEAs regarding Disproportionality; Adjunct Professor and Teacher Intern Supervisor

Cal State University, Dominguez Hills

Trena Spurlock's career in education has spanned over 40 years. Ms. Spurlock has served as a Special Education Department Director, a Special Education Local Plan (SELPA) Director, an independent educational consultant, and a university professor. Most recently, as the Director of the Special Education Department for Pomona Unified School District (PUSD) and the Special Education Local Plan Area SELPA Director, Ms. Spurlock designed and implemented a continuum of programs for students with autism. She also successfully implemented the district's continuum of programs for students with moderate/severe disabilities. In 2010, she led the initiative to establish PUSD as a single district SELPA.

Currently, Ms. Spurlock is an adjunct faculty member at California State University Dominguez Hills. She is the University Supervisor for intern teachers in the Teacher Education Program who are seeking a Mild/Moderate Education Specialist Credential. She also teaches the Educating Diverse Learners with Exceptional Needs course. She also serves as an Educational Consultant to several school district SELPAs, and as a CDE-designated Technical Assistance Facilitator

regarding significant disproportionality for LEAs. Ms. Spurlock received her Master of Arts, Education with an emphasis on Special Education from California State University, Los Angeles.

Mary Louise Silva

California for All Emergency Preparedness, American Red Cross

Former Director of Parent and Community Engagement, Alliance for College-Ready Schools

As the Director of Parent and Community Engagement for Alliance for College Ready Schools, where she worked for 14 years, Mary Louise Silva oversaw parent engagement and community outreach activities for a CMO operating 25 Los Angeles secondary charter schools. In this role, Silva provided ongoing technical assistance and professional development opportunities to assist school leaders, teachers, counselors, and staff with successfully planning and implementing parent engagement activities; developed and delivered parent education curricula to support college readiness and completion; oversaw the administration and analysis of parent evaluation and tracking tools to ensure program quality and accountability; collaborated with parent advocacy groups and led advocacy activities; developed community partnerships and leveraged resources to bring needed social and other support services to students and families; and provided staffing support to the Boards of directors of 25 different Alliance schools, attending all Board meetings. Currently, Ms. Silva is leading education and community outreach efforts regarding disaster preparedness with the American Red Cross. Ms. Silva received her Master's in Public Administration from the University of Southern California and her Bachelor's in History from UCLA.

Bryan Lee

Merchant Payments Consultant

The Credit Card Guy

Bryan Lee is an independent Payments Industry consultant who specializes in payment processing needs, EMV terminals, POS equipment needs, reducing processing fees through cost saving analysis, and advising merchants on other business needs like Customer Marketing, Business Lending products and more. Lee is experienced in inventory control, staff and site management, installation, staff and internal development. Lee received his B.S. in Business Management at Barkley University, and has completed the Small Business Series at El Camino College, and completed courses on Computer Software & Hardware from West L.A. College.

Miguel Angel Romero

CEO, 4ever Realty

CEO/Shareholder *Ingenious Enumeration*

With over 15 years in the real estate property management field, Romero assists clients with sales, rent collection and bookkeeping. He also provides quality accounting and bookkeeping services to hundreds of investors. Miguel is experienced in Peak, Yardi, and Appfolio Client portfolio, and helps manage various property management accounting divisions including for corporations, LLCs, Partnerships, Sole Property and individuals. His daily responsibilities include transaction entries, accounts payables & receivables, paper trail retention, budgets, monthly reconciliation, tax preparation, consulting with client's CPA or tax preparer. Romero is certified by California Tax Education Council and California Association of Realtors to prepare taxes and manage property, respectively.

9. **Bridges Preparatory Academy Meets the Requirements of the Charter Schools Act and this Charter Should be Approved**⁴³

In accordance with the recently amended provisions of the California Education Code, we respectfully submit that the Board of the Compton Unified School District should find that this charter petition to establish Bridges Preparatory Academy for a five-year charter term must be approved.

(c) In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings⁴⁴

We address each of the eight potential findings⁴⁵ in turn:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school. *Not applicable.*

As detailed extensively throughout the following pages, BPA presents a comprehensive, well-thought out program based on research and experience, tailored specifically to meet the needs of the middle grades students in Compton that we plan to serve. The educational program is based on the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), California History/Social Science Standards, and other content standards. Teachers will rely on the published Frameworks in each content area, including the new *2019 Health Education Framework for California Public Schools* (Health Education Framework). Published textbooks and online curricula aligned to the CA CCSS, NGSS and other CA standards will be used, along with a variety of formative and summative assessments aligned to the standards to continuously measure student mastery of content and progress, such as the NWEA MAP online assessments in ELA and Math. Research-based and proven instructional strategies will be utilized across subjects, differentiated to meet individual student needs based on real-time data, with teachers collaboratively planning and problem-solving in professional learning communities.

- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition. *Not applicable.*

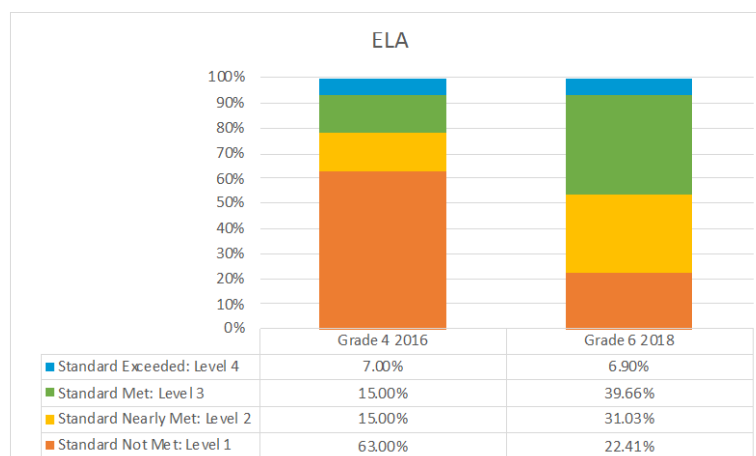
⁴³ Pursuant to recent legislation amending the Education Code, we have added this section to present a detailed analysis of this petition under the currently applicable law.

⁴⁴ Education Code §47605(c).

⁴⁵ Education Code §47605(c)(i)-(viii).

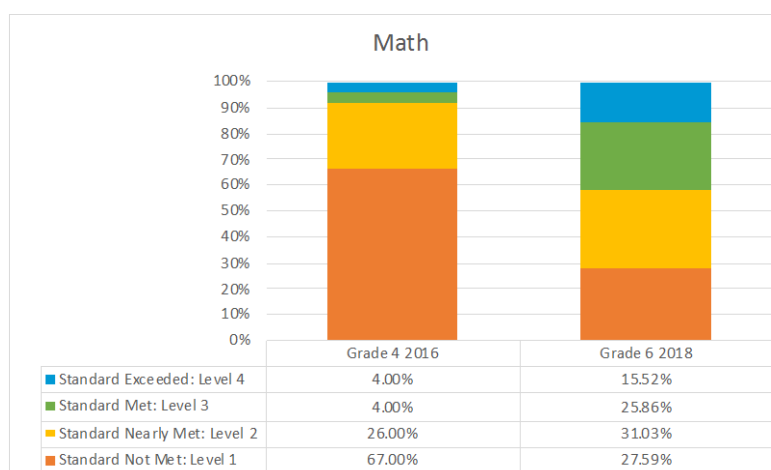
Our founding team has deep, broad and diverse experience. Our Founding Executive Director, Alejandro Gomez, is an accomplished and experienced charter school leader with more than 20 years of experience in public education, including the past 14 years as a charter school administrator, in positions as Principal, Director of Curriculum and Administration, Vice-Principal and Counselor. As a seasoned leader at four different charter organizations – Lifeline Charter School, Excel Charter School, Alliance College-Ready Middle Academy #4, and Alliance High School College-Ready #5 – he has broad experience in charter school operations, administration, education and counseling.

Mr. Gomez is passionate about a student-centered approach to education, in which talented educators continuously focus on what each individual student needs to master the content. As just one illustration of his success in this approach, while Principal of Lifeline charter’s elementary grades, the 6th grade cohort realized impressive gains in both ELA and math over six years of state testing, from their first tests as 3rd graders in 2016 to their tests three years later as 6th graders in 2018 (the last administration when Mr. Gomez was Principal at Lifeline).⁴⁶ As illustrated in the graphics below, in ELA, the cohort went from 22.00% Met/Exceeded to 46.56%, and from 63.00% Not Met to just 22.41% Not Met. In Math, the cohort went from 8.00% Met/Exceeded to 41.38%, and from 67.00% Not Met to just 27.59% Not Met.⁴⁷



⁴⁶ Mr. Gomez left Lifeline at the end of 2018 and went back to school to earn a Master’s degree in Human Resources; he has completed the course work and needs to finish his thesis to complete the degree. He began working on the founding of Bridges in late 2018 and secured a \$50,000 start-up grant from Great Public Schools Now to support the pre-charter work in community and parent outreach, charter writing, legal support (incorporation, bylaws, etc.), and back-office start-up, with an original plan to open in 2020. Due to a variety of circumstances, most notably including the Covid-19 pandemic, planned opening has been pushed to 2021.

⁴⁷ <https://caaspp-elpac.cde.ca.gov/caaspp/>



<https://caaspp-elpac.cde.ca.gov/caaspp/>

Mr. Gomez will bring a unique perspective to Bridges as a school leader with both a teaching and counseling background (and both administrative and PPS credentials), and a commitment to the “whole child.”

The founding Board of Directors of Bridges includes diverse individuals (two Latinx, one black, two women) with years of experience in charter school governance and operations, education, special education, teacher training and professional development, accounting, business, technology, project management, real estate, and nonprofit management. As noted above, Ms. Silva directed parent and community engagement for a preeminent Los Angeles-area secondary school CMO, Alliance for College-Ready Schools, with 25 schools serving diverse students in grades 6-12. She also supported the boards of directors of each of those charter schools, attending all of their board meetings, thus she has unique expertise in charter school governance, including the Brown Act, conflicts of interest, and more. Our partners include the state’s preeminent charter school lawyers (Procopio) and non-profit back-office services provider (ExEd), start-up and fundraising consultants (KQ Management), community leaders, health clinics, and community services organizations. In short, we know this work in starting a new charter school is an immense challenge that requires a wide array of skill sets, an entrepreneurial mindset, nimble adjustments in real time, and a lot of hard work. We have assembled a talented team and supportive partners – who will be joined shortly by energetic, mission-committed teachers and staff -- to weather the challenges and implement our mission and vision. We are confident we have ample capacity to successfully implement the program we propose here.

- (3) The petition does not contain the number of signatures required by subdivision (a). *Not applicable.*

Please see Appendix J. We have attached more than the minimum required signatures, resumes and credentials of “meaningfully interested” teachers, along with the signatures of more than 40 “meaningfully interested” parents of students who will enter grades 6, 7 or 8th in 2021. As we originally planned to open in 2020, we collected significantly more signatures from families that now are not applicable, but have continued interest, therefore we anticipate opening 8th grade as well in 2021. As noted above, we have collected information from hundreds of families and

community supporters who are interested in Bridges. The community is very interested in our proposed new school.

- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (e). ***Not applicable.***

Please see Appendix E. We have signed the CUSD-required Assurances, and have included through the petition assurances of compliance with all applicable laws and regulations.

- (5) The petition does not contain reasonably comprehensive descriptions of [Elements 1 through 15, as detailed in the Education Code]. ***Not applicable.***

Please see Appendix C. Consistent with the new requirements of Education Code §47605(b), we have provided an “Addendum” to the CUSD-required Certification Statement in Appendix C to include a certification that we deem this petition complete. We have more than comprehensively addressed the statutory requirements of Elements 1 through 15 and the additional statutory provisions regarding “District Impact,” and have further comprehensively addressed the additional instructions included in the *CUSD New Charter School Petition Application Guide*.

- (6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. ***Not applicable.***

Please see Appendix M. We have signed the required declaration.

- (7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:
- (A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
 - (B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate. ***Not applicable.***

For purposes of this analysis, we propose that – consistent with CUSD instructions regarding the “target population” and “community to be served” – that the “community” includes a focus on the two-mile area surrounding the proposed location, though we also look more broadly at CUSD as a whole.⁴⁸ First, while we reserve the option to apply for a Proposition 39 co-location, our intent and strong desire is to occupy a private facility. We have identified a church-school facility at 400 S. Santa Fe CA 90221, near the intersection of Santa Fe and Compton Blvd. which would be suitable as a temporary location for our first year of operations. The facility has been used as a continuation

⁴⁸ See *CUSD New Charter School Petition Application Guide*, Appendix F.

school, and has six classrooms. We have also identified a second potential option a bit further east that would have capacity for two years of use, but would require more significant upgrades and thus is less desirable as it could not accommodate our full growth. With more than one year until opening we are confident we can identify and secure an appropriate facility for Year 1, and then we will work with our partners to secure and develop a long-term private facility home for Bridges that would have no impact on CUSD.

We acknowledge, as recognized by new amendments to California’s charter school law, that authorizing districts have concerns about the fiscal impact of charter schools on their own bottom line. Given current worldwide fiscal crises caused by the Covid-19 pandemic, financial constraints certainly are a legitimate concern, though we were relieved to see that the 2020-21 state budget did not ultimately include a 10% cut to education as was proposed in May, and thus CUSD finances in the coming year will be stable. The Los Angeles Unified School District (LAUSD) Board of Education recently commissioned a report from its Independent Analyst’s office regarding declining enrollment, which includes some interesting facts and conclusions that are applicable here:

- L.A. County enrollment dropped by 251,000 in the last 15 years. Lower birth rates in the county and net migration from L.A. County to other counties in the state explain much of this decline [in K-12 enrollment].⁴⁹
- Within LAUSD boundaries over the past 15 years (2003-2018), there has been an overall net decline in K-12 enrollment of 18% across all school types, with district, private, and home school enrollments all declining, and only independent charter school enrollment has increased, yet “independent charter school enrollment growth never matched District-operated enrollment loss: District-operated schools have consistently lost more than charter schools have gained. Therefore, students did not simply shift between sectors; many left the District entirely.”⁵⁰ The same appears to be true in Compton.

These factors make clear that a consideration of revenues cannot take place in a vacuum – a point the Independent Analyst’s Office in discussing the impact of charter schools on district enrollment:

From a strict revenue standpoint (and consistent with the intent of the law, which envisions friendly competition), [the District] has an interest in maximizing enrollment at District-operated schools. *But from a quality perspective*, the District and its students theoretically benefit when charter schools thrive and a shared body of knowledge about innovative practices expands. Therefore, the enrollment “rivalry” between District-operated schools and charter schools is ***intended as a healthy and mutually beneficial process that should put school quality—rather than simply school size—first.*** In this system, more intense friendly rivalries should be considered ***positive for the public as a whole.*** It should be noted here that many positive aspects of this rivalry will be lost without systematic sharing among

⁴⁹ Thomas, A., and Ganon, S., *Long-Term Enrollment Decline Its Rate, Causes, Geographical Extent, and Cost*, Los Angeles Unified School District Independent Analysis Unit, February 13, 2019.

<http://laschoolboard.org/sites/default/files/IAU%202019%200213%20Report%20-%20Enrollment%20Decline%20%28CORRECTED%29.pdf>.

⁵⁰ Ibid.

District-operated and independent charter schools of information about practices and data about their results.⁵¹

As we have said, Bridges is firmly committed to partnering with CUSD to bring trauma-sensitive practices and evidence-based strategies to the District, to model best practices, to exchange resources and to provide supports that benefit Compton's trauma-impacted youth.⁵² Our small school size will enable us to more flexibly adapt new policies and strategies, and determine efficiently such things as which professional development methods and modules are most effective for teachers, which mindfulness and meditation activities have the most impact on specific groups of trauma-impact youth, which assessment measures are most effective in authentically capturing psychosocial and emotional survey information from reticent middle graders. We endeavor to partner with CUSD and become an important part of the ecosystem, working with CUSD high schools and, for example, establishing a co-led summer bridge program for rising 9th graders that positions them not just academically but also socially and emotionally for better success.

Our intent at Bridges is to serve those students that have not found success in traditional District schools and those who already have left, or will leave, the District in search of an alternative, and those who will leave school altogether. For these students, and others who simply seek a more personalized, student-centered education, we endeavor to help them grow psychosocially over the beginning of their crucial adolescent years so that they develop the resiliency and motivation they need to persist in their schooling. By focusing on students' psychosocial and physical well-being (with a comprehensive P.E./Health program), we will support their wellness so that they can thrive academically. Thus, while the opening of BPA will inevitably have a small fiscal impact on CUSD enrollment and thus revenues, the new Charter School would not "*substantially* undermine existing services, academic offerings, or programmatic offerings" as contemplated by the state legislature to the degree that outweighs the intent of the Charter Schools Act to establish and maintain school separate and apart from the district structure. Given the clear and overwhelming significance of need for the trauma-sensitive practices and model we propose here, the need for – and benefit of -- BPA to the community as a whole outweighs any fiscal impact to CUSD.

Currently, we are unaware of any middle schools in Compton that have a full-time school psychologist on staff, or one full-time counselor per grade level with a 1:150 ratio, with comprehensive ongoing trauma-informed professional development for all teachers and staff and close collaboration between counselors and teachers. We also are unaware of any middle schools in

⁵¹ Ibid (emphasis added; citing examples of learning about practices from charter schools).

⁵² We are familiar with the lawsuit brought by Public Counsel and Irell & Manella LLP on behalf of five students and three teachers against the District, *Peter P. et al v. Compton Unified School District*, seeking class certification and alleging that the District failed to provide a Free and Appropriate Public Education (FAPE) under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The suit claims CUSD frequently punished and excluded trauma-affected students in ways that made it nearly impossible for these students to succeed in school, and has demanded injunctive relief ordering CUSD to adopt and incorporate proven practices that address trauma, including: (1) Comprehensive and ongoing training, coaching, and consultation for all adult staff—including teachers, administrators, counselors, and other staff—regarding trauma-informed methods and strategies for educating class members and fostering a healthy, supportive environment; (2) Implementation of restorative practices to prevent, address, and heal after conflict; and (3) Employment of appropriately trained counselors who can assist with identification of students who have mental health difficulties after being subjected to trauma. We understand that the parties are discussing a potential settlement. We are eager to partner with CUSD in any efforts to bring a trauma-sensitive approach to District-operated schools, including teacher/staff PD, modeling effective practices, resource and exchange of information, etc.

Compton that are providing the type of individualized educational program we will provide, with Individual Learning Plans for every student, biweekly one-on-one check-ins with the student's advisor, who will "loop" with the student all three years and know the student and his/her family through frequent home/school communications and at least one home visit; differentiated instruction that provides customized supports and interventions based on formative and summative assessment data; comprehensive social-emotional learning curricula, PBIS, one-on-one and group counseling, mindfulness and meditation practices, assemblies and celebrations of student learning, and more to develop students as positive, caring individuals; or other aspects of our program detailed herein. Finally, we note that the existing CUSD middle schools in the target community we plan to serve are struggling to realize strong academic outcomes for the students they serve, as indicated by the data shown here. Families in CUSD are seeking additional options like BPA.

We have no intention of disrupting services, and to the contrary, we are eager to become an integral part of the fabric of the CUSD, helping middle grade students change their trajectory so that when they enter high school – with our intention being to partner with CUSD in supporting students entering the CUSD high schools – they are prepared socially, emotionally and academically to excel. Our hope is that our innovative model may offer solutions and strategies that can be replicated at other schools in CUSD, realizing the original promise of the Charter Schools Act for charter-traditional school collaboration.

- (8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240, has a negative interim certification pursuant to Section 1240, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.⁵³
Not applicable.

CUSD has a positive certification.⁵⁴

As detailed throughout the following pages and attached Appendices, Bridges here presents a carefully thought-out and research-based school design specifically crafted for the needs of middle grades students in the proposed target community in central Compton. Our founding team is diverse, accomplished and experienced. Our innovative, trauma-sensitive model will, we believe, serve as a model for other district and charter schools to study in the coming years. We look forward to partnering with CUSD to bring this much-needed collaboration to Compton's families.

DISTANCE LEARNING CONTINGENCY PLANS

We wish to note that during these unprecedented times of worldwide impact from the global Covid-19 pandemic, Bridges will be prepared to adapt rapidly and flexibly if needed to the transition to offsite learning. While we hope this will no longer be needed by the time we open in August 2021,

⁵³ Education Code § 47605(c).

⁵⁴ <https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp>.

in the event distance learning plans are still required, we will be ready. Though we initially had not planned to offer a 1:1 Chromebook ratio in our first year of operations, based both on expressed parent/student interest and the current demands of the pandemic, we have budgeted for a 1:1 ratio so that every student will be issued a Chromebook. As needed, we will allocate resources to purchase WiFi hotspots to ensure all of our students have access to online learning from Day 1.

All students, parents/guardians and teachers will have access to online tools that will provide students with access to course materials at home.⁵⁵ To ensure quality teaching is being planned and provided, our Executive Director will meet virtually each morning with all faculty, counselors and staff. The Executive Director also will communicate daily with all parents/guardians and with all students, and include daily office hours for live communications with parents/families who may have questions or need assistance. One-on-one conferences will be available as well. Parents/guardians will be provided detailed information about online curricular resources, IT support for computer and internet issues, cafecitos will be held more frequently (virtually) and other opportunities to connect, and much more. School staff also will communicate weekly with families via phone calls, our SIS, our website, social media and other platforms.

Rather than employ an online bell schedule in which students sit staring at their screen as teachers lecture for an entire school day, we expect that will use a more hybrid model including some synchronous “bell schedule” zoom time, as well as asynchronous times that include teachers recording 8-15 mini-lessons and posting daily assignments, with scheduled meetings/office hours with their classes at designated times in Google Classroom. This structure would be carefully planned to ensure students have continuity and contact with their teachers, advisors and counselors, yet also give our hard-working staff some flexibility to manage their own families at home. We note that we will have the benefit of research and experience from the 2020-21 school year and will adapt our program accordingly based on the best solutions for our students.

Our Special Education teacher(s) will ensure continued services, including contracted services, for students with disabilities. Our paraprofessionals will continue to provide RSP through Google Meets, Zoom or one-on-one phone calls. Our counselor(s)/school psychologist will host small group and one-on-one counseling sessions through Google Meets, Zoom and by phone. 100% of our students with IEPs will receive services and our Special Education teacher(s) will be in communication with families weekly. Similarly, our ELA/ELD teachers and instructional aides will continue to provide designated ELD instruction online to our EL students.

We also will provide meals (breakfast and lunch) for students on a daily basis. Our Parent Liaison will work to ensure all students are participating in school each day, contacting families when students are not attending online classes or turning in assignments. He/she also will help make referrals to community services as needed.

Our Board of Directors will continue to meet for regularly scheduled meetings through Zoom, with appropriate protocols for public participation (see Element 4).

⁵⁵ In some cases, we anticipate that some students may not have suitable environments for working on a Chromebook at home, even with a hotspot and Chromebook, such as if they are homeless. As needed, teachers will make printed packets available and ensure these are accessible to students, though we will do what we can to optimize learning for each student, including securing appropriate work spaces at open offices with community service partners, etc. as needed.

B. PHILOSOPHY & APPROACH TO INSTRUCTION

1. Mission and Vision

Mission

BPA will offer an inclusive, rigorous, college-ready and trauma-sensitive education that will provide ALL students with the academic and socio-emotional skillset to excel in high school and beyond.

At Bridges, first and foremost, we are committed to a world where youth born into challenging circumstances can transform the trajectory of their lives through the *power of public education*. We know that through a quality education and a supportive environment that helps young people heal, even those who have experienced significant traumas can “rise up” and realize a better future for themselves and their families. “Schools that are attuned to . . . new developments in brain science make great strides in resolving the problems that continue to plague education today: closing the achievement gap between the rich and poor, improving the behavior and social competency of children who appear recalcitrant and defiant, reducing the dropout rate, and improving the quality of children’s lives overall.”⁵⁶

Based on current research, we do not view school through a constricted lens of state standards and academic objectives, rather we fully endorse a “whole child” model that that helps develop and prepare students for 21st century life. Psychologist Abraham Maslow famously described a “hierarchy of needs” that has been embraced by many in education – i.e., the idea that a student whose basic needs have not been met, who is hungry, for example, is not ready to learn in school.⁵⁷ At Bridges, we will take a child-centered approach that considers the physical, emotional, social and intellectual qualities of each individual student and how these qualities and factors in each student’s life impacts their learning. Maslow argued that this type of “whole child” approach to education would develop people who are “stronger, healthier, and would take their own lives into their hands to a greater extent. With increased personal responsibility for one’s personal life, and with a rational set of values to guide one’s choosing, people would begin to actively change the society in which they lived.”⁵⁸ We believe our students will do exactly this as they embrace our core values:

Brave: within our close-knit, warm school environment, students will feel safe and supported as they take risks, make mistakes and learn from reflection as they seek new challenges.

⁵⁶ Craig, S., *Trauma-Sensitive Schools: Learning Communities Transforming Children’s Lives, K-5* (2016).

⁵⁷ Maslow, A. H. (1943). [A theory of human motivation](#). *Psychological Review*, 50(4), 370-96.

⁵⁸ McLeod, S. A. (2020, March 20). *Maslow's hierarchy of needs*. Simply Psychology. <https://www.simplypsychology.org/maslow.html> citing Maslow, (1971, p. 195).

Resilient: every student at Bridges will learn strategies to cope with disappointment, adapt to change and most importantly, believe in themselves in the face of problems they may encounter.

Inspired: caring teachers, counselors and school staff will work to help students discover what ignites their passion for learning by providing engaging and personalized learning experiences that are culturally responsive and relevant to students' lives.

Dedicated: students will have a sense of purpose in putting in the hard work required to achieve their goals.

Growing: students will understand and embrace a “growth mindset” that they can become smarter and learn more through hard work and perseverance.

Equitable: as they learn to communicate, collaborate and cooperate with diverse people, students will treat others fairly and justly.

Self-Confident: as students make progress towards their academic and personal goals at Bridges, they will develop confidence in their own abilities to realize success in their chosen endeavors.

Vision

Our vision statement reflects our view of *an educated person in the 21st century*.⁵⁹

BPA students will be confident, disciplined, proactive leaders who will successfully transition into institutions of higher learning and become integral and influential “agents of change” in society. As responsible citizens who understand and participate in the democratic process and recognize its value in a global context, BPA students will develop a foundation in critical thinking skills of application, analysis, synthesis and evaluation. BPA students will cultivate attributes critical for all 21st century learners: *communication, technology utilization, collaboration, critical evaluation, opportunity evaluation, and emotional intelligence*.

2. Instructional Methods and Strategies

Our instructional methods and strategies are driven by our theories about *how learning best occurs*.⁶⁰ These instructional methods and strategies are inherently intertwined with our

⁵⁹ We respectfully note that while the *CUSD New Charter School Petition Application Guide* does not address it, the California Education Code § 47605(c)(A)(i) requires that a charter petition address “what it means to be an ‘educated person’ in the 21st century.” We incorporate our concepts about what it means to be an educated person in the 21st century here, as well as in the section on Instructional Design, as the research basis for our school model and instructional methods and strategies.

⁶⁰ We similarly note, with respect, that Education Code § 47605(c)(A)(i) also requires that a charter petition address “how learning best occurs.” We incorporate our concepts about how learning best occurs here, as well as in the section on Instructional Design, as the research basis for our school model and instructional methods and strategies.

“instructional design,” thus we intend these sections to be read in concert as a collective whole. For example, personalized learning is both an integral part of our school design and a strategy we will employ via Individual Learning Plans and data-driven differentiated learning. Based on our research about *how learning best occurs* for students who are similar to those we will serve at BPA, the following key instructional methods and strategies will be employed:

- Backwards Planning/Understanding by Design
- Universal Design for Learning
- Individual Learning Plans
- High Expectations
- Marzano’s Classroom Instruction That Works
- Integrated Technology
- Data-Driven Differentiation and Support
- Multi-Tiered System of Supports
- Extended Learning Time/Block Schedule
- Positive School Culture/Way of Council

Backwards Planning/Understanding by Design

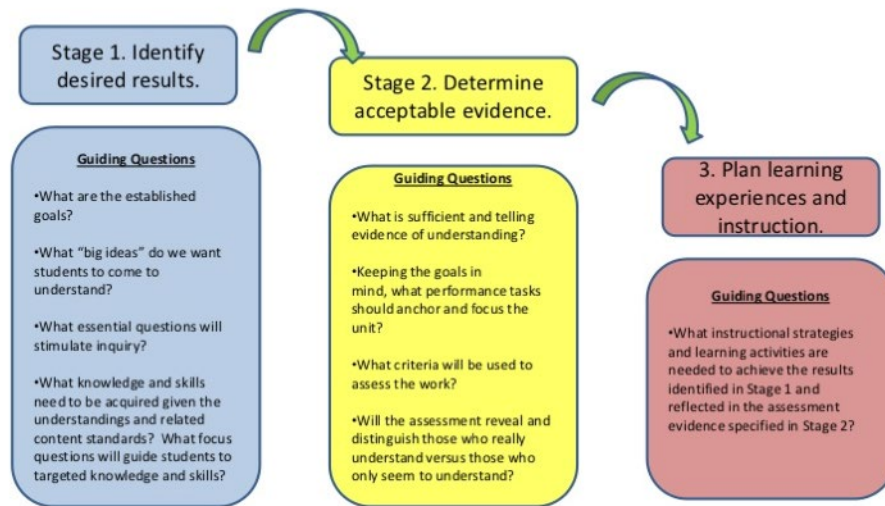
Backwards planning instructs teachers to “begin with the end in mind” in lesson-planning, requiring a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. Our instruction will begin with an understanding of the essential skills, goals and objectives we are trying to achieve, based on the California Common Core State Standards (CA CCSS), including the Next Generation Science Standards (NGSS) and other core and non-core area content standards (collectively, CA CCSS), and go backwards to devise the lessons and assessments that will achieve success. Measurements for success will be derived with the same model. As discussed in Wiggins & McTighe’s *Understanding by Design*, teachers will “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.”⁶¹ The assessment of BPA student progress will be based on multiple measurement tools that capture the many facets of a learner. Students will be aware of the assessment criteria so they can track their own progress and become motivated by their own success over time.

The process follows the backwards planning/Understanding by Design model of instructional planning work and framework⁶² is widely accepted and used throughout the U.S, as an effective methodical way to break down instructional planning.

⁶¹ Wiggins, G., & McTighe, J. (1998). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁶² Grant Wiggins & Jay McTigue, 2004. *Understanding by Design* Upper Saddle River, NJ: Prentice Hall

UbD: Stages of Backward Design



To ensure continuity as students’ progress through their courses and grades, all BPA assessments will be standards-aligned using the same protocol. This continuity is especially key for vulnerable students faced with constant change and instability in their lives away from school.

Universal Design for Learning (UDL)

BPA also will employ the Universal Design for Learning (UDL) framework to improve and optimize teaching and learning for all students, based on scientific insights into how humans learn. UDL intersects well with our “whole child” approach to education and engagement of our counseling staff in collaboration with teachers in determining effective strategies for best engaging students in their learning. Students will be provided with multiple means of representation (such as a strong use of visual supports to accompany verbal instruction), multiple means of expression (various ways to express knowledge), and multiple means of engagement (which includes helping students to find personal connections with academic content, and actively engage in the learning process).

UDL Guidelines: Theory & Practice Version



Provide Multiple Means of
Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Teachers will be trained in a variety of instructional practices, including developing an understanding that all students have strengths and affinities and that each can attain authentic success, and they in turn then help foster success with students through differentiated methods that maximize opportunities for success. Counselors will have input as well, collaborating with teachers to determine effective strategies for specific students, and means of expressing learning that will be most effective for specific students. By providing students with multiple means of engagement, representation, and action/expression, students who have not previously achieved success in a more “one size-fits all” model of instruction are given more flexibility and freedom to demonstrate their learning and achieve success. As students learn *how* they learn best themselves, this can have a profound impact on the student’s self-esteem and confidence in their ability to learn, and ***enable them to become self-motivated, confident, and lifelong learners.***⁶³

Individual Learning Plans

Each student at BPA will have an Individualized Learning Plan (ILP) formed in a collaboration between the student, his/her parents or guardians, and a faculty member assigned as the student’s advisor. The ILP will serve as a sort of road map for review with between the advisor and student during brief one-on-one check-ins at least once every two weeks, and more formally with parents/guardians, the student and advisor during conferences three times annually. advisors will have access to teachers’ online grade books to keep apprised of ongoing progress in each course, as well as behavior and attendance data. Interim progress reports will be aligned to the ILP half-way through each semester and mailed home to parents/guardians. A student’s ILP will include: standardized and benchmark tests such as NWEA MAPs, Interim Assessment Blocks (IABs), CAASPPs; grades; attendance/tardies; long-term goals (college/career interests); semester goals (course grades, benchmark test growth); short-term goals (grades on upcoming tests, papers or quizzes; completion of tasks in longer-term projects; behavior goals); self-reflections and positive feedback from teachers and counselors.

High Expectations

Educators and students at BPA will hold themselves and each other to high expectations. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). In *Mind in Society: The Development of Higher Psychological Processes*, psychologist Lev Vygotsky states that the key to a learning experience within a student’s zone of proximal development is “problem-solving under adult guidance or in collaboration with more capable peers.” Our environment will develop student and staff confidence that promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities. Research on successful programs for youth at risk of academic failure has demonstrated that high expectations – with concomitant support – is a critical factor in decreasing the number of students who drop out of school and in increasing the number of youth who go on to college.⁶⁴ Teachers will maintain high expectations of their students as they find new and creative ways to help students master the content and skills detailed in their ILPs. Scaffolded and differentiated learning will enable all BPA students to achieve academic growth. If a student

⁶³ While not explicitly addressed in the *CUSD New Charter School Petition Application Guide*, California Education Code § 47605(c)(A)(i) requires that a charter petition address “the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” This section, as well as the sections on Instructional Strategies and Instructional Design, address this statutory requirement and how Bridges will achieve this objective.

⁶⁴ <https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/>

continues to struggle, the advisor will help develop a specific intervention plan for the student through our Multi-Tiered System of Supports (see below).

Marzano's Classroom Instruction That Works

Every teacher at BPA will work to ensure that all students are able to access the curriculum and demonstrate their learning via multiple methods of instruction and assessment. Teachers will utilize resources such as Marzano's *Classroom Instruction that Works*, (which every teacher will be asked to read), which summarizes teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels."⁶⁵ Through ongoing professional development our teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

Marzano's acclaimed "essential nine" instructional strategies are research-based methods that yield a positive effect on student learning, including:⁶⁶

1. Identifying Similarities and Differences

The ability to break a concept into its similar and dissimilar characteristics allows students to understand (and often solve) complex problems by analyzing them in a more simple way. Teachers can either directly present similarities and differences, accompanied by deep discussion and inquiry, or simply ask students to identify similarities and differences on their own. While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.

Applications:

- Use Venn diagrams or charts to compare and classify items.
- Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note Taking

These skills promote greater comprehension by asking students to analyze a subject to expose what's essential and then put it in their own words. According to research, this requires substituting, deleting, and keeping some things and having an awareness of the basic structure of the information presented.

Applications:

- Provide a set of rules for creating a summary.
- When summarizing, ask students to question what is unclear, clarify those questions, and then predict what will happen next in the text.

Research shows that taking more notes is better than fewer notes, though verbatim note taking is ineffective because it does not allow time to process the information. Teachers should encourage and give time for review and revision of notes; notes can be the best study guides for tests.

Applications:

- Use teacher-prepared notes.
- Stick to a consistent format for notes, although students can refine the notes as necessary.

3. Reinforcing Effort and Providing Recognition

⁶⁵ Marzano, Pickering, Pollick, 2001.

⁶⁶ Marzano, R. 2001. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*.

Effort and recognition speak to the attitudes and beliefs of students, and teachers must show the connection between effort and achievement. Research shows that although not all students realize the importance of effort, they can learn to change their beliefs to emphasize effort.

Applications:

- Share stories about people who succeeded by not giving up.
- Have students keep a log of their weekly efforts and achievements, reflect on it periodically, and even mathematically analyze the data.

According to research, recognition is most effective if it is contingent on the achievement of a certain standard. Also, symbolic recognition works better than tangible rewards.

Applications:

- Find ways to personalize recognition. Give awards for individual accomplishments.
- “Pause, Prompt, Praise.” If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

4. Homework and Practice

Homework provides students with the opportunity to extend their learning outside the classroom. However, research shows that the amount of homework assigned should vary by grade level and that parent involvement should be minimal. Teachers should explain the purpose of homework to both the student and the parent or guardian, and teachers should try to give feedback on all homework assigned.

Applications:

- Establish a homework policy with advice—such as keeping a consistent schedule, setting, and time limit—that parents and students may not have considered.
- Tell students if homework is for practice or preparation for upcoming units.
- Maximize the effectiveness of feedback by varying the way it is delivered.

Research shows that students should adapt skills while they're learning them. Speed and accuracy are key indicators of the effectiveness of practice.

Applications:

- Assign timed quizzes for homework and have students report on their speed and accuracy.
- Focus practice on difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic Representations

According to research, knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Recently, use of nonlinguistic representation has proven to not only stimulate but also increase brain activity.

Applications:

- Incorporate words and images using symbols to represent relationships.
- Use physical models and physical movement to represent information.

6. Cooperative Learning

Research shows that organizing students into cooperative groups yields a positive effect on overall learning. When applying cooperative learning strategies, keep groups small and don't overuse this strategy—be systematic and consistent in your approach.

Applications:

- When grouping students, consider a variety of criteria, such as common experiences or interests.
- Vary group sizes and objectives.
- Design group work around the core components of cooperative learning—positive interdependence, group processing, appropriate use of social skills, face-to-face interaction, and individual and group accountability.

7. Setting Objectives and Providing Feedback

Setting objectives can provide students with a direction for their learning. Goals should not be too specific; they should be easily adaptable to students' own objectives.

Applications:

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like “I want to know” and “I want to know more about . . .” get students thinking about their interests and actively involved in the goal-setting process.
- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Applications:

- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
- Keep feedback timely and specific.
- Encourage students to lead feedback sessions.

8. Generating and Testing Hypotheses

Research shows that a deductive approach (using a general rule to make a prediction) to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

Applications:

- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.
- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advance Organizers

Cues, questions, and advance organizers help students use what they already know about a topic to enhance further learning. Research shows that these tools should be highly analytical, should focus on what is important, and are most effective when presented before a learning experience.

Applications:

- Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they “learn” it.⁶⁷

BPA’s teachers will receive focused professional development on each of these teaching strategies and coaching on the best usage of the different strategies in different contexts. Teacher professional learning communities (discussed more in detail below) will collaborate together to plan curriculum implementation and strategize interventions for students in need of additional supports. Teachers will use data from formative and summative assessments (collaboratively reviewed during common planning time and teacher professional development sessions) to determine which strategies are most effective for which students, and will expose them to a mix of strategies to develop their strengths in other areas.

Integrated Technology

Technology will be another important instructional tool used in the classroom on a regular basis. With technology evolving at such a rapid pace, students will need to be proficient in its various functions in order to successfully navigate the future and better serve the needs of 21st century work, communications, learning, and life. Data from a recent student engagement survey revealed

⁶⁷ Source: Varlas, L., *Getting Acquainted with the Essential Nine* [ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx](https://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx) (Adapted from *Classroom Instruction That Works* by R. J. Marzano, D. J. Pickering, and J. E. Pollock, 2001), Alexandria, VA: ASCD.

that students were most engaged in learning activities that include discussion/debate, group projects, *lessons involving technology* and student presentations.⁶⁸ BPA students will learn to use technology to learn new concepts, make presentations, and illustrate their thoughts to a variety of different audiences, i.e. peers, teachers and staff, and the local community. Technology will also be utilized for differentiated lesson plans and pacing guides aimed to help each learner meet his/her own unique needs. The infusion of technology throughout BPA's instructional program will help students master critical 21st century skills while further bolstering engagement in learning.

Our budget includes a 1:1 computer (Chromebook) ratio for each student starting in Year 1. BPA will train teachers on effective implementation of technology into the classroom to support the instructional program, and train students to become literate in computer skills and technology in order to build the 21st century skills necessary to succeed in post-secondary school and beyond. Online programs such as Achieve 3000, iReady, Moby Max and Khan Academy will provide crucial supplemental support to our primary texts in core subjects, offering online adaptive practice in ELA, Math, science and social science content that is standards-aligned and engaging for students. Many of these programs allow teachers to see exactly which content strands students have mastered and where they need additional help, enabling teacher to re-teach, assign additional practice problems, or find new strategies to ensure the student masters the content.

Additional technology resources such as Nearpod enable teachers to save prep time by importing thousands of existing lessons – PDFs, JPEGs, PowerPoints – and adding Virtual Field Trips, Collaborate boards, quizzes, matching pairs and more to make online learning – especially distance learning when students must learn from home – more engaging. Teachers are able to customize any of these lessons to fit their students' needs. Teachers can then launch lessons instantly and receive real-time student assessments, with the ability to view student responses live or with post-sessions report. Student answers can be viewed individually or as a class. Teachers can share a live session; students enter a code and the lessons are synced to all devices. Rigorous game-based lessons, such as *Time to Climb*, encourage friendly competition and student-to-student interaction for a truly social learning experience.⁶⁹

Online assessment systems, such as NWEA MAPs for benchmark testing, help teachers and students set concrete goals for learning and track their progress over time: BPA will administer MAPs the first week of school and again mid-year and end-of-year to track progress. Additional online assessment tools such as the state's Interim Assessment Blocks (IABs) will be administered; these are designed to resemble the type of testing students will encounter during their annual state CAASPP tests in grades 6-8. Through these practice online assessments, students will become familiar with the functions and tools that are found on state tests, such as drag and drop, brief writes, embedded calculators, audio clips, and graphing. Students will take these assessments through the online platforms that allow for quick feedback and results. As noted above, teachers may adopt a variety of online, interactive curricular programs to facilitate additional differentiation, practice and skills development, particularly for students in need such as ELs. Programs such as Duolingo and others may be implemented, based on student needs.

⁶⁸ Ethan Yazzie-Mintz, *Leading for Engagement*. 2010

⁶⁹ <https://nearpod.com/how-it-works>

Other ways that technology will be incorporated into the classroom are through the use of computers to conduct research online, create projects through programs such as PowerPoint and write essays using programs such as Word. Eighth graders will be able to choose from electives that include Coding and Applied Technology.

Data-Driven Differentiation and Support

As Schmoker so simply states, "What gets measured gets done."⁷⁰ BPA will provide continuous collection and application of data for students, parents, teachers, administrators and the Board. Robert Marzano's *Classroom Assessment and Grading That Work* concludes that a performance-based formative classroom assessment is the most powerful tool in improving student academic achievement.⁷¹ Marzano delineates the importance of content standards and the need of 1) "unpacking" the benchmarks within the standards, 2) Identifying the dimensions that are essential for students to learn, and 3) organizing these dimensions into actual skills/projects/competencies that can be assessed authentically.⁷² BPA will follow Marzano's guidelines and ensure assessments measure learning over time and include clear and specific classroom assessments that encourage authentic learning.

As an EdSource 2007 research report confirmed, data-driven instruction increases student performance.⁷³ During summer PD and additional PD days during the school year as necessary, teachers will be trained to use the NWEA, I-Ready, and textbook assessment tools to engage in data analysis of the performance of their whole class, subgroups, and individual students. Teachers will be able to access their students' performance on content strands through the online system and disaggregate data according to subgroup. Benchmark data will be analyzed school-wide three times during pupil-free teacher PD/collaboration days following MAPs administration; advisors will review this data with students and set specific goals in their ILPs for the next test administration. Additional sources of data will include teacher gradebooks. Students and teachers will assess student progress on learning targets (determined during backwards-planned lesson planning) on a daily and weekly basis to track progress and determine next steps for students to obtain mastery; advisors will monitor progress with students across all subjects in their ILPs. Instructional decisions will be made based on that data.

Multi-Tiered System of Support ("MTSS")

Bridges will implement a Multi-Tiered System of Support (MTSS), similar to Response to Intervention (RtI) but more broadly inclusive of Positive Behavior and Instructional Support (PBIS), aligning supports for the whole child.⁷⁴ (See diagram below from the California Department of Education (CDE).)

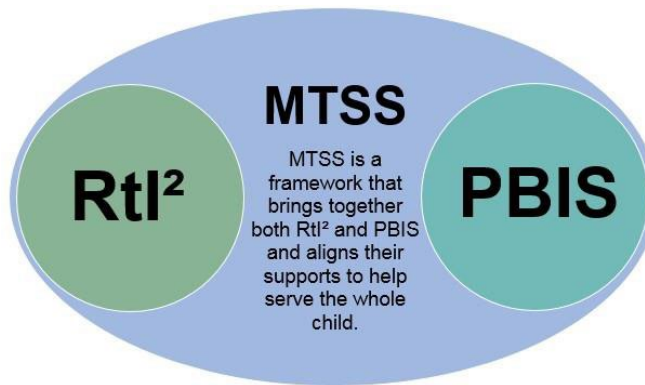
⁷⁰ Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: ASCD.

⁷¹ Marzano, Robert J. 2006. *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁷² Ibid.

⁷³ http://www.edsource.org/pub_abs_el07.cfm

⁷⁴ We note that some have argued that PBIS is not focused on providing the supports that trauma-impacted students need, and instead is focused on securing compliant behaviors from students instead. See, e.g., Plumb, Jacqui, et al, *Trauma-Sensitive Schools: An Evidence-Based Approach*, 2016 School Social Work Journal, Vol. 40 No. 2, Spring 2016, <http://www.communityschools.org/assets/1/AssetManager/TSS.pdf>, suggesting social-emotional learning strategies "emotional literacy and problem solving, two of the most recommended resiliency-building capacities for treating childhood trauma and ACEs (Payton et al., 2008), through supportive relationships," are more effective trauma-sensitive approaches to addressing the underlying causes of undesirable behavior.



<https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

CDE describes MTSS as addressing the needs of all children in an integrated, comprehensive framework that focuses on CA CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.⁷⁵ Bridge's model is directly aligned with the intention of MTSS to quickly identify student needs – whether these needs are academic, behavioral, emotional, or something else – and identifying and providing appropriate supports, such as additional practice, re-teach, one-on-one tutoring or small group work.

A **90-minute Learning Lab** is built into the schedule four days weekly for personalized intervention and support, crucial for student success at all grade levels. This allocated time in the schedule for all students will enable provision of services such as designated ELD (45 minutes) and IEP services without the need to “pull out” students from other core learning (and students who are both ELD and have an IEP will have time for both services/supports), as much as feasible, with time intentionally built into the schedule for *all* students to have personalized practice, support and intervention. All teachers and instructional aides will provide targeted tutoring, small group instruction, online targeted skills practice/intervention and additional supports. For students in need of additional challenge, this time can be used for supplemental projects and course work. The frequency of Learning Lab is intended to ensure “just in time” instruction, practice and re-teach support based on students' individual needs. Teachers will use data generated in real-time by online curricula, in-class assessments and observations to focus time student during Learning Lab.

PBIS is used primarily to manage classroom behavior. Although this may have immediate external benefits for teachers and schools, it does not address the underlying causes of student behavior or long-term student outcomes. A quiet, compliant classroom does not necessarily equal a student population that is focused and able to learn. As previously noted, ACEs have a causal relationship with the negative behaviors that PBIS attempts to address (Wolpow et al., 2009). Therefore, PBIS does not address the root cause of negative classroom behavior or the impact of complex trauma on the developing brain. Many schools have successfully lowered the number of office discipline referrals (Bui, Quirk, & Almazan, 2010) that are made when a child's inappropriate classroom behavior in the classroom inhibits peers' ability to learn. However, punishment is not the ideal or correct way to help a child overcome the impact of trauma and enable learning in school (Corcoran, 2006). Instead, a trauma-sensitive school is needed to address the underlying causes of inappropriate classroom behavior (Corcoran, 2006; Wolpow et al., 2009).

<http://www.communityschools.org/assets/1/AssetManager/TSS.pdf>

BPA will implement this more holistic, trauma-sensitive and effective approach.

⁷⁵ <https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

This time also will be used by counselors to provide one-one-one and group therapy, another crucial component of our program.

In Bridge's model, teachers and full-time counselors and, starting in Y2, a full-time school psychologist, will work hand-in-hand collaboratively and strategically to meet student needs. Counselors and advisors (who are also teachers) will serve as teaching partners for the students' core classroom teachers in planning, instruction and assessment in general education classrooms. In our model, both advisors and counselors will "loop" with students and stay with them for three years – advisors will loop with the same class of approximately 20-22 students for three years, and counselors will loop with the same grade level of approximately 150 students for three years.⁷⁶ Advisors will form a grade-level PLC that will collaborate over three years with the counselor in supporting their advisory students. The advisor and counselor for each student thus becomes a true advocate for the student, knowing them well and understanding not only their progression through their years at Bridges, but also their lives outside of school walls. The advisors and counselors will be in constant communication with general education teachers. Other specialists, such as the school psychologist, will be assigned as appropriate to the students' needs. The counselors, psychologist, and any specialists brought in will demonstrate strategies and provide direct in-class service so that classroom staff can implement trauma-sensitive support and interventions throughout the instructional program. Additional details about our MTSS program are provided later in the petition in Section *Meeting the Needs of All Students*.

Extended Learning Time and Block Schedule

All students will have sufficient time in school to learn successfully with 185 days of instruction and daily instructional learning time will be from 8:00-3:30 PM, with early release on Fridays for teacher professional development. An alternating block schedule will be utilized in order to provide in depth learning. During block scheduling, teachers see fewer students during the day, allowing for more individualized instruction; longer cooperative learning activities and project-based learning can be completed in one class period; students have more time for reflection and less information to process each school day; and larger blocks of time allow for more flexibility, productivity, and more varied and interactive teaching methods.⁷⁷ Block scheduling benefits can include more effective use of school time; decreased class size and the ability to use more process-oriented strategies.⁷⁸ Schools who used block scheduling had students who completed more course credits, had equal or better mastery and retention of material, and a reduction in suspension and dropout rates.⁷⁹

In recognition of the fact that the majority of our 6th graders will enter BPA below grade level in math and reading – in some cases by several levels, in 6th grade, students will have double learning time in Math rather than an elective to ensure students are able to master crucial concepts before proceeding to more advanced math concepts required in secondary school, and in 7th grade learning

⁷⁶ In our initial years of operations, these numbers will be less consistent, as we plan to open with 112 students 6th and 7th graders in Y1, but ultimately will serve 150 students in each grade level.

⁷⁷ Research Spotlight on Block Scheduling: NEA Reviews of Research on Best Practices, <http://www.nea.org/tools/16816.htm>; citing Goldberg, M., *Prisoners of Time: Report of the National Education Commission on Time and Learning* (April 1994)

⁷⁸ Sturgis, Jeffrey D. "Flexibility Enhances Student Achievement." "NASSP AP Special: The Newsletter for Assistant Principals" 10, 4 (Summer 1995): 1-2.

⁷⁹ Irmsher, K., *Block Scheduling*, ERIC Digest 104 (1996), <https://www.ericdigests.org/1996-4/block.htm>.

time will be double in ELA, to ensure students are ready to read more complex texts and write with more sophistication. Eighth graders will be allotted an elective choice, and those who are ready will be eligible to take an ELA 8 Honors course.

The longer blocks provide time for an in-depth mastery of all subject matter. It allows time for the teacher to dive deeper into the lesson and it provides needed time for all students to understand the curriculum. For example, in English classes, teachers can have class discussions, review/applications of concepts through discrete activities, assessments and presentations. Periods are grouped so that Math and Science occur on the same day, as do ELA and Social Studies. This offers an opportunity for interdisciplinary units and PBL to flow from one class to the next, allowing students to focus their thinking and conceptual understanding on two related academic disciplines.

Positive School Culture/Way of Council

Marks notes that “a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications.”⁸⁰ In another study, strong school discipline was found to have a significant impact on school engagement, but arbitrary or overly strict policies like the recent trend towards zero tolerance actually have a negative overall effect on engagement and achievement.⁸¹ These policies are perceived as unfair and can lead to even higher dropout rates.

At BPA, creating a safe environment with equitable and transparent discipline policies is essential. Too many at-risk students start down the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with the stages of child development.⁸² In addition to a trauma-sensitive PBIS approach, we will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. We will use the acclaimed Way of Council program from the Ojai Foundation to foster conditions of empathy, respect, kindness, and love in the classroom and the school itself. The humanity and dignity of every student is paramount; our discipline and safety policies will always be reflective of this deeply held belief.

Way of Council

The Way of Council encourages deep and honest communication.⁸³ Based on indigenous, worldwide “cultural dialogical” practices including Native American traditions observed and recorded by Benjamin Franklin, as well as contemporary organizational management practices, Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator. At Bridges, we will teach students the “four intentions” of Council:

- to speak from the heart
- to listen from the heart without judgment
- to speak spontaneously without planning, and

⁸⁰ Marks, H., Louis, K. S., & Printy, S. (2000). The capacity for organizational learning: Implications for pedagogical quality and student achievement. *Understanding schools as intelligent systems*, 239-266.

⁸¹ Furlong, M. J., Whipple, A. D., Jean, G. S., Simental, J., Soliz, A., & Punthuna, S. (2003). Multiple contexts of school engagement: Moving toward a unifying framework for educational research and practice. *The California school psychologist*, 8(1), 99-113.

⁸² Salole, A. T., & Abdulle, Z. (2015). Quick to punish: An examination of the school to prison pipeline for marginalized youth. *Canadian Review of Social Policy*, (72/73), 124.

⁸³ <https://waysofcouncil.net/council-in-schools/>

- to keep it lean so everyone has time with the talking piece.

Council is a non-hierarchical forum for discussion. Instead of standing at the board delivering instruction, teachers sit with students in the circle. This allows participants to hear each other in a way that is sorely lacking in the traditional school and classroom culture.

Council is expressly designed to students appreciate the diverse backgrounds, experiences, and opinions of their classmates. Used by public and private schools throughout Southern California including adoption across Los Angeles Unified School District, regular use of Council promotes a classroom culture where students learn to connect meaningfully with their peers and with adults. Being “in council” helps students develop attention, concentration, and listening skills; to express themselves fully and appropriately; and to “suspend” preconceptions.

We also will use Council practices for increasing teacher, parent, and community buy-in and engagement. Participating in Council has the same benefits for adults in a school community – at staff, committee, teacher/parent, or community meetings. Governing the school using Council as a tool will help us model the adult behaviors we wish to encourage in students. Council provides a structured dialogic practice that creates opportunities for the voices of all school stakeholders to be heard, considered, and acted upon: students, staff, parents, and community members. In classrooms, along with creating community by providing students opportunities to acknowledge their commonalities and celebrate differences, Council practice facilitates the development of social-emotional skills—such as self-expression, empathy, and cooperation—as it brings relevance, connection, and meaning to academic curriculum and standards.

Advisory

We believe that preparation for high school and college-readiness begins in middle school. At BPA, students in each grade level will attend advisory (30 minutes per class) four days each week, with either an extended one-hour advisory or school Assembly on Fridays. Students will remain with the same teacher for all three years to maintain a cohesive sense of community. In advisory, formal curriculum such as Way of Council will include topics such as peer and psychosocial and issues, life skills, health and wellness, test taking and study skills, and college readiness/awareness. Management strategies will focus on proactive, rather than reactive strategies, and teach students to evaluate their own behaviors and make responsible decisions. Students will learn how to assess and care for their own emotional well-being and stress through a variety of lessons and exercises geared towards their personal growth, including mindfulness exercises. Using the ILP as a guide, advisory will include biweekly one-on-one check-ins between the student and his/her advisor, on both academic progress and peer/family issues. Students will focus on cultivating traits like self-discipline, courage, and perseverance as they aim to meet high expectations, learn about themselves and the demands of high school, college, and beyond. We plan to invite college students from the community to visit the school and talk with our students, so they can learn from older members of the community who have successfully entered college programs, including those who are the first in their families to do so.

C. INSTRUCTIONAL DESIGN

1. Overall Curricular and Instructional Design and Structure

Core components of our Instructional Design and Structure – again, intended to be read in tandem with the preceding details on instructional strategies, which work collectively to form the Bridges model -- include:

- Quality School Leader and Teachers, with Ongoing Coaching and PD
- Small Learning Community
- A Trauma-Sensitive School
- Student-Centered/Personalized Learning
- Project- and Problem-Based Learning
- Leadership and Service
- Involved Parents

Quality School Leaders and Teachers with Ongoing Coaching and Professional Development

In the first three years, BPA will be led by Founder and Executive Director Alejandro Gomez, who will be joined in Y4 by a Principal. As detailed earlier, Mr. Gomez is a very experienced school leader, teacher and counselor who has led the vision and design of BPA.

Highly Specialized Teachers And Staff

Darling-Hammond states "the single most important determinant of student achievement is the expertise and qualifications of teachers."⁸⁴ BPA will ensure our teachers have ample time and resources to engage in professional development and collaborative planning time to expand their own teachings and learn “best practices” with their peers within and across grade levels. BPA will provide a complete program of staff development that includes a comprehensive professional development (PD) program, purposeful teacher evaluations that incorporate a myriad of reflection points, and continuous support and mentoring for all.

Professional Development (PD) and collaborative planning time will be extensive at Bridges, with at least eight full days in summer (more if funding permits), four non-pupil PD days spread across the school year after benchmark assessments, and two hours every Friday following “early release” of students. (See section on Professional Development below for more details on the program.) All PD will be driven by data that is regularly gathered from student results on testing (gradebook, benchmarks, online assessments), leadership observations of teachers (formal observations and walkthroughs), and teacher surveys. School leaders will use the results to determine the focus of the upcoming PD; when a new strategy is introduced in classrooms, teachers will analyze student test results and student work samples in the upcoming PDs to determine continued next steps. Teachers will be trained in analyzing student data during summer PD when they create learning targets and assessments aligned to those learning targets. Teachers will be taught how to determine levels of understanding on learning targets through the use of rubrics that help teachers identify content and skills needed by students to show mastery.

Teachers, meeting frequently, will review individual, sub-group, whole class and whole school student achievement data to inform their teaching and ensure they are meeting specific needs of individual students. BPA teachers will be encouraged to continuously learn themselves as they seek to ensure that each and every BPA student is pursuing mastery of standards-aligned materials.

⁸⁴ Darling-Hammond, Linda. *Doing What Matters Most: Investing in Quality Teaching*. New York, N.Y.: National Commission on Teaching & America’s Future, 1997.

Grade level PLCs will meet weekly during common planning time to discuss individual students, review data and collaborative plan curriculum and assessments.

BPA will ensure all teachers are high quality and mission driven as a result of our rigorous hiring process. BPA will recruit and hire middle school level teachers who understand adolescents, the theory and practice of middle and higher-level education, the curriculum they teach, and effective learning and assessment strategies. BPA teachers will undergo specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers. (See Section on Teacher Recruitment and PD, below.)

A Collaborative Environment

Research has shown that school success is dependent upon collaboration and goals.⁸⁵ Collaboration among teachers in PLCs; between students and teachers; between parents and teachers; and among administration and community is necessary for a successful school. All Charter School decisions will be guided by BPA' shared vision. Lemke's concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students... Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else . . .). Learning is essentially social."⁸⁶ This spirit of collaboration will be captured by the BPA educational model, where students will build meaning collaboratively in a student-centered classroom. Teaching teams will collaborate to develop a pacing guide that will be aligned with Common Core Standards. Grade level collaboration and planning time will be allotted for all teachers across grade levels. Rubrics will be developed for all writing pieces.

As detailed more fully in the section below on our trauma-sensitive school model, BPA will align itself to the six core attributes of the Trauma and Learning Policy Initiative, which outline a collaborative environment: shared understanding among all staff; a whole-school approach to trauma sensitivity; safety for all children – physical, social/emotional and academic; addressing students' needs, consideration of their relationships, self-regulation, academic competence and physical and emotional well-being; connection of students to the school community and opportunities to practice new skills; embraced teamwork and shared staff responsibility for all students; leaders' and staff members' anticipation of and adaptation to students' ever-changing needs.⁸⁷

Small Learning Community Where Every Student Is Well Known

Research has shown that second only to socioeconomic status, school size is the most significant predictor of student success.⁸⁸ Also, research strongly emphasizes the superiority of small schools

⁸⁵ Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: ASCD.

⁸⁶ Lemke, Jay L. *Talking science: Language, learning, and values*. Norwood, NJ: Ablex, 1990

⁸⁷ Traumasensitiveschools.org

⁸⁸ Klonsky, Michael. 1998. *Small Schools: The Numbers Tell a Story*. Chicago, Ill: University of Illinois at Chicago, Small Schools Workshop.

as places where the learning environment is enhanced.⁸⁹ Students learn best in small learning communities⁹⁰ where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them. The enhanced social relationships of small school environments affect student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict.⁹¹ Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates.⁹² According to research, effects of smaller classes on student achievement through grade seven show higher achievement levels in reading, language, math, science and social studies.⁹³

BPA will be a relatively small school with low, 25:1 student-to-teacher ratios, and a very unique 150:1 student-to-counselor ratio. BPA will create small learning communities where relationships between adults and students are sustained over time ensuring that no child falls through the cracks. Personalized connections between teachers and students will be increased through the advisory classes, where, as noted above, advisors will loop with students for all three years. Each teacher will be assigned a set of students that will be with them until the student graduates from eighth grade creating a strong sense of community in their advisory classes.

One key practice we will utilize to establish a strong personal connection with students and their families is **home visits**,⁹⁴ which will start the spring before the school opens as the initial enrollment period opens following our first admissions lottery (if one is necessary, or the close of the open enrollment period; see Element 8 for more details). The Founder/Executive Director will personally conduct home visits along with the founding counselor and advisors and attempt to reach as many students/families as possible before school starts and in the initial weeks of school. They will introduce families and students to the mission and vision of the school, and ask the families/students questions to get to know them and their interests, what they are looking forward to with BPA, what their concerns are about their student, and if there are any particular challenges that impact the student's ability to succeed in school. These visits can be a powerful tool in providing critical supports for students and establishing a strong home-school connection. Our goal is to conduct home visits⁹⁵ for all incoming 6th graders and any student new to BPA each year. Ultimately, the Executive Director and Principal will share this responsibility along with advisors and counselors. Throughout the school year, if a student is in crisis or if it seems that a home visit would benefit the student's progress at school, a repeat visit may be conducted.

⁸⁹ Raywid, Mary Anne. 1998. *Small Schools: A Reform That Works*. Alaska; New Jersey, Educational Leadership, Dec-Jan.

⁹⁰ Bill & Melinda Gates Foundation, *Making the Case for Small Schools: Size Makes a Difference: 1) Average achievement is higher in small schools 2) Effects of school size are greatest for low in-income and minority students*.

⁹¹ Gladden, R. (1998). The small school moment: A review of literature. In *small schools, big imaginations: A creative look at urban public schools*, edited by M. Fine and J.I. Somerville. Chicago, IL: Cross City Campaign for Urban School Reform. 113-133.


⁹² Fine, M. and J.I. Somerville. 1998. *Small Schools, Big Imaginations*. Chicago: Cross City Campaign for Urban School Reform.

⁹³ Finn, J.D., and C.M. Achilles. 1999. Tennessee's class study: Findings, implications, misconceptions. *Educational Evaluations and Policy Analysis* 21(2), pp. 97-109.


⁹⁴ See, e.g., http://www.pthvp.org/wp-content/uploads/2016/09/JHU-STUDY_FINAL-REPORT.pdf (finding absences declined by about a quarter among students in the Washington, D.C., public schools after a teacher conducted a home visit, and positive correlations between home visits and student achievement).

⁹⁵ Due to Covid-19, home visits might be updated to a Zoom and/or telephone call.

A Trauma-Sensitive School



Because children rely so much
on the adults around them,
they are even more intensely
affected when it is these adults
who cause harm to them.



- Making Space for Learning, Trauma Informed Practice in Schools

www.childhood.org.au

Childhood Trauma/ACEs

The Centers for Disease Control and Prevention (CDC) defines adverse childhood experiences, or ACEs, as “potentially traumatic events that occur in childhood (0-17 years) . . . or aspects of the child’s environment that can undermine their sense of safety, stability, and bonding” such as:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide
- substance misuse
- mental health problems
- instability due to parental separation or household members being in jail or prison.⁹⁶

It is important to recognize that ACEs or childhood trauma refer not just to “extraordinary events” but rather refer events or circumstances that “exceed one’s ability to cope.”⁹⁷

⁹⁶

<https://www.cdc.gov/violenceprevention/acestudy/fastfact.html#:~:text=ACEs%20are%20costly.&text=These%20experiences%20can%20increase%20the,%2C%20heart%20disease%2C%20and%20suicide.>

⁹⁷ Copeland, W.E., Keeler G., Angold, A., & Costello, E.J. (2007). Traumatic Events and Posttraumatic Stress in Childhood. Archives of General Psychiatry. 64(5), 577-584. 2 U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau. (2015).

More than **TWO THIRDS OF CHILDREN** reported at least 1 traumatic event by age 16.¹ Potentially traumatic events include:

PSYCHOLOGICAL, PHYSICAL, OR SEXUAL ABUSE
COMMUNITY OR SCHOOL VIOLENCE
WITNESSING OR EXPERIENCING DOMESTIC VIOLENCE
NATURAL DISASTERS OR TERRORISM
COMMERCIAL SEXUAL EXPLOITATION
SUDDEN OR VIOLENT LOSS OF A LOVED ONE
REFUGEE OR WAR EXPERIENCES
MILITARY FAMILY-RELATED STRESSORS
(E.G., DEPLOYMENT, PARENTAL LOSS OR INJURY)
PHYSICAL OR SEXUAL ASSAULT
NEGLECT
SERIOUS ACCIDENTS OR LIFE-THREATENING ILLNESS

Source: https://www.samhsa.gov/sites/default/files/programs_campaigns/nctsi/nctsi-infographic-full.pdf

When children experience multiple ACEs, the term “complex trauma” often is used. These exposures, often of an interpersonal nature, typically occur within the child’s caregiving system and include physical, emotional, and educational neglect and child maltreatment beginning in early childhood.⁹⁸

Poverty, it must be noted, in and of itself is a significant trauma on children that impacts their neurological development. Inadequate housing and housing instability, food insecurity, crime, lack of transportation, and insecurity in physical safety all undermine parents’ ability to be effective and limit siblings’ ability to care for each other. Parents’ own stress inhibits their ability to reassure their children in stressful or threatening situations and impacts their ability to solve problems and make decisions.

The result is a pattern of trauma-organized behavior that impairs family functioning and alters children’s neurological development. . . . Their higher-order thinking or executive functioning skills are hijacked by the struggle to survive. They find it difficult to modulate their behavior or set goals. The massive cognitive load imposed on them by poverty leaves little ‘bandwidth’ to do many of the things needed to improve their situation. They are unable to do many of the things needed to improve their situation. They are unable to imagine a way out. Futility is the hallmark of their daily lives.

⁹⁸ Bessel A. van der Kolk, *Developmental Trauma Disorder*, Psychiatric Annals, May 2005, <https://haruv.org.il/wp-content/uploads/2019/10/Developmental-trauma-disorder-van-der-kolk-2005.pdf>

It is this intersection of poverty and trauma that is so detrimental to children. The dependent status of children means that they are subject to the circumstances of their parents' lives. A recent article in *JAMA Pediatrics* documents the same anomalies in neural development among children living in chronic poverty and children exposed to other forms of toxic stress such as maltreatment and community violence.⁹⁹

Impact of ACEs/Childhood Trauma

The impact of ACEs is profound and significant. The CDC offers the following sobering summary, noting that “61% of adults surveyed across 25 states reported that they had experienced at least one type of ACE,” and almost a quarter have experienced three or more ACEs, which is likely an underestimate:¹⁰⁰

ACEs can have lasting, negative effects on health, well-being, and opportunity. These experiences can increase the risks of injury, sexually transmitted infections, maternal and child health problems, teen pregnancy, involvement in sex trafficking, and a wide range of chronic diseases and leading causes of death such as cancer, diabetes, heart disease, and suicide.

ACEs and associated conditions, such as living in under-resourced or racially segregated neighborhoods, frequently moving, and experiencing food insecurity, can cause toxic stress (extended or prolonged stress). Toxic stress from ACEs can change brain development and affect such things as attention, decision-making, learning, and response to stress.

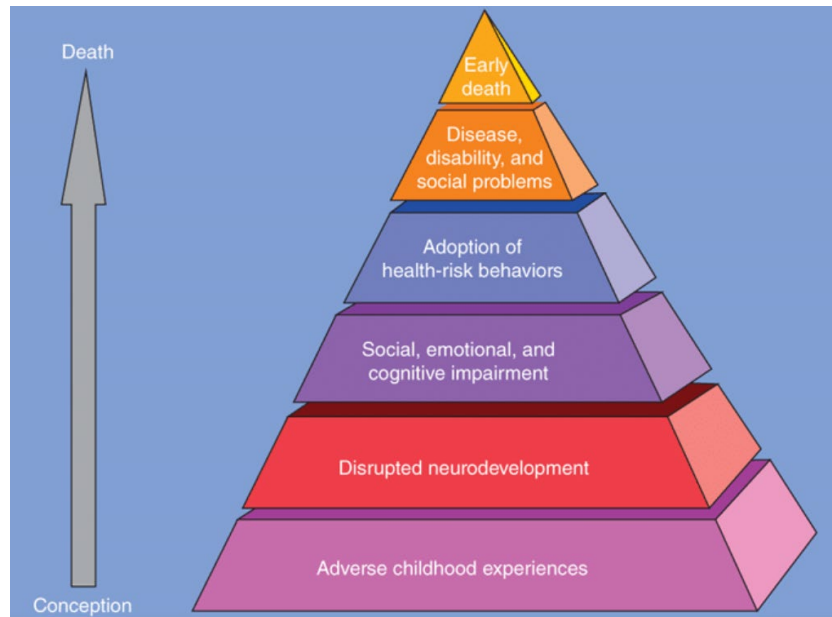
Children growing up with toxic stress may have difficulty forming healthy and stable relationships. They may also have unstable work histories as adults and struggle with finances, jobs, and depression throughout life. These effects can also be passed on to their own children. Some children may face further exposure to toxic stress from historical and ongoing traumas due to systemic racism or the impacts of poverty resulting from limited educational and economic opportunities.¹⁰¹

As this graphic illustrates, the impact of ACEs touch numerous aspects of a person's life, with lifelong impact, including early death:

⁹⁹ Craig, S., *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives*, Teachers College Press, Columbia University, 2016, 24-25 (citations omitted).

¹⁰⁰ Houry; van der Kolk, <https://haruv.org.il/wp-content/uploads/2019/10/Developmental-trauma-disorder-van-der-kolk-2005.pdf> (in the landmark ACE study by Kaiser Permanente and the CDC, 17,337 adult health maintenance organization (HMO) members responded to a questionnaire about adverse childhood experiences, including childhood abuse, neglect, and family dysfunction; 11% reported having been emotionally abused as a child, 30.1% reported physical abuse, 19.9% sexual abuse, 23.5% reported being exposed to family alcohol abuse, 18.8% were exposed to mental illness, 12.5% witnessed their mothers being battered, and 4.9% reported family drug abuse.); Brunzell, T., Waters, L., & Stokes, H. (2015). Teaching with strengths in trauma-affected students: A new approach to healing and growth in the classroom. *American Journal of Orthopsychiatry*, 85(1), 3–9. <https://doi.org/10.1037/ort0000048>

¹⁰¹ <https://www.cdc.gov/violenceprevention/acestudy/fastfact.html#:~:text=ACEs%20are%20costly.&text=These%20experiences%20can%20increase%20the,%2C%20heart%20disease%2C%20and%20suicide>. See also Houry, Deborah, Testimony to House Oversight and Reform Committee, Identifying, Preventing, and Treating Childhood Trauma, July 11, 2019, <https://www.cdc.gov/washington/testimony/2019/t20190711.htm> (testimony to Congress that “ACEs can signal dangerous levels of stress, often referred to as toxic stress, that can derail healthy brain development, and increase risk for alcohol and substance use disorders, suicide, mental health conditions, heart disease, and dozens of other chronic illnesses, such as diabetes and heart disease, and risk behaviors throughout life.”)



Source: Kimberg, Leigh & Wheeler, Margaret. (2019). Trauma and Trauma-Informed Care.¹⁰²

- High ACEs have been associated with eight of the 10 leading causes of death, shortening a person's life span by as much as 19 years.¹⁰³
- Homelessness, poverty, heart disease, mental health deterioration, suicide, obesity, unintended pregnancy, sexually transmitted diseases, substance abuse, and countless other coping behaviors and physical ailments have been shown to be the direct result of ACEs.¹⁰⁴
- People with childhood histories of trauma, abuse and neglect make up almost the entire criminal justice population in the US.¹⁰⁵
- Prolonged stress can harm the most basic levels of the nervous, endocrine, and immune systems; can alter brain structure and messaging systems can impact other organ systems in the body; and can even alter the physical structure of DNA. These changes to the brain in turn can affect such things as attention, impulsive behavior, decision-making, learning, emotional regulation, and responses to stress in the future.¹⁰⁶
- the estimated U.S. population economic burden of child maltreatment, major contributors to childhood trauma and ACEs, based on 2015 data was \$428 billion, but this number may underestimate the total cost of ACEs because it is focused solely on child maltreatment. This estimate accounts for increased health care costs, public spending for child protective

¹⁰² https://link.springer.com/chapter/10.1007%2F978-3-030-04342-1_2

¹⁰³ Houry, Deborah, Testimony to House Oversight and Reform Committee: *Identifying, Preventing, and Treating Childhood Trauma*, July 11, 2019, <https://www.cdc.gov/washington/testimony/2019/t20190711.htm>; Plumb, Jacqui, et al, *Trauma-Sensitive Schools: An Evidence-Based Approach*, 2016 School Social Work Journal, Vol. 40 No. 2, Spring 2016, <http://www.communityschools.org/assets/1/AssetManager/TSS.pdf>. ("In fact, if a person has six or more ACEs, that person is more likely to die twenty years earlier than someone with no ACEs.")

¹⁰⁴ Plumb, J.; see also Houry, D..

¹⁰⁵ van der Kolk (citing Teplin LA, Abram KM, McClelland GM, Dulcan MK, Mericle AA). Psychiatric disorders in youth in juvenile detention. *Arch Gen Psychiatry*. 2002; 59(12):1133-1143.)

¹⁰⁶ Houry, D. (citations omitted).

services and special education, increased criminal justice spending, as well as reduced quality of life for survivors and life lost for fatal victims.¹⁰⁷

As detailed at the start of Element 1, when trauma-impacted children feel threatened, the “**fight, flight or freeze**” response many of them exhibit is directly caused by “various neurophysiological and neuroendocrine responses that have been altered due to their exposure to trauma.”¹⁰⁸ These children may not readily express emotions, other than anger, and struggle with self-regulation.

Exposure to multiple traumas has also been linked to academic and behavioral issues in the school setting, including an increased likelihood of failing grades, behavioral problems in school, and risky behaviors such as alcohol use, binge drinking, cigarette smoking, and marijuana use. These negative academic and behavioral factors may increase the likelihood that youth will become involved with the juvenile court system.¹⁰⁹ Chronic traumatic stressors in the developing years can cause brain changes that affect memory and cognition. More specifically, violence exposure can reduce youth’s ability to focus, organize, and process information. Studies have documented the associations between violence exposure and decreased IQ, reading ability, lower GPA, increased days of school absence, and decreased rates of high school graduation.¹¹⁰

There is HOPE: Strategies to Mitigate and Even Reverse the Impact of ACEs

We anticipate that most of our student population will have encountered at least one ACE, if not multiple, by the time they enroll in BPA. Through an informed, trauma-sensitive approach to education, we can help these students recover from the impacts of trauma:

While optimal brain maturation occurs within the context of caring, predictable relationships, ***interventions that make use of the brain’s neuroplasticity can dramatically reduce the effects of early trauma.*** The brain’s ability to benefit from enriching environmental experiences offers new hope for the thousands of children whose early life experiences are marred by adversity and trauma. ***Schools can become healing environments*** for troubled children when teachers understand the role the environment plays in neural development and the anomalies caused by early trauma histories. This knowledge allows them to design instruction that works with the brain’s plasticity to establish and strengthen the neural pathways associated with academic and social competency.¹¹¹

¹⁰⁷ Ibid. (citations omitted).

¹⁰⁸ Ibid. (citations omitted); Walkley, M. and Cox, Tory, *Building Trauma-Informed Schools and Communities*, doi:10.1093/cs/cdt007 Oct. 2013 National Association of Social Workers, <https://pdfs.semanticscholar.org/d9f8/0d67fc1188b91d1817b677f62de81d587a80.pdf>.

¹⁰⁹ AOC Briefing, *THE EFFECTS OF COMPLEX TRAUMA ON YOUTH Implications for School Discipline and Court-Involved Youth: An overview of the impact of trauma on youth and the implications for court and educational settings*. 2014 by Judicial Council of California/Administrative Office of the Courts. <https://www.courts.ca.gov/documents/effects-complex-trauma-on-youth-briefing.pdf> (citations omitted); De Bellis, M. D., & Zisk, A. (2014). The biological effects of childhood trauma. *Child and adolescent psychiatric clinics of North America*, 23(2), 185–vii. <https://doi.org/10.1016/j.chc.2014.01.002>.

¹¹⁰ Wong, Marleen, *Interventions to Reduce Psychological Harm from Traumatic Events Among Children and Adolescents A Commentary on the Application of Findings to the Real World of Schools*, Amer. J. of Preventive Med. 2008;35(4) http://media.wix.com/ugd/29cec4_d561517ac1a848e992b1fc57b47b9150.pdf (citations omitted).

¹¹¹ Craig, S., *Trauma-Sensitive Schools: Learning Communities Transforming Children’s Lives, K-5* (2016).

Trusting relationships and compassionate communication

The antidote for trauma-impacted youth starts with relationships that are positive and sustaining. These compensatory relational experiences include the following key features:

- there is a consistent approach to communication;
- children have their feelings acknowledged and validated by adults;
- children experience adults as being protective towards them; and,
- children experience adults trying to take care of them *even when their behavior is challenging and complex*.¹¹²

An emphasis on students' social/emotional needs, including a policy of compassionate communication, will be fundamental to the BPA framework. Teachers and staff will work to help students develop a sense of belonging while cultivating critical communication and character skills through programs such as Way of Council and restorative justice practices.

At BPA, our collaborative teacher-counselor approach will work to establish strong, trusting bonds between students and caring adults. Consistent practices across the school will create predictability in communication, behavioral expectations and conflict resolution. Much of the literature discusses developing resilience in trauma-impacted youth.

Child psychologists Masten and Coatsworth outlined three factors that all resilient children have in common – and trauma-impacted children lack: (1) a strong parent-child relationship, or, when such a relationship is not available, a surrogate caregiving figure who serves a mentoring role; (2) the ability to self-regulate attention, emotions, and behaviors; and (3) good cognitive skills, which predict academic success and lead to rule-abiding behavior. In order to help our students develop these factors – often referred to as ARC (attachment, self-regulation, and competency),¹¹³

Trauma-Sensitive Structures and Strategies

Within our highly personalized, student-centered model, with differentiated learning and MTSS structure with tiered supports, we will implement five core components of a trauma-sensitive school:¹¹⁴

(1) training faculty and staff in the basic biology of trauma, how it affects brain development, the impact of trauma and the prevalence of ACEs. At BPA, our faculty and staff will all be asked to read parts of the charter petition as well as some of the sources cited herein. Our summer PD session will incorporate a deep dive into trauma-sensitive schools, with continuous training and coaching provided over the course of the school year, particularly as specific issues arise that we work to solve collaboratively.

(2) informing staff about ACEs can help give faculty and staff a perspective shift, which enables them to see student problem behaviors as an attempt to get needs met instead of disobedience. As a new school, BPA will not need to effect a schoolwide culture “shift,” but this may represent a shift in perspective for many of our teachers and staff. While the

¹¹² <https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf>

¹¹³ Plumb, Jacqui, et al, *Trauma-Sensitive Schools: An Evidence-Based Approach*, 2016 School Social Work Journal, Vol. 40 No. 2, Spring 2016, <http://www.communityschools.org/assets/1/AssetManager/TSS.pdf> 43.

¹¹⁴ Ibid.

following strategies are included in a text for K-5 students, they will be adapted to middle grades and become part of the routine practice at BPA:

WHAT TEACHERS CAN DO	
1.	Become knowledgeable about the ways childhood trauma affects children's ability to achieve academic and social mastery.
2.	Support children's efforts to acquire the self-awareness and self-monitoring skills needed for self-regulation.
3.	Integrate self-soothing activities like movement, music, and deep breathing into classroom activities and routines.
4.	Collaborate with children to help them manage their emotional reactions and maintain an optimal level of arousal.
5.	Monitor the length and complexity of homework assignments to reduce unnecessary stress for children whose caregivers are unavailable to help them.
6.	Provide children with time to regain their composure before asking them to use language to explain misbehavior.
7.	Design instruction that works with the brain's plasticity to strengthen the neural pathways associated with higher-order thinking.
8.	Use classroom activities to foster positive relationships and social support among peers.

Susan E. Craig, *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives* K-5 (2016).

(3) *Creating healing relationships among staff, caregivers, and students.* Teachers, counselors and staff will be empowered at BPA to build healthy, healing relationships with students based on trust, which will help students feel safe in school. Through ongoing professional development and coaching with counselors, our teachers and staff will be encouraged to know each student individually and personally, including home visits with our Founder/Executive Director, to help each student establish at least one – and ideally several – trusting relationships with caring adults at the school.

In addition, implementation of a year-long, evidence-based social-emotional learning curriculum is another critical component of a trauma-sensitive school. Through the Way of Council program, students, teachers and staff will all model positive behavior and communications and help shape the whole school climate, focusing on developing emotional literacy, coping skills, empathy, and other pro-social behaviors such as respect.¹¹⁵

(4) *Maximizing caregiver capacity by having a collaborative, team-oriented environment in which ample support is given to one another.* Through time built into the bell schedule for collaboration, PLCs for grade level advisory teams (with the grade level counselor), frequent classroom visits and coaching from the Executive Director, and later, the Principal, weekly two-hour “early release” time for professional development and at least 12 PD days in summer and during the year, BPA will be a highly collaborative environment.

¹¹⁵ Craig, S., *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives*, K-5 (2016).

School policies will be uniform and transparent, balancing the need for accountability with an understanding of traumatized behavior.¹¹⁶

(5) *Facilitating student empowerment and resiliency.* Through individual goal-setting in their ILPs and differentiated learning (in a student's Zone of Proximal Development), students individual needs will be met:

The instructional strategies most beneficial to traumatized children are those that reinforce core concepts, scaffold new information on prior knowledge, use classroom discourse purposefully, and provide direct instruction in peer collaboration. When practiced consistently, these interventions help children use their brains advantageously to move beyond the limits imposed by their traumatic past.

. . . . [T]rauma-sensitive schools rely on differentiated instruction and dialogic teaching because of the clear benefits they offer children with trauma histories. Differentiated instruction provides children with frequent opportunities to give and receive feedback, thereby allowing teachers to continually adapt instruction to meet a student's changing needs.¹¹⁷

MTSS tiered interventions (including trauma-sensitive PBIS/behavioral expectations such as those recommended through the UCSF HEARTS Program¹¹⁸), positive-focused restorative justice practices, peer-led Council practices, leadership opportunities during collaborative learning and in student clubs, and more, students will be continuously empowered to take responsibility for themselves, reflect on their learning and their progress towards their own defined goals, and learn about *how* they learn. In this way, we know that “children who have felt hopeless and powerless will feel empowered and begin to trust teachers who help them effect change in their own lives.”¹¹⁹

Trauma-sensitive mindfulness practices and meditation also will be integrated as commonplace practices to help mitigate the effects of trauma they have already experienced. The following are some of the mindfulness practices that our teachers may employ:

1. Take a deep breath, and shift your frame of reference for students. Rather than asking “What is wrong with this child?,” ask, “What has happened to this child?” You may not get straight answers about this, but trauma-informed teachers don't need to know what the trauma is to know how to understand, support, and encourage a child.
2. Create awareness by understanding the trauma response. Hyper-vigilance, fear, shame, and guilt are typical reactions to trauma. Corresponding behavior is usually not purposefully manipulative, defiant, or avoidant. Rather, it is adaptive and functional for the child for him/her to get what they need. Understanding behavior this way can help you think through other ways for your students to get their needs met.
3. Practice self-awareness by knowing your own triggers and know how to regulate yourself. You can help a child regulate their bodies when you regulate yours. It's a bit like a superpower, and it has a

¹¹⁶ Ibid.

¹¹⁷ Ibid.

¹¹⁸ <https://hearts.ucsf.edu/program-overview>

¹¹⁹ Plumb, Jacqui, et al, *Trauma-Sensitive Schools: An Evidence-Based Approach*, 2016 School Social Work Journal, Vol. 40 No. 2, Spring 2016, <http://www.communityschools.org/assets/1/AssetManager/TSS.pdf>.

fancy name: **interpersonal neurobiology**, but the concept is quite simple. When an adult is calm, regulated, and using their prefrontal cortex, students can co-regulate with the adult, helping to calm their own limbic structures and engage their prefrontal cortex. In other words, by being in the presence of a calm and regulated adult, children can become calmer and their brains and bodies can learn from the adult's regulation.

4. Build relationships with students not based on academics. Find out what they like to do, who their favorite pop or rap star is, and what movie they want to watch. You'll find that once your students know you care about them as people, they'll care about what you say and teach them.
5. Teach your students about their brains, their stress response system, and basic coping skills they can access in your classroom, like soothing themselves, breathing mindfully, and asking for help.
6. Create a space for calming down. A calm corner is a place in your classroom where students can go to de-stress or help regulate themselves after experiencing a big emotion. Calm corners should never be used as punishment, but only as a tool to help students. You can include stress balls, paper to tear up, sand timers, Hoberman spheres, mirrors to identify emotions, and other mindful tools.
7. Provide students with choices. This can be as simple as asking, "Do you want to use a pen or pencil?" or "Would you like to sit over here by me, or by the bookshelf where it's less distracting?" Most children, especially those who have experienced trauma, have had very few opportunities to make their own choices. By ensuring their voices are heard and giving them options, students can feel a greater sense of power and agency, thus calming their limbic systems down.
8. Be aware of potential triggers when practicing mindfulness with your students. For instance, give them the option to look down at their hands or the floor rather than closing their eyes, as keeping their eyes closed may be a trigger. Additionally, ensure that all mindfulness practices are an invitation and a choice. If a student is not able or willing to participate in a breathing exercise or mindfulness activity, do not force them to or threaten disciplinary action. Rather, take a moment to get below their eye level, let them know you are there for them, and give them a suitable alternative choice.

Source: <https://www.mindfulschools.org/inspiration/trauma-informed-mindfulness-practices/>¹²⁰

Three Full-Time Counselors and School Psychologist on School Staff

Once we reach enrollment capacity of 450 students, BPA will have three full-time counselors and a full-time school psychologist. This is critical to our model: a national study of child and adolescent mental health services found that a greater number of low-income and minority youth did not receive psychological care when needed.¹²¹ The National Association of Social Workers recommends a 1:250 ratio for school social workers, or, if a school serves students with high needs, the recommended ratio is 1:50.¹²² A 2019 report from the ACLU, looking at federal data from 2015-16, found that California ranked 48th out of 50 states with a 1:682 student:counselor ratio.¹²³ The National Association of school psychologists (NASP) recommends a ratio of 1:500-700 students per school psychologist, depending on the comprehensiveness of services being provided. California again ranked near the bottom, with a ratio of 1:6,132.¹²⁴ BPA aims to help change the

¹²⁰ See also, <https://centerforadolescentstudies.com/trauma-informed-mindfulness-with-teenagers-9-guidelines/>; <https://davidtreleaven.com/> (author of *Trauma-Sensitive Mindfulness*).

¹²¹ Wong, Marleen, *Interventions to Reduce Psychological Harm from Traumatic Events Among Children and Adolescents A Commentary on the Application of Findings to the Real World of Schools*, Amer. J. of Preventive Med. 2008;35(4) http://media.wix.com/ugd/29cec4_d561517ac1a848e992b1fc57b47b9150.pdf (citations omitted).

¹²² <https://www.socialworkers.org/News/News-Releases/ID/1633/NASW-Highlights-the-Growing-Need-for-School-Social-Workers-to-Prevent-School-Violence>

¹²³ https://www.aclu.org/sites/default/files/field_document/030419-acluschooldisciplinereport.pdf

¹²⁴ Ibid.

dynamic of schools from policing and discipline to counseling and support for our trauma-impacted youth.

All parents/guardians will be asked to sign a release for counseling in the Family Handbook at the time of enrollment. When a child is referred to individual or group counseling, the parent will be notified first. Counselors will offer direct therapy with students both one-on-one as well as in groups. Every effort will be made to schedule counseling for students during Learning Lab and other times that do not interfere with their core classes. Our counseling staff also will play an integral role in implementing our trauma-sensitive practices, coaching teachers in the classroom and helping problem-solve during collaborative planning time. As noted above, like our advisors, counselors will “loop” with students for three years, with each counselor responsible for one grade level.¹²⁵ Through this “continuity and rotation of counseling services throughout middle school,” our counselors will truly get to know the students and their families, with the looping arrangement fostering consistency in the counselor-student relationships.¹²⁶ By implementing a looping counseling system/structure, the counselors at BPA will serve as advocates for the students and a resource for the teachers. With looping, counselors will stay up-to-date on issues that affect individual students, specifically students that are grappling with complex trauma.¹²⁷

Just as our instructional staff will assess incoming student needs, so too will our counseling staff.

During the first week of school, advisors will begin to implement an open discourse/dialogue to provide students with a safe place to express themselves. A short ACEs survey will also be administered to gauge what events students have experienced at home or in their neighborhood – this will help identify past traumas and stressors, as well as current conditions in students’ lives. In Year 1, the school counselor will meet with each student at least once in the initial weeks of school for an individual check-in, confirming information already gathered through the Home Visit (if complete), student records, initial assessments and teachers’ collective input, and learning more about the support structures in place for the student and his/her emotional needs and concerns. The counselor will confer with the advisors about students and collaborate on action plans for each student, which in turn will help inform each student’s ILP. Counseling, including groups, will occur during Learning Lab time. In subsequent years as additional counselors and the school psychologist join the staff this workload will be shared, with each counselor ultimately responsible for the students in his/her grade level cohort. As one cohort matriculates and a new cohort joins the school, the counselor will collaborate with advisors to prioritize intake for new students based on need, with the school psychologist helping with initial intake as needed to ensure each student has an individual meeting within the initial few weeks of school. Counselors will collaborate with school staff, parents and community partners to establish BPA’s school culture as a safe, nurturing, supportive trauma-sensitive learning environment for all students.

¹²⁵ In Year 1, our first counselor will serve a cohort of 6th and 7th graders, and over the initial years as we add students and staff, the three year-loop will not be implemented with full fidelity until we reach enrollment capacity.

¹²⁶ Gysbers, N. C., & Henderson, P. (2012). *Developing & managing your school guidance & counseling program* (5th ed.). American Counseling Association.

¹²⁷ Ibid.

Student-Centered/Personalized Learning

Part of our work in supporting “whole child” development is a belief that education must be developmentally-appropriate with a child-centered approach. Jean Piaget famously defined different stages of cognitive development and described how children “construct” meaning (what we today call “constructivist” theory or “constructivism”) and the mental models, or schemas, they use to “make sense of things.”¹²⁸ In a child-centered approach like we will employ at BPA, a single classroom inevitably will have students at myriad levels with varying needs. Thus through a personalized learning approach, learning will be differentiated to ensure that the student who is reading below grade level, the English Learner, the gifted student and the student who needs more processing time each are given equal access to the curriculum and the opportunity to demonstrate their mastery of the content. The child-centered focus at BPA will include individualization based on the needs of each child, and active student participation in the process of learning and mastery of learning objectives, such as developing, in each child, a strong sense of agency in the learning process.¹²⁹

As John Dewey wrote decades ago, “Education should be child centered; we should begin planning the lesson by looking at where the child is developmentally.”¹³⁰ Students’ time outside the classroom impacts the knowledge base they bring to the school setting. From an academic perspective, students enter school with “preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information.”¹³¹ At BPA, each child’s learning journey will start from the individual, including the learner’s existing knowledge, socio-economic background and cultural heritage. We believe that enduring understanding occurs when content instruction includes cultural learning as well.¹³² In English Language Arts, for example, teachers will select texts that reflect a range of cultural backgrounds. Through exposure to varied cultural influences, students will have a greater likelihood of connecting with the text and constructing knowledge. We seek to engage students’ natural curiosities, integrate subjects in practical and meaningful ways, and help students define their own inquiries.¹³³ If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”¹³⁴

Project- and Problem-Based Learning

At BPA, students will constantly work to understand the “real world” connection of their learning. Connecting content to the real world helps “foster brain-based, developmentally appropriate

¹²⁸ Piaget’s Stages of Cognitive Development retrieved from <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457>; Michael Horn, Clayton Christensen, Curtis Johnson. *Disrupting Class: How Disruptive Innovation Will Change The Way The World Learns*. 2008.

¹²⁹ <http://www.newfoundations.com/GALLERY/Pestalozzi.html>

¹³⁰ Dewey, *Experience and Education*, 1938.

¹³¹ Bransford, J.D., Brown, A.L., & Cocking, R.R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington Dc: National Academy Press.

Banks, J (2007) *Diversity and Citizenship Education: Global Perspectives*. San Francisco, CA: Jossey Bass.

¹³² Lessow-Hurley, Judith. (2000) *The Foundations of Dual Language Instruction*. Longman, Inc. Publisher. Reading, MA.

¹³³ Freire, *Pedagogy of the Oppressed*, 1970.

¹³⁴ Darling-Hammond, 2008.

learning environment,” which can be achieved via experiences that involve “real life, ‘hands-on,’ thematically based activities that [are] oriented to solving problems.”¹³⁵ Through project-based and problem-based learning opportunities, students will apply their learning to “real world” scenarios in a way that fosters deeper understanding and meaning. By using the context of their own experience, students will develop the motivation and critical skills necessary to exceed in post-secondary and beyond. If what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere.... This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”¹³⁶ BPA will integrate subjects in practical and meaningful ways, and hone students’ natural curiosities so they can engage in authentic enquiry.¹³⁷

Project- and problem-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more.¹³⁸ Through hands-on, engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial in today’s global workforce, BPA students will debate, create, and demonstrate their learning in active ways throughout the day, working both collaboratively and individually. BPA students will foster cooperation in which each student can make a distinctive contribution as students remain engaged for significant periods of time as they draft, rework and reflect upon the final product. Project- and problem-based learning models the type of work students will carry out after the completion of school in the wider community, substituting intrinsic for extrinsic motivation,¹³⁹ and offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum.¹⁴⁰ Through project-based learning and interdisciplinary instruction, students will better master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.¹⁴¹

BPA grade level teachers will collaboratively plan interdisciplinary projects that cross subject lines. In Year 1, we anticipate that we will use multi-subject credentialed teachers who will teach more than one subject, i.e., one teacher may teach both Math and Science, while another teacher may teach both ELA and History/Social Science. In our alternating block schedule, Math and Science will be on the same day, and ELA and History/Social Science will be on the same day, allowing for natural flow between these classes. With 90 minute block periods, students have a longer period of time in which explore a task more deeply, conduct experiments, build models, engage in research,

¹³⁵ Rushton, S.P., Eitelgeorge, J. & Zickafoose, R. Connecting Brain Cambourne’s Conditions of Theory to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Education Journal* 31, 11-21 (2003).

<https://doi.org/10.1023/A:1025128600850>

¹³⁶ Darling-Hammond, Linda. 2008. *Powerful learning: what we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.

¹³⁷ Freire, P., & Ramos, M. B. (1970). *Pedagogy of the oppressed*. New York: Continuum.

¹³⁸ Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

¹³⁹ Csikszentmihalyi, M. Flow: The Psychology of Optimal Experience. *Journal of Leisure Research*. 1990;24(1):93-94.

¹⁴⁰ Gardner, H. *Multiple Intelligences: New Horizons*. Completely rev. and updated. New York: BasicBooks, 2006.

¹⁴¹ Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

According to a report concerned with the rate of high school dropouts,¹⁴² an *overwhelming 81% of students* said that more real-world learning would have helped them stay in school. Students at BPA will apply skills and concepts learned to real world projects, community service, science experiments, and other activities that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. With project- and problem-based instruction, BPA will transform the learning environment from a system of teacher output and student input to a self-directed learning environment in which teachers are facilitators and students are learners and doers.

Leadership and Service

BPA will develop students who participate fully in their communities and are aware of their value and the worth of others. As a part of BPA curriculum, students will:

- Partake in the Associated Student Body (ASB) to develop leadership skills and to drive change within the school and community. ASB will represent the interests and goals of the entire BPA Student Body. Elected student leaders will help plan and implement student activities and school assemblies, and, once we have 8th grade student leaders, the two leaders of ASB will serve on our School Site Council and have an important voice in school decision-making.
- Form and help lead (with faculty/staff supervision) student enrichment clubs during Friday “long lunch” and after-school.
- Debate current local and national events via Socratic Seminars
- Take monthly off-campus excursions to enrich and enhance learning opportunities for all students. Excursions will allow students to visit local professionals and businesses.
- Engage with community service outreach programs such as Communities in Motion and other local organizations in Compton to facilitate volunteering opportunities.

BPA graduates will understand that their life affects the lives of others and that there is no greater good than service to your fellow man.

Together, the instructional methods and strategies and our overall instructional design will help our students realize our vision of an *Educated Person in the 21st Century*, gleaned from research performed by Partnership for 21st Century Skills, as one who has:

- Competency in all core academic content areas;
- Media and information literacy (i.e., the ability to navigate the latest technology to obtain, synthesize and analyze a variety of information);
- Excellent communication and higher order, critical thinking skills;
- Initiative and self-direction in guiding his or her own life-long learning;
- A commitment to integrity, social responsibility and an understanding of the context of the world in which he or she lives; and
- Strong leadership skills and team-building capacity.

¹⁴² Bridgeland, Diuilio and Morison, *The silent epidemic: Perspectives of high school dropouts*. 2006

BPA will cultivate *self-motivated, competent, lifelong learners* by establishing an engaged, supportive and purposeful learning environment. Students will approach learning with authentic motivation when they are provided multiple and varied opportunities to develop mastery, inspiring confidence in their own abilities and desire to serve others. BPA’ instructional program will teach students to learn how to learn as they actively participate in their own learning, appreciating its relevance not only in their daily lives but also the world around them. When students experience learning that connects to “real world” applications, they will develop a love of learning that continues far beyond high school. As teachers review student achievement data, they provide ample support to help students become competent learners.¹⁴³ Targeting student engagement and parent involvement, BPA will guide vulnerable youth and their families to become community leaders and life-long learners.

We believe an intentional focus on increasing students’ sense of agency will further increase their level of resilience and ability to persevere in the face of new challenges. A sense of agency is the extent to which people feel they have control over their lives, community, and world.¹⁴⁴ This becomes particularly crucial during adolescence as children mature and seek independence and autonomy. Having a sense of agency has been linked with positive academic, health, and emotional outcomes for children as they grow and develop.¹⁴⁵ People who have a sense of control over what happens to them are better able to identify problems, make plans for addressing those problems, and follow through with their solutions.¹⁴⁶

Involved Parents

When the U.S. Department of Education focused their research on 4th grade reading comprehension, researchers found, after eliminating confounding variables, a 44-point gap in scores still existed between students with significant parent involvement and students without.¹⁴⁷ Additionally, small schools are more likely to encourage parental involvement.¹⁴⁸ Notwithstanding the stressors parents/guardians in our community may experience – and perhaps even more so because of these stressors – BPA will seek to establish strong home-school connections and an engaged family community through the following strategies:

- Executive Director (and later Principal), counselors and advisors will conduct Home Visits to help orient new families to the school and learn more about students’ lives outside of school.
- The Parent Liaison will collaborate with school leaders, teachers and counseling staff to engage parents in a series of relevant and interesting workshops related to their child’s success, with parent education workshops held monthly during the school year. Topics will include adolescent development, positive communication skills, supporting academic progress at home, college readiness and awareness (A-G requirements, financial aid, etc.),

¹⁴³ Grant Wiggins & Jay McTigue, 2004. *Understanding by Design* Upper Saddle River, NJ: Prentice Hall

¹⁴⁴ See, e.g., <https://barbarabray.net/2017/11/08/defining-learner-agency/>

¹⁴⁵ Youth Participatory Action Research Network for a Healthy California

<http://comm.eval.org/HigherLogic/System/DownloadDocumentFile.ashx?DocumentFileKey=0c94137f-d55c-416b-913e-0be589cccd8f&forceDialog=0>

¹⁴⁶ Education Reimagined. <https://education-reimagined.org/what-do-you-mean-when-you-say-student-agency/>

¹⁴⁷ Cotton, K., & Educational Resources Information Center (U.S.), 1998. *Education for lifelong learning: Literature synthesis*. Portland, OR: Northwest Regional Educational Laboratory, School Improvement Program.

¹⁴⁸ Cotton, K., & ERIC Clearinghouse on Rural Education and Small Schools, 1996. *Affective and Social benefits of small-scale schooling*.

- Host Orientation, Back-to-School Night, parent-teacher conferences (twice per year), and celebrations of learning.
- Host monthly cafecitos with the Principal (Executive Director until Y4) for parents/guardians to ask questions and discuss school life.
- Maintain a school website in English and Spanish as a communication tool for the community.
- Offer a monthly newsletter in hardcopy, available in both English and Spanish, to communicate critical information for parents and families which will supplement the website content.
- Establish School Site Council with parent-elected reps per grade, English Learner Advisory Council (if 21+ EL students), and encourage parents to participate; invite parent voice in annual reflection/goal setting as part of LCAP process.
- Invite parents to volunteer in school life (never required) in fundraising, field trips, office work, etc.
- Conduct annual surveys of all stakeholders including parents/guardians.
- Maintain SIS (Infinite Campus) with real-time data on student's grades, attendance, etc.; Parent Liaison will offer training and support for parents with computers available on campus.

As detailed in Element 4, parents will play a role in school governance through the School Site Council and ELAC. All stakeholders will be surveyed at least once annually to gauge their satisfaction with BPA.

2. Research Basis

The foregoing sections contain extensive citations to research. The educational model for curriculum and instruction at BPA is guided by our mission, vision, what it means to be an educated person in the 21st century and core values; our beliefs about how learning best occurs for trauma-impacted students; and best practices researched in high performing schools serving similar populations of students that consistently produce well-educated students prepared to successfully enter and succeed in high school and college.¹⁴⁹ The philosophical base and the organizational structure for BPA's curriculum are student-centered and are in accordance with accountability for achieving proficient to advanced performance on state standards.

3. How the Charter School's Curriculum Will Support Implementation and Ensure Student Mastery of the CA CCSS

BPA attests that each pupil in the school, including all students in all subgroups, will have sufficient standards-aligned textbooks, online programs and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the Principal, in consultation with teachers, will identify any areas of need and order texts, online resources, and instructional materials for the following year.

The curriculum for BPA is based on the California Content Standards, including the Common Core Standards, the Next Generation Science Standards, ELD Standards, and the California Curriculum Frameworks.

Key Features and Components of the School's Educational Program by Subject Area

Program schedules will support teacher collaboration. Shared meeting time for teams of teachers during the school day will be provided to give them opportunities to plan, develop curriculum, discuss student issues, and conference with families. Grade-level teams of teachers will meet regularly to analyze student data, plan for interventions, and design instruction to ensure that standards are met.

English Language Arts (Core/College Prep)¹⁵⁰

The ELA curriculum is based on *California Common Core State Standards for English Language Arts*, along with the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*.¹⁵¹

At BPA, students will benefit from a rich array of reading and writing across all areas of the curriculum, learning to read and write in a variety of contexts and areas. They will learn to read different types of texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented using critical thinking and analysis. Students will read rigorous fiction and non-fiction texts, prose and poetry. Thematic learning will include embedded social studies/history and science themes throughout ELA, including reading literature from ancient cultures they are studying in 6th grade, to early American literature. StudySync from McGraw Hill will provide the foundation of the ELA program, along with online programs including Achieve 3000 and iReady (See Curriculum Table below for complete list). Students will be able to access books online tied to their lexile levels, which will be assessed during the first week of school with the Scholastic Reading Inventory. With the understanding that the majority of our students will enter 6th grade reading below grade level – in many cases several grade levels below – teachers will continuously differentiate and scaffold instruction with the goal that all students complete 8th grade at or above grade level in reading. In grade 7, to help all students reach grade level proficiency, ELA will be a double block.

In alignment with CCSS grade level standards, students will learn to diagram complex sentences, engage in close reading of complex content, debate and discuss what they have read, collaborate to exchange and evaluate information, and self-assess their own writing and analysis. Students will learn and gain expertise in writing that uses evidence to support a thesis, both in ELA as well as other classes. Students' understanding of the precise meaning of words, academic language, conventions of speech/written word, structural features of informational text and materials, and understanding fundamental elements of literature all support greater comprehension. Students continue to acquire and accurately use general academic language and domain-specific vocabulary.

The CCSS listening and speaking standards also will be implemented as students continue to give oral reports and presentations, discuss and debate what they are learning. Teachers will engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA classrooms, and in Science and History/Social Science classes. All

¹⁵⁰ While we have designated Core and College Prep as instructed, we note that Core/Non-Core designations are now moot with amendments to teacher certification rules effective 2020; college prep designations are not relevant to a middle grades school as they do not receive A-G course designation.

¹⁵¹ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

teachers will emphasize close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level.

StudySync will engage BPA students with a rigorous, student-centered curriculum that connects learning to students' lives beyond the classroom. At Grades 6–8, instruction is focused on strong skills- and standards-based instruction that will provide the foundation for success in high school and beyond, while still affording teachers the flexibility to customize the curriculum to the specific needs of their students and teaching style. Every day, students will interact with high-quality classic and contemporary literature that is rigorous, culturally-relevant, and presented in a highly-engaging digital format. All StudySync units include English Learner resources, that offer explicit EL instruction. These lessons will share a thematic and genre focus with all other lessons in the Core ELA unit, and will modify the routines used with texts in the Integrated Reading and Writing sections. Explicit vocabulary instruction will be emphasized, and reading and writing skills lessons will focus strongly on language acquisition and reading comprehension.

In addition to StudySync, supplemental instructional materials will include CCSS-aligned programs such as *Achieve 3000*, *Moby Max*, and *iReady* (see Curriculum table below for full list.)

English 6

English 6 will offer a variety of literature and nonfiction texts. After reading these literary and nonfiction texts, students will have the opportunity to write a research report, devise a research question in response to their reading, and find and take notes from primary and secondary sources. Students will then synthesize this information into a full-length essay that includes multimedia components, parenthetical citations, and a Works Cited page.

Reading skills taught in English 6 include generating questions; summarizing; word meaning; figurative language; context clues; informational text elements; compare and contrast; connotations and denotation; language, style, and audience; author's purpose and point of view; central or main idea; and setting. Grammar skills include dashes and hyphens; quotation marks and italics; and run-on sentences. Writing skills include planning research; evaluating sources; research and note-taking; critiquing research; paraphrasing; sources and citations; print and graphic features; research writing process (plan, draft, revise, edit and publish). For the extended writing project, students will identify a topic they would like to know more about and write a research report about that topic. In the process, students will learn how to select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present their research findings.

English 7

English 7 will be a double block class, in order to help remediate students who enter BPA below grade level and ensure students are better prepared for the rigors of secondary school level reading, writing, speaking and listening.¹⁵² English 7 will provide a wide sampling of non-fiction and literature, including texts written for the page and the stage. Students will consider issues affecting contemporary society, learn about a range of inspiring individuals, and have a chance to put themselves center stage by giving an oral presentation that will critique a literary work or dramatic

¹⁵² Students who begin English 7 on or above grade level will be given a variety of challenging and deeper level work, such as additional reading, project-based work, interactive online work, etc.

production of their choice. Students will develop their own voice and to present their perspective to an audience.

Reading skills taught in English 7 include character; dramatic elements; reasons and evidence; technical language; author's purpose and point of view; informational text elements; media; arguments and claims; compare and contrast, word meaning; and poetic structure. Grammar skills include economy of language and noun clauses. Writing skills include evaluating sources; reasons and relevant evidence; sources and citations; and oral writing process (plan, draft, revise, edit and present.) In the extended writing project, students will prepare an argumentative presentation to convince their classmates to read or see a favorite literary work, film, or dramatic production. The presentation will include a clear thesis statement, three reliable sources, and a focus on the work's deeper message, historical or cultural significance, genre, or information about the author/director.

English 8

English 8 will include a variety of informational and fictional texts that will inspire students to reconsider their understandings of the past, the future, and what makes us human. Students will turn from readers to researchers as they plan and write a research paper on the topic of their choosing, crafting a research question and using primary and secondary source material to answer their crafted question.

Reading skills taught in English 8 include making inferences; theme; story structure; language, style and audience; Greek and Latin affixes and roots; generating questions; technical language; summarizing; context clues; central or main idea; and point of view. Grammar skills include infinitive phrases; commonly misspelled words; ellipses for pause or separation; and sentence fragments. Writing skills include planning research; evaluating sources; research and note-taking; critiquing research; paraphrasing; sources and citations; print and graphic features; and the research writing process (plan, draft, revise, edit and publish). In the extended writing project, students will select an author, text or subject they would like to know more about and write a research report about that topic, learning to select a research question, develop a research plan, gather and evaluate source materials, and synthesize and present their research findings.

English 8 Honors

Students who receive the teacher's recommendation in English 7, based on a grades (B+ or higher), test scores (CAASPP "Met" or "Exceeded") will be eligible for this advanced course. This course is designed to develop reading, writing, listening, thinking, and speaking skills in accordance with the CA Common Core Standards. Students will read, analyze, interpret and respond to a variety of literature, including, but not limited to, works of fiction, nonfiction, and poetry. Students will learn and practice a variety of writing styles and techniques with a focus on narrative, text-dependent, and argumentative writing. Students will also build their grammar, usage, spelling, and punctuation skills through writing assignments. Students will be expected to show initiative and a desire to experiment with new forms of writing, speaking, and presenting. Students enrolled in Honors English have previously demonstrated strengths in literary comprehension and analysis as well as in written expression and techniques. Therefore, students should be willing to move beyond those areas of proven accomplishment if they are to develop new skills and confidence.

English Language Development (Non-Core/Non-College Prep)

As detailed more fully in the section on English Learners, below, the ELD program implements both the California ELD Standards and the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and
- Develop proficiency in shifting registers based on task, purpose, audience, and text type" (ELA/ELD Framework p. 9-10).

Based on substantial research proving the benefits of a structured English integration program, BPA will implement a comprehensive structured integration program in every classroom for our EL students. Teachers will use the ELD standards to assist planning and assessing EL progress, and students with limited English proficiency will receive the same academic content as students who are native English speakers. All instruction will be in English, with teachers using Specifically Designed Academic Instruction in English ("SDAIE") strategies to enhance the English language development of EL students. These strategies implement strong teaching techniques and are therefore effective for English-only students as well. SDAIE provides (1) access to the core curriculum, (2) English language development, and (3) opportunities for social integration into the multicultural classroom community. Examples of utilizing SDAIE strategies include supporting verbal explanations with nonverbal cues and designing appropriate learning sequences, such as building upon prior knowledge. Language acquisition also will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum. (Please see English Learner section below for extensive details on our ELD program and support for EL students.)

The second tier of our ELD approach is explicit/designated ELD, which will be offered during the Learning Lab block.

The purpose of ELD courses at BPA is to prepare ELs for success in English instruction, including ELA. Students will be grouped according to proficiency levels in English (See the EL section below for classification criteria); skills in all four strands of language—listening, speaking, reading and writing—will be methodically developed. During this designated ELD time, EL students will

benefit from a focused approach on language development that build academic language, including the vocabulary and structure that provide fluency or language practice and encourage students towards appropriately rigorous language outputs. The National Geographic Hampton-Brown *Inside: Language, Literacy and Content* will serve as the primary source material for BPA's designated ELD. The *Inside* curriculum's overlapping levels make it possible to meet students at their appropriate ability and proficiency levels and rapidly move ahead. The curriculum and instruction, driven by the CCSS, provides multiple points of entry for correct placement and is designed to return students to grade-level instruction within two years.

Achieve 3000 and *Duolingo* will be used as supplemental curriculum as needed.

ELD I

Students who scored overall as a "Beginner" on the ELPAC will be placed in ELD 1 and use Hampton-Brown's *Inside Level A*, which focuses on conversational language, simple texts, narrative writing and phonic instructions. . The goal of the course is to lift students' listening, speaking, reading and writing skills to Early Intermediate level.

ELD II

Students who scored overall as a "Early Intermediate" on the ELPAC will be placed in ELD 1I. and use Hampton-Brown's *Inside Level B*, which focuses on academic discourse, complex texts and expository writing. The goal of the course is to expand students' listening, speaking, reading and writing skills to an Intermediate level.

ELD III

Students who scored overall as a "Intermediate" on the ELPAC will be placed in ELD III and use Hampton-Brown's *Inside Level C*, which focuses on academic vocabulary, exposure to complex texts, and persuasive writing. The goal of this course is to expand students' listening, speaking, reading and writing skills to the "Early Advanced" level.

Mathematics (Core/College Prep)

Math instruction will be based on California's Common Core Content and Practice Standards and the *Mathematics Framework for California Public Schools, A Look At Kindergarten Through Grade Twelve in California Public Schools*. In addition to focusing on mastering grade level content standards, BPA's student-centered math program will focus on the CCSS' eight standards for mathematic practice:

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- MP.4 Model with mathematics.
- MP.5 Use appropriate tools strategically.
- MP.6 Attend to precision.
- MP.7 Look for and make use of structure.

- MP.8 Look for and express regularity in repeated reasoning.

(CA CCSS Standards for Mathematical Practice.)

BPA will use GoMath! for its primary source material, following the integrated math sequence. Supplemental math curriculum will include *Carnegie Math*, *iReady*, Achieve 3000, *Khan Academy*, and *Moby Max*.

Math 6

Math 6 will be a double block class in order to help remediate learning for the majority of students who will enter BPA below grade level in Math.¹⁵³ In addition to remediating lower grade level skills, Math 6 will focus on developing four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Unit 1: Numbers

- Module 1: Integers
- Module 2: Factors and Multiples
- Module 3: Rational Numbers

Unit 2: Number Operations

- Module 4: Operations and Fractions
- Module 5: Operations with Decimals

Unit 3: Proportionality: Ratios and Rates

- Module 6: Representing Ratios and Rates
- Module 7: Applying Ratios and Rates
- Module 8: Percents

Unit 4: Equivalent Expressions

- Module 9: Generating Equivalent Numerical Expressions
- Module 10: Generating Equivalent Algebraic Expressions

Unit 5: Equations and Inequalities

- Module 11: Equations and Relationships
- Module 12: Relationships in Two Variables

¹⁵³ Students who enter BPA on or above grade level in Math will be given challenge work during the extra block, including projects, interactive online work, and deeper learning.

Unit 6: Relationships in Geometry

- Module 13: Area and Polygons
- Module 14: Distance and Area in the Coordinate Plane
- Module 15: Surface Area and Volume of Solids

Unit 7: Measurement and Data

- Module 16: Displaying, Analyzing, and Summarizing Data

Unit 8: Getting Ready for Grade 7

- Module 1: Operations with Integers
- Module 2: Rational Numbers
- Module 3: Ratios and Proportional Relationships
- Module 4: Expressions, Equations, and Inequalities

Math 7

Math 7 will focus on rational numbers and percents, graphing on a coordinate plane, sampling as a method of estimation and prediction, and computing and applying proportionality with similar figures and objects, scale factors, and unit rate.

Unit 1: The Number System

- Module 1: Adding and Subtracting Integers
- Module 2: Multiplying and Dividing Integers
- Module 3: Rational Numbers

Unit 2: Ratios and Proportional Relationships

- Module 4: Rates and Proportionality
- Module 5: Proportions and Percent

Unit 3: Expression, Equations, and Inequalities

- Module 6: Expressions and Equations
- Module 7: Inequalities

Unit 4: Geometry

- Module 8: Modeling Geometric Figures
- Module 9: Circumference, Area, and Volume

Unit 5: Statistics

- Module 10: Random Samples and Populations
- Module 11: Analyzing and Comparing Data

Unit 6: Probability

- Module 12: Experimental Probability
- Module 13: Theoretical Probability and Simulations

Unit 7: Getting Ready for Grade 8

- Module 1: Real Numbers and Equations

- Module 2: Proportional Relationships
- Module 3: Functions
- Module 4: Geometry

Math 8

Math 8 will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Unit 1: Real Numbers, Exponents, and Scientific Notation

- Module 1: Real Numbers
- Module 2: Exponents and Scientific Notation

Unit 2: Proportional and Nonproportional Relationships and Functions

- Module 3: Proportional Relationships
- Module 4: Nonproportional Relationships
- Module 5: Writing Linear Equations
- Module 6: Functions

Unit 3: Solving Equations and Systems of Equations

- Module 7: Solving Linear Equations
- Module 8: Solving Systems of Linear Equations

Unit 4: Transformational Geometry

- Module 9: Transformations and Congruence
- Module 10: Transformations and Similarity

Unit 5: Measurement Geometry

- Module 11: Angle Relationships in Parallel Lines and Triangles
- Module 12: The Pythagorean Theorem
- Module 13: Volume

Unit 6: Statistics

- Module 14: Scatter Plots
- Module 15: Two-Way Tables

Unit 7: Getting Ready for Algebra

- Module 1: Real Numbers
- Module 2: Polynomials
- Module 3: Inequalities
- Module 4: Functions

History-Social Studies (Core/College Prep)

BPA's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), the ELA/ELD Framework; and the recently adopted *California State Framework for Social Studies and History* (2016), supplemented by teacher-created lessons to ensure that history and social sciences reflect students' cultures and identities. The curriculum includes four main social science disciplines, including: (1) History, (2) Geography, (3) Civics, and (4) Economics. Students learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies is presented in four interconnected formats:

- Within the reading program through informational texts
- Through personal and informational writing and research in the writing program
- Via integrated, thematic units of instruction
- Through interdisciplinary project-based learning

Savvas Learning Company's *myWorld Interactive*¹⁵⁴ will be used as the primary source material for history-social studies instruction. *myworld Interactive* encourages students from diverse population to explore their world, expand their thinking, and engage with the California History-Social Science Standards and Framework. The curriculum is flexible and easily adapts to every classroom. Activity-based learning, strong literacy connections, and a wide range of teaching options help create active, responsible citizens. Supplemental materials include *Achieve 3000*, *iReady* and *Moby Max*.

History: Ancient Civilizations

In Grade 6, students will investigate the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. The curriculum stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; and their explanation for natural phenomena.

History: Medieval and Early Modern Times

In Grade 7, students will explore world history and geography from the Fall of Rome through the Age of Enlightenment. This course investigates the social, cultural, and technological changes during this period. The course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course

¹⁵⁴ Formerly Pearson Scott Foresman

examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the High Middle Ages; the Renaissance, Reformation, and Scientific Revolution. This course will enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

American History: Growth and Conflict

In Grade 8, American history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

Science (Core/College Prep)

BPA will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts. Students follow the eight practices of science and engineering that the NGSS Framework identifies as essential for all students:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

(www.nextgenscience.org).

The course sequence will provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science. While the majority of each course will focus on one discipline, each course is integrated to show the relationship of multiple branches of scientific knowledge. The primary science curriculum, Houghton Mifflin Harcourt Science Dimensions, offers a balanced, cohesive, spiraled and academically rigorous program based on the California Science content standards while integrating the Next Generation Science Standards. HMH Science Dimension promotes active learning with investigation-driven activities, builds excitement for engineering and STEM, develops problem-solving skills with performance-based assessments, and creates enduring understanding with integrated Three-Dimensional Learning. Supplemental curriculum will include *Achieve 3000*, *iReady* and *Moby Max*.

Integrated Science 6

Integrated Science 6 is broken into five units: *Science and Engineering*, with a focus on how engineering, science, and society are related; *Systems in Organisms and Earth*, exploring how cells, plants and animals are living systems; *The Flow of Energy in Systems*, including a study of the heat and the water cycle; *Weather and Climate*, focusing on air and water pattern, regional climates and weather predictions; and *Environmental and Genetic Influence on Organisms*, which covers inherited traits, organism adaptability, genetic diversity, and plant and animal survival. In the Capstone Project “Terraform a Planet,” students will design a way to stimulate the climate of a particular ecosystem by researching different ecosystems and using the engineering design process to present and solve a problem based on changes in climate.

Integrated Science 7

Integrated Science 7 is broken into five units: *Science and Engineering*, with a focus on how humans explore and design our world; *The Structure of Matter*, studying the different states of matter and how they change through thermal energy, as well as the study of atoms and patterns; *Chemical Processes*, researching how matter changes identity and the chemical equations model of chemical reactions, and how synthetic materials are made from natural resources; *Matter and Energy in Organisms and Rock*, with a focus on how the flow of energy drives the cycling of matter as well as weathering, erosion and deposition, and how chemical reactions provide energy for cells; and *Earth’s Resources and Ecosystems*, studying the movement of earth’s plates and the distribution and affects of natural resources and their availability. During the Capstone Project “Evaluate the Resource Use of a Community,” students will identify key resources used by a community and will analyze the impact that the extraction or use of one of those resources has on a surrounding ecosystem.

Integrated Science 8

Integrated Science 8 is broken into five units: *Energy, Forces, and Collisions*, studying how energy and forces are used to describe collisions, including how Newton’s Law of Motion relates to energy, forces, and motion; *Noncontact Forces*, focusing on how electric, magnetic and electromagnetic forces act on charged objects, action at a distance and gravity; *Space Science*, with an emphasis on explaining eclipses and lunar phases and the modeling of the solar system and galaxies; *Earth Through Time*, exploring rocks, fossils, and the geological timescale and how they organize and evidence Earth’s history, evolution, and changes in life over time; and *Evolution and Biotechnology*, with a focus on natural selection, genetic variation, artificial selection and genetic engineering. During the Capstone Project “Analyze Human Consumption of Resources,” students will identify a way that human consumption of resources negatively affects Earth’s systems, and use the engineering design process to develop and argue in support of a solution to that problem.

Health and Physical Education (Non-Core)

BPA will implement the new *2019 Health Education Curriculum Framework for California Public Schools, Transitional Kindergarten Through Grade Twelve* (Health Education Framework). Students will take PE all three years of BPA. Our physical education program is designed using the Physical Education Standards to keep students active, fit, and healthy. Students will participate in 90 minutes of PE Monday and Wednesday and 65 minutes every other on Friday, well in excess of the state standard of 400 minutes every 10 days for grades 7-8 and more

than double grade 6 standards requiring 200 minutes every 10 days. Students will be encouraged to participate in group activities, try new sports, and challenge themselves. Through our physical education program students will:

- Promote physical development and growth through exercises in agility, strength, and hand-eye coordination
- Increase physical self-confidence through the accomplishment of individual physical goals and through team activities
- Strengthen a sense of unity and responsibility through physical team building exercises and athletics
- Experience life activities that will help them to develop healthy lifestyles as an adult
- Discussing health and physical issues pertinent to youth in a supportive forum

The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

As detailed in Element 6, BPA will comply with the requirements of the California Healthy Youth Act (Education Code Sections 51930, *et seq.*). Thus, BPA shall teach sexual health education and HIV prevention education to students in grades 7-8, at least once.

Learning Lab (Non-Core)

Four days weekly, all students will have a 90-minute period built into the bell schedule daily for intervention, support and counseling. Learning Lab will include time for one-on-one and small group learning with teachers and instructional aides, additional practice via online adaptive learning programs, individual and group therapy, and collaboration with their peers to enhance their learning. EL students will participate in Designated ELD during Learning Lab time, and SWDs who need “pull-out” services will receive them during this time. This additional time and structured, tiered supports will benefit students who are academically low-achieving as well as English Learners and Students with Disabilities, while those who are ready for acceleration and additional challenge will be provided enhanced learning challenges and opportunities to go deeper into their learning with personal and group projects and enrichment activities.

Advisory (Non-Core)

All BPA students will be assigned an advisor and an advisory class that meets for 30 minutes Monday-Thursday, with a one-hour Advisory/Assembly block on Fridays. All students will be well known and supported through Advisory groups of approximately 18-22 students. A credentialed

teacher, counselor or administrator will serve as advisor and will work with the same students from grade 6 through 8th grade. The Advisory structure will provide a small focused support group to motivate and support each student's progress. The advisor will monitor each student's ILP to address individual interests and needs, and meet with the student and his/her parents/guardians throughout the year. This personal learning team – the student, parents, and advisor will facilitate student voice in all aspects of the school that directly affect student learning, interests, and needs. The advisory teacher will be assigned as the primary contact to the parent. Advisors will be in constant communication with fellow faculty members, counselors and staff regarding their advisees.

During Advisory, teachers will take attendance, share daily announcements, teach character and life skills lessons, and facilitate peer support through Way of Council practices. Advisors will help students develop study skills, organizational skills, test taking skills, how to work effectively in teams including conflict resolution. These skills will contribute to developing students who are well prepared for the rigors of high school and college. The Principal (Executive Director until Y4) will collaborate with teachers to evaluate the course and tailor it to meet the needs of students.

Electives (Non-Core)

We recognize that student voice and choice are crucial to building students' connection to school during middle grades, and fostering a strong school community. A variety of student clubs will be formed based on student interest and faculty talent/expertise, including such things as various sports, yoga, dance, cheer, journalism, chess, speech and debate, peer mentoring, and community service. These clubs will meet during lunch on Fridays with their faculty/staff advisor and may additionally meet after school, pending facilities, staffing and funds availability. Students will be surveyed about their interests and the structure of the club program will be designed to serve their needs and desires, either with shorter-duration, rotating options for clubs, or longer-term involvements over time. We hope to expose our students to enriching experiences they have not otherwise tried, allowing them to learn new skills and talents and develop confidence in new arenas. As BPA grows over time, we may explore partnership opportunities with organizations that offer free or low-cost enrichment programs for our students in the arts, athletics and more.

Associated Student Body (ASB) elected student representatives will develop leadership skills as they plan and executive activities, approved by the Principal, such as assemblies, spirit days, service learning activities and other events that are held *by students for students*. Students will have the opportunity to make announcements, presentations, and showcase their talents at assemblies, which will be both educational and fun, helping to further build school spirit and community.

A Wellness Club will be a collaboration of students, staff and community members (i.e., local nutritionists, clinics, etc.) to provide avenues in which BPA and its surrounding community can pursue a robust sense of wellness through healthy, active lives. The Wellness Club will invite speakers to address issues and answer questions surrounding well-being, health, and safety that affect student, school staff, and the community at large. Students may, for example, sponsor a farmers' market, or invite a speaker to discuss cyber-bullying.

The following course electives will be available to 8th graders:

Film & Propaganda (Visual and Performing Arts)

Film and Propaganda will be aligned to the *California State Standards for Visual and Performing Arts* and included assessments. This course is designed to introduce students to a variety of documentary films. The goal is to raise student's knowledge and awareness of different real life events. Throughout the course students will engage in various types of writing including theoretical/critical essay, film review, and film synthesis and argument research papers.

Applied Technology

This course is designed to introduce students the use of the computer and its role in communication technology will be emphasized throughout the class. Students will be provided opportunity for creative communication including speeches, dramatic presentations, desktop publishing, typing and more by using Google docs, Microsoft office, power point and photo shop. Students may have the opportunity to use digital video and still photography.

Creative Writing

This course provides students with a solid grounding in the writing process, from finding inspiration to building a basic story to using complicated literary techniques and creating strange hybrid forms of poetic prose and prose poetry. In addition student-centered class focuses on Socratic seminar for close reading and writer's workshop. By the end of this course, students will learn how to discover their creative thoughts and turn those ideas into fully realized pieces of creative writing.

Coding

This course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, games, and physical computing devices.

Innovative curricular components of the proposed educational program

BPA will provide all students with a comprehensive public middle school experience that will prepare our students to meet the challenges of the 21st century, including English Learners, students with disabilities, foster/homeless youth and youth who have experienced complex trauma. As detailed in the preceding and following section, BPA will rely on the best thinking in education today and employ practices that are proven to meet the needs of our diverse learners as they prepare for 21st century careers. This includes employing strategies such as flexible groupings, small and collaborative learning communities, backwards planning/understanding by design, data-driven differentiated learning, integrated technology and online tools, and strong literacy implementation and social/emotional development to ensure each of our students is ready for the rigors of secondary school, college and meaningful careers. While not a "curricular" component per se, our comprehensive social-emotional support program, including full-time dedicated counseling staff, is designed to ensure our students have the support and resources to fully access and benefit from our curriculum in a highly personalized, student-centered program.

Intervention and enrichment programs

Integrated and designated ELD, daily advisory and the Learning Lab block will provide needed scaffolds, counseling and wrap-around services to keep our students on-track for academic mastery and strong socio-emotional development, as detailed fully below. Enrichments include P.E./Health, and a selection of electives including Film & Propaganda, Coding, Applied Technology, and Creative Writing, along with a variety of clubs as detailed above.

Curricular and instructional materials

Curriculum and instructional materials for visual/performing arts and health/PE courses are teacher created and therefore not shown in the table. In PE courses, students participate in activities aimed at improving their cardiovascular fitness, upper body strength, abdominal strength and flexibility.

A targeted ratio of one computing device for every student in grades 6-8 ensures students adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC/CAASPP online state assessments and communication. Classroom teachers are also provided laptops and use consistent data systems for monitoring student performance, managing grades and communications.

Textbooks/Online Curriculum			
Subject	Grade(s)	Textbooks	Online Curriculum
English	6-8	StudySync, McGraw Hill	Achieve 3000, iReady, Moby Max, Lumos Learning, Google Apps for Education
Math	6-8	GoMath!, Houghton Mifflin Harcourt	Carnegie Math, iReady, Khan Academy, Moby Max
ELD	6-8	Inside Language, Literacy and Content, Hampton Brown	Achieve 3000, Duolingo, Google Apps for Education
Science	6-8	Science Dimensions, Houghton Mifflin Harcourt	Achieve 3000, iReady, Moby Max, Google Apps for Education
Social Studies	6-8	Savvas Learning Company California History-Social Science: myWorld Interactive	Achieve 3000, iReady, Moby Max, Google Apps for Education

Achieve 3000 is a supplemental online literacy program that provides nonfiction reading content to students in grades preK–12 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills.

iReady is an interactive online learning environment designed to assess students and provide individualized instruction based on each one's unique needs.

Moby Max adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Lumos Learning is a publisher of innovative tools that enhance classroom learning for children in K-12 by developing learning platforms that combine online and print media to complement classroom learning.

Google Apps for Education is a core suite of communication and collaboration productivity applications that Google offers to schools and educational institutions including Gmail, Calendar, Drive, Docs, and Sites.

The needs of the Charter School will be evaluated each year based on data and core and supplemental curriculum materials and digital resources will be adjusted accordingly.

4. Timeline of Curriculum Development

BPA has selected published curricula that already is aligned to CA CCSS/NGSS and, in some cases, has been adopted by the State Board of Education and/or is in use by CUSD in its schools. In the months leading up to BPA's opening, the Founding/Executive Director will be developing initial curriculum pacing plan and lesson planning structures. During summer teacher PD, teachers will collaboratively begin to design lesson plans based on available student data; this process will continue once initial NWEA MAP benchmark assessments are administered the first week of school (during an additional pupil-free PD day). The process will be ongoing throughout the year and in subsequent years.

At the end of each school year, the Principal (Executive Director until Y4) will lead teachers through a reflection process of evaluating curricular materials to determine their efficacy with our student population. This determination will be based on student achievement data (including CAASPP tests), work samples, and teacher input. As needed, supplemental or replacement materials will be purchased with the approval of the BPA Board of Directors.

5. How the Instructional Program Will provide and Support Student Development of Technology-Related Skills and Student Use of Technology.

As detailed above, BPA's budget includes a 1:1 computer (Chromebook) ratio for each student starting in Year 1. BPA will train teachers on effective implementation of technology into the classroom to support the instructional program, and train students to become literate in computer skills and technology in order to build the 21st century skills necessary to succeed in high school, post-secondary school and beyond. Students and teachers will have access to technology to use it effectively in student learning, assessment, classroom instruction, data management and communication.

Students thus will use technology to access online curricula and assessments, research information on the Internet, develop standards-based multimedia projects and presentations, use spreadsheets to organize and analyze data, and to maintain individual portfolios of their work. Classroom teachers will be provided a computer, document reader, and projector. A student information system, Infinite Campus, will be used for managing grades, student performance data, and school communications. Classrooms will be networked with each other and the school office for ongoing efficiency in communication and support. Staff, parents/guardians, students and administrative team will be able to view grades, attendance, tardies, and missing assignments online.

6. Comprehensive Course List

The below table shows all current course offerings for all grades served by BPA.

Subject Area	6 th Grade	7 th grade	8 th Grade
English	English 6	English 7	English 8
Language Arts			English 8 Honors
English	ELD I	ELD I	ELD I
Language	ELD II	ELD II	ELD II
Development	ELD III	ELD III	ELD III
Mathematics	Math 6	Math 7	Math 8
History –	World History: Ancient	World History:	United States History
Social	Civilizations	Medieval Times	
Science	Integrated Science 6	Integrated Science 7	Integrated Science 8
Science	Physical Education 6	Physical Education 7	Physical Education 8
Health and PE			
Learning Lab	Learning Lab	Learning Lab	Learning Lab
Advisory	Advisory 6	Advisory 7	Advisory 8
Electives	<i>Not Applicable.</i>		Coding, Applied Technology, Creative Writing, Film & Propaganda

7. Summer School

Summer school will be provided as supplemental funding allows. At this time we do not anticipate that summer school will be provided in the first five years of operation.

ACADEMIC CALENDAR & SCHEDULES

1. Academic Calendar

BPA will follow the CUSD school calendar as closely as possible, in an effort to accommodate parents who have other children in CUSD schools. We plan to offer 185 days of instruction.

Ingenious Academy's Proposed School Year Calendar																													
CALENDAR 2021-2022																													
Jul-21						Aug-21						Sep-21						Oct-21						Nov-21					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
				1	2	3	1	2	3	4	5	6	7	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
4	5	6	7	8	9	10	18	19	20	21	22	23	24	22	23	24	25	26	27	28	29	30	31	29	30	31	1	2	3
25	26	27	28	29	30	31	22	23	24	25	26	27	28	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10
0.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Dec-21						Jan-22						Feb-22						Mar-22						Apr-22					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							5	6	7	8	9	10	11	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
7	8	9	10	11	12	13	12	13	14	15	16	17	18	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
14	15	16	17	18	19	20	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
21	22	23	24	25	26	27	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
28	29	30	31	1	2	3	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
May-22						Jun-22						Jul-22						Aug-22						Sep-22					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
6	7	8	9	10	11	12	8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
13	14	15	16	17	18	19	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
20	21	22	23	24	25	26	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31	1		
27	28	29	30	31	1	2	29	30	31	1	2	3	4	26	27	28	29	30	31	1	2	3	4	5	6	7	8		
1.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Oct-22						Nov-22						Dec-22						Jan-23						Feb-23					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23		
10	11	12	13	14	15	16	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
17	18	19	20	21	22	23	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6		
24	25	26	27	28	29	30	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13		
0.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Mar-23						Apr-23						May-23						Jun-23						Jul-23					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
6	7	8	9	10	11	12	10	11	12	13	14	15	16	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16	17	18	19	20	21	22			
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	24	25	26	27	28	29			
27	28	29	30	31	1	2	27	28	29	30	31	1	2	14	15	16	17	18	19	20	21	22	23	24	25	26			
1.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Aug-23						Sep-23						Oct-23						Nov-23						Dec-23					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17			
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24			
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31			
29	30	31	1	2	3	4	29	30	31	1	2	3	4	26	27	28	29	30	31	1	2	3	4	5	6	7			
0.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Jan-24						Feb-24						Mar-24						Apr-24						May-24					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
8	9	10	11	12	13	14	8	9	10	11	12	13	14	5	6	7	8	9	10	11	12	13	14	15	16	17			
15	16	17	18	19	20	21	15	16	17	18	19	20	21	12	13	14	15	16	17	18	19	20	21	22	23	24			
22	23	24	25	26	27	28	22	23	24	25	26	27	28	19	20	21	22	23	24	25	26	27	28	29	30	31			
29	30	31	1	2	3	4	29	30	31	1	2	3	4	26	27	28	29	30	31	1	2	3	4	5	6	7			
0.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Jun-24						Jul-24						Aug-24						Sep-24						Oct-24					
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
							1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
5	6	7	8	9	10	11	5	6	7	8	9	10	11	3	4	5	6	7	8	9	10	11	12	13	14	15			
12	13	14	15	16	17	18	12	13	14	15	16	17	18	10	11	12	13	14	15	16	17	18	19	20	21	22			
19	20	21	22	23	24	25	19	20	21	22	23	24	25	17	18	19	20	21	22	23	24	25	26	27	28	29			
26	27	28	29	30	31	1	26	27	28	29	30	31	1	23	24	25	26	27	28	29	30	31	1	2	3	4			
0.0							0.0							0.0										0.0					
SWD							SWD							SWD										SWD					
Labor Day						Veterans' Day						Thanksgiving Holiday						Winter Holidays						Labor Day					

10:24– 11:54	World Civilization	Math	World Civilization	Math	90
11:57 –12:32	Lunch	Lunch	Lunch	Lunch	35
12:35 – 1:55	PE	Elective	PE	Elective	90
2:00 – 3:30	Learning Lab	Learning Lab	Learning lab	Learning Lab	90
Total Instructional Minutes per Regular Day				388 (incl. passing time)	

Alternating Friday Schedules

	Friday	Instructional Minutes
8:00-9:00	advisory/Assembly	60
9:05-10:05	P.E	60
10:10-10:30	Nutrition	20
10:30-11:30	Math I	60
11:35-12:35	Social Studies	60
12:35-1:45	Long Lunch/Clubs	70
Total Instructional Minutes		250 (incl. passing time)

	Friday	Instructional Minutes
8:00-9:00	advisory/Assembly	60
9:05-10:05	English	60
10:10-10:30	Nutrition	20
10:30-11:30	Science	60
11:35-12:35	Elective	60
12:35-1:45	Long Lunch/Clubs	70
Total Instructional Minutes		250 (incl. passing time)

3. Instructional Days and Minutes

BPA will surpass the required 175 days of instruction for pupils, grades 6-8, and exceed the minimum 54,000 minutes of instruction. The table below shows the number of instructional days and minutes for a typical school year.

Grades	Number of Regular Days	Number of Instructional Minutes Per Day	Number of Early Release Days	Number of Instructional Minutes Per Minimum Days	Total Number of Instructional Days	Minutes Required Per State Law	Total Number of Instructed Minutes	Number of Instructional Minutes Above/Below State Required
6	147	388	38	250	185	54,000	66,536	12,536
7	147	388	38	250	185	54,000	66,536	12,536
8	147	388	38	250	185	54,000	66,536	12,536

STAFFING AND PROFESSIONAL DEVELOPMENT

1. Recruiting Qualified Teachers

BPA, led by the Executive Director (and then Principal starting in Y4), will recruit qualified teachers who are committed to BPA's core values and beliefs. BPA will publicize openings in career and education websites such as Edjoin, CA Charter Schools Association, and LA2050, establish partnerships with local universities such as USC, Loyola Marymount, Cal State LA,

Teach for America, and the National Alliance of Public Charter Schools, and ask for referrals from community members and other stakeholders.

The multi-step hiring process will include:

- Create Job Announcement
- Create marketing campaign using advertising and promotion with partners and teacher job hiring fairs at local colleges/universities
- Screen written resumes and cover letters
- Conduct phone screen interviews
- Strongest candidates will be selected for an initial in-person interview and, where possible, demonstration lesson. Following the demonstration lesson, the candidate will be provided feedback and may be asked to re-teach the lesson incorporating that feedback.
- A second interview with peer teachers and other stakeholders may be scheduled if needed.
- References will be checked.

Teacher candidates will be verified as properly credentialed with appropriate background clearance. SDAIE training and/or CLAD credentials will be strongly preferred to accommodate BPA's expected high-volume EL population. All teachers will be selected based on the teacher candidate's demonstrated ability to perform required job duties, and familiarity with the important components of the BPA program, such as development of the whole child and social-emotional support and strategies.

2. Ongoing Professional Development

Professional development (PD) will be a critical component of BPA school model and program to ensure a collaborative, comprehensive learning program. Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice.¹⁵⁵ Reflective practice will occur in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.¹⁵⁶

Our teachers BPA will benefit from extensive professional development opportunities. Specifically, they will engage in:

- **Summer Training:** All teachers will participate in at least eight days of summer professional development.¹⁵⁷ Following Y1, new teachers will receive additional summer training days for orientation.

¹⁵⁵ Levine, T.H. (2010). Tools for the study and design of collaborative teacher learning: The affordance of different conceptions of teacher community and activity. *Teacher Education Quarterly*, 37, 109-121.

¹⁵⁶ Lieberman, A. (April 1995). "Practices that Support Teacher Development: Transforming Conceptions of Teacher Learning." *Kappan* 76, 8: 591-596.

¹⁵⁷ Additional summer PD may be added, especially prior to school opening, for collaborative planning time and focused PD, if additional funds become available. Our budget is conservatively projected based solely on standard revenue streams without any supplemental discretionary grants or philanthropy, other than a \$50,000 start-up grant awarded by Great Public Schools Now for our initial pre-charter planning phase. We are optimistic that, like other new charter schools serving underserved students in a high-need community, we will have some success in raising additional funds to support our initial planning and launch. While not guaranteed, our consultant has a 100% track record with more than 100 grants funded from the Public Charter Schools Grant Program (PCSGP) administered by the

- Pupil-Free PD/Data Days: Four in-service days throughout the school year – scheduled directly after the NWEA benchmarks -- are held for teachers to intensively review student achievement benchmark results, collaborate across grade levels and subject areas, and receive additional professional development training as necessary.
- Weekly Professional Development: Each week students will be released early on Fridays to allow the faculty time to participate in two hours of professional development and collaborative time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.
- New teacher support meetings: Monthly support and development groups for all new first and second year teachers.
- Teacher buddy program: Once a semester release period for teachers to observe the teaching practices of their “buddy” teacher.

Summer Training at BPA:

- Mission, Vision, & Core Values
- Charter Petition Review
- Start Strong Conference (content-specific best practices, student engagement, data-driven instruction, classroom management, and cultural sensitivity)
- Trauma-Sensitive Education
- Understanding emotional needs of a child, looking for signs in a distressed child
- Family Engagement
- Performance Management (instructional coaching, beginning-of-year reflections, and goal setting)
- PLCs
- Technology/SIS Training
- NWEA MAP Assessments
- Student Support and Progress Team “SSPT” training/Multi-Tiered System of Support
- Special Ed. Training/Supporting Students with Disabilities
- Designated and Integrated ELD
- Advisory
- Way of Council
- Behavioral system, PBIS, Restorative Justice
- Health & Safety Policies including: Suicide Prevention, Bullying training/Cyberbullying, Mandated Reporter, Blood Born Pathogens Training, Sexual harassment, Discrimination, etc.

While our PD calendar for the school year will be based on specific teacher needs and data, the following is an example of topics that we anticipate will be covered throughout the year:

California Department of Education (CDE); if this program receives additional funding this summer we plan to apply for a grant when the competition is opened again. Additional funds raised will be used to support, among other things, more professional development days for our faculty in the summer.

September	Social Emotional/Positive Behavior Interventions and Support (PBIS) Way of Council
October	MTSS Continued Training Trauma-Informed Classrooms
November	UDL, Maslow, Differentiating Instruction PLCs
December	Depth of Knowledge Training Integrated ELD strategies
January	Accommodations for 504 students Reclassification of ELs/Meeting the Needs of LTELs
February	Bullying Videos and training Peer Conflict Resolution
March	Analyzing SBAC Interim Assessment Leveraging Online Learning Tools
April	Small group instruction LCAP goal setting
May	Summative Assessments
June	Re-evaluating all yearly assessments and NWEA final results

D. SCHOOL CULTURE

1. Planned Culture Values for the School

As detailed above, our core values are as follows:

Brave: within our close-knit, warm school environment, students will feel safe and supported as they take risks, make mistakes and learn from reflection as they seek new challenges.

Resilient: every student at Bridges will learn strategies to cope with disappointment, adapt to change and most importantly, believe in themselves in the face of problems they may encounter.

Inspired: caring teachers, counselors and school staff will work to help students discover what ignites their passion for learning by providing engaging and personalized learning experiences that are culturally responsive and relevant to students' lives.

Dedicated: students will have a sense of purpose in putting in the hard work required to achieve their goals.

Growing: students will understand and embrace a “growth mindset” that they can become smarter and learn more through hard work and perseverance.

Equitable: as they learn to communicate, collaborate and cooperate with diverse people, students will treat others fairly and justly.

Self-Confident: as students make progress towards their academic and personal goals at Bridges, they will develop confidence in their own abilities to realize success in their chosen endeavors.

We will establish a safe, warm, welcoming school culture through programs such as Way of Council and all of our trauma-sensitive practices. It is our belief that school culture must be intentionally developed and managed in order to optimize our mission and fulfill our educational purpose. Respecting and valuing students and student voice is key. BPA will be a welcoming community of learners, where everyone is part of something great and important. Research suggests that a strong, positive culture serves several beneficial functions such as supporting improvement efforts, building commitment and helping students and teachers identify with the school.¹⁵⁸ advisory and school assemblies will facilitate development of a sense of belonging in our warm school community.

2. Foster Culture for Students, Teachers, Administrators and Parents

As detailed above, cultivating and maintaining strong relationships will produce a positive school environment in individual classrooms and throughout the whole school. Administrators, counselors, Psychologist, teachers and support staff will build quality relationships with students and their families. When students feel liked and respected by their teachers, they succeed more in school, academically and behaviorally.¹⁵⁹ Building strong relationships will be a whole school priority, starting before the school even opens with home visits occurring immediately after enrollments start in the spring. advisory will facilitate close connections as students will be able to interact one-on-one with their teachers and share their goals, their struggles, interests, and activities. Students will be taught how to share, how to listen actively to others and how to disagree respectfully through Way of Council practices. These essential social and emotional skills are behaviors that must be taught. According to Erin Green, Director of National Services Operations at Boys Town, “Behavior should be treated like academics, and students should be taught the skills they need to execute desired behaviors.”¹⁶⁰ As a staff, a shared vision of consistent school rules and ways of defining and meeting student behavior will be in place. When students believe that the rules are fair and consistently enforced, it goes a long way toward building trust.¹⁶¹

As detailed above, parents also will be engaged as partners in their child(ren)’s schooling. BPA will strive to enhance relationships with parents/guardians through Home Visits, beginning of year orientation, Back to School Night, monthly parent education workshops, monthly “cafecitos” with

¹⁵⁸ Deal, T., & Peterson, K. (2009). *Shaping School Culture Pitfalls, Paradoxes, and Promises*. San Francisco, CA Jossey-Bass.

¹⁵⁹ <https://www.pbs.org/newshour/education/feeling-respected-transforms-student-school>

¹⁶⁰ <https://www.boystowntraining.org/assets/positiveschoolculture.pdf>

¹⁶¹ <https://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>

the principal, monthly newsletters, and inviting parents to attend assemblies that include student celebrations of learning. The Parent Liaison will engage parents in school life through parent education workshops, assisting parents in accessing the student information system, Infinite Campus (including providing access to computers on campus) so they can access information about their child(ren), and providing referrals as needed to community services (health, legal, food, housing, etc.). Each student's advisor will serve as the primary home-school point of contact, and will call student's parents/guardians as needed to discuss any issues, while also calling home to commend students for positive outcomes to help build strong relationships. As detailed in Element 4, parents will play a role in school governance through the School Site Council and ELAC. All stakeholders will be surveyed at least once annually to gauge their satisfaction with BPA.

3. Extracurricular Activities and Programming

BPA will seek After School Education & Safety (ASES) funding at the end of our first year of operations; additional grants and other resources will be sought for Y1 and supplemental program support. As detailed in the section on Electives, above, a variety of student clubs will be formed that will meet during Friday "long lunch" as well as after-school, led by faculty and staff supervisors.

E. STUDENT RECRUITMENT & ENROLLMENT

1. Recruiting Students Pre-Opening Including Strategies and Benchmarks

Per the California Education Code, please refer to Element 7 for detailed information about our outreach and recruitment strategies.

2. Planned Admission Process

Per the California Education Code, please refer to Element 8 for detailed information our admissions process, including compliance with all applicable laws and requirements.

3. Inclusive Outreach

As a charter school that is designed specifically for an underserved community in Compton that is predominantly low-income (94% FRL), academically low-achieving (64.6% below grade-level standards in ELA and 82.0% in Math on the 2019 CAASPP at the nearby comparison schools), above-average ratio of students with disabilities (13.8% at the comparison schools v. 11.7% statewide), and 24% EL's (compared to 18.6% statewide), our outreach is designed to reach these families.

Per the California Education Code, please refer to Element 7 for detailed information about our outreach and recruitment strategies.

4. Annual Target Enrollment Rate

Our budget is based on the assumption that any openings created by students who choose not to re-enroll the subsequent year (due to moving, preference for another school, etc.) will be back-filled from the lottery/wait list where possible. That said, we anticipate strong student/family satisfaction rates with re-enrollment rates annually $\geq 95\%$.

5. Ongoing Student Recruitment

Per the California Education Code, please refer to Element 7 for details about ongoing student outreach and recruitment.

F. STUDENT ENGAGEMENT & SATISFACTION

1. Goal for Student Attendance

BPA's goal for student attendance is an ADA rate $\geq 95\%$ for all students, including all numerically significant subgroups. The Office Manager will be responsible for collecting attendance data from teachers and bringing any issues – in the context of BPA policies – to the attention of the Parent Liaison, who will contact families when a student has an unexcused absence or tardy. The Parent Liaison will in turn discuss issues as needed (consistent with BPA policies) with the Principal (Y1-Y4, the Executive Director), who will monitor schoolwide and subgroup attendance and truancy data.

2. Chronic Absence and Low Attendance

Based on the highly personalized student-centered structure of BPA, we are confident we will meet our ambitious attendance goals. Our advisors will be the first line of relationship-building with students and their families, including addressing the importance of timely, regular attendance at school. By knowing well what is going on in students' lives outside of school, our advisors, will be able to help students navigate challenges before they have a significant and detrimental impact on their academics. When problems and even crises arise, our caring, supportive teachers, counselors and other staff will work to determine what obstacles are preventing a student from regular and timely attendance, and how the problem can be solved.

The Principal or his/her designee will monitor student attendance, in collaboration with the Parent Liaison, who will serve as the primary point of contact in calling home. When problems occur, the Principal will ask the student to identify the reason(s) for the absences, and may refer the student to the MTSS process for intervention and support to improve attendance.

The SSPT may create an attendance action plan that outlines interventions and consequences if attendance fails to improve. The team will then monitor the student's progress to see if attendance goals are being met or if further action is required. BPA will provide an individualized support system if absences or trancies continue.

G. COMMUNITY SCHOOL: ONGOING FAMILY INVOLVEMENT & SATISFACTION

1. School Partnerships

Please see “Outreach and Input from Parents/Guardians and Community Members” and Element 7 for a discussion of community partners that our Founder/Executive Director has been working with to date; formal partnership agreements have not yet been formed as the charter has not yet been authorized. Over the course of the next year prior to BPA’s opening, Mr. Lopez and other members of the founding team will formalize partnerships with businesses and services providers to meet the needs of BPA and the students/families we will serve.

2. Engaging Families in School Culture

See Section above, Foster Culture for Students, Teachers, Administrators and Parents.

H. SPECIAL POPULATIONS: IDENTIFICATION, REMEDIATION & ACCELERATION

While advisors will review student’s academic folders including their past grades, state test scores, etc., the NWEA MAP assessment will be used for every student upon entrance to BPA to assess learning strengths and weaknesses in ELA and Math; the Scholastic Reading Inventory will be administered to determine each student’s lexile level. If a student is identified as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented.

Special Education

BPA shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities in Education Improvement Act 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act (“ADA”) and any other civil rights law enforced by the U.S. Department of Education Office of Civil Rights (“OCR”).

BPA shall be its own local educational agency (“LEA”) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a). BPA intends to apply for membership in the El Dorado County Charter SELPA or another SELPA approved by the California State Board of Education.

In the event BPA seeks membership in a different state-approved SELPA, BPA shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

BPA may seek resources and services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. BPA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

BPA will be solely responsible for its compliance with the ADA. All school facilities shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 of the Rehabilitation Act

BPA will be solely responsible for its compliance with Section 504. BPA 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 of BPA. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is eligible for protections under Section 504.

A 504 team shall be assembled by the Principal or other designated site administrator and shall include the parent/guardian, teacher(s), the student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team shall review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education. This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other 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.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability 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 a free appropriate public education ("FAPE"). In developing the 504 plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by BPA's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, 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 site administrators shall ensure that teachers include 504 plans with lesson plans for short-term substitutes and that he/she reviews the 504 plan with a long-term substitute. A copy of the 504 plan shall be maintained in the student's cumulative file. Each student's 504 plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEA

BPA recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the SELPA to ensure that FAPE is provided to all students with exceptional needs. BPA shall follow SELPA policies and procedures, and shall utilize appropriate SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

BPA agrees to promptly respond to all SELPA inquiries, comply with reasonable SELPA directives, and allow the SELPA access to BPA students, staff, facilities, equipment, and records as required or imposed by law.

Notification and Coordination

BPA shall follow SELPA policies as they apply to all SELPA members for responding to implementation of special education services. BPA shall adopt and implement policies relating to special education issues and referrals.

1. Identification

Identification and Referral

BPA shall have the responsibility to identify, refer, and work cooperatively in locating BPA students who have or may have exceptional needs that qualify them to receive special education services. BPA shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A student shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

BPA shall follow SELPA child-find procedures, use the research-based MTSS model, and review already available data (e.g. teacher observations, grades, parent input, etc.) to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide FAPE to the student in question. Using these processes and data will help BPA avoid misidentification of students.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. BPA shall determine what assessments,

if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. BPA shall obtain parent/guardian consent to assess BPA students. Parents/guardians will be informed that special education and related services are provided at no cost to them.

Development and Implementation of IEP

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

BPA will be responsible for scheduling, coordinating, and facilitating the IEP meeting. IEP team membership will be in compliance with all applicable law, and will include all of the following members: the Principal and/or a designated BPA representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other BPA representatives who are knowledgeable about the regular education program at BPA and/or about the student. BPA shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, speech therapist, psychologist, resource specialist, and behavior specialist, and shall document the IEP meeting and provide of notice of parental rights.

Each student who has an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability, including eligibility, goals/objectives, program, services, placement, and exit, are to be made by the IEP team pursuant to the IEP process. IEPs will contain all of the information required by applicable law.

BPA shall be responsible for all school site implementation of the IEP. Students with IEPs will be served in the least restrictive environment. BPA shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for BPA's non-special education students.

IEP Review

BPA assumes responsibility for IEP review. The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs. Unless specified on the student's IEP, parents will be informed four times a year of students' progress toward meeting annual goals. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school.

Interim and Initial Placement of New Charter School Students

BPA shall comply with Education Code section 56325 with regard to students transferring into BPA within the academic school year. In accordance with Education Code section 56325(a)(1), for students who enroll in BPA from another school district within the State but outside of the SELPA with a current IEP within the same academic year, BPA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time BPA shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into BPA from a district operating programs under the same SELPA of BPA within the same academic year, BPA shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and BPA agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code section 56325(a)(3), for students transferring to BPA with an IEP from outside of California during the same academic year, BPA shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parents, until BPA conducts an assessment, if determined to be necessary by BPA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Procedural Safeguards

Parents/guardians of students with IEPs at BPA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

BPA will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. BPA will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Non-Public Placements/Non-Public Agencies

BPA shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to BPA and no student shall be denied admission nor counseled out of BPA due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

BPA shall develop policies for responding to and resolving parental concerns or complaints related to special education services. BPA's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents/guardians also have the right to file a complaint with the Office of Administrative Hearings or the California Department of

Education if they believe that the school has violated federal or state laws or regulations governing special education.

Due Process Hearings

BPA may initiate a due process hearing or request for mediation with respect to a student enrolled in BPA if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, BPA shall defend the case.

SELPA Representation

BPA understands that it shall represent itself at all SELPA meetings.

Funding

BPA understands that it shall be subject to the allocation plan of the SELPA.

2. Staffing and Professional Development

All special education services at BPA shall be delivered by individuals or agencies qualified to provide special education services as required by applicable law. BPA shall ensure that all special education staff members hired or contracted by BPA are qualified pursuant to SELPA policies and applicable law. BPA shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to BPA students, including, but not limited to, special education teachers, speech therapists, occupational therapists, behavioral therapists or aides, and school psychologists. The Principal will be the primary BPA representative tasked with assuring that students are appropriately identified and referred for special education services, and that all aspects of the IEP and any possible 504 plans are properly implemented.

As discussed in various places throughout Element 1, professional development at BPA will be ongoing and extensive. All appropriate faculty and staff will attend professional development necessary to ensure compliance with state and federal special education laws. BPA will provide staff with training on serving students with disabilities during the summer program and during the school year, and BPA will also seek other professional development opportunities facilitated by the District, County Office of Education, SELPA, and/or private companies or agencies. Teachers will also collaborate and share best practices in PLCs and during weekly professional development sessions.

3. SELPA Membership

As detailed at the beginning of this section, BPA shall be its own local educational agency (“LEA”) and shall apply directly for membership in a SELPA in conformity with Education Code section 47641(a). BPA intends to apply for membership in the El Dorado County Charter SELPA or another SELPA approved by the California State Board of Education.

In the event BPA seeks membership in a different state-approved SELPA, BPA shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

Response to Intervention // Multi-Tiered System of Support

Instead of RTI, BPA will adopt California's newer/preferred Multi-Tiered System of Support model.

1. Multi-Tiered System of Support ("MTSS")

Strategic collaboration and coordination among the Whole School team is an essential component of MTSS. MTSS aligns the entire school-wide initiatives, supports and resources and implements continuous improvement processes at all levels of the system (school-wide, classroom and individual students). Our MTSS program is intended to address the needs of all students, including English Learners (EL), students with disabilities (SWD), as well as vulnerable populations such as students in foster care, experiencing homelessness or socio-economically disadvantaged.

The Charter School will be able to identify low-achieving students and those who may need additional support through frequent benchmark assessment and review of individual student data. Students who are achieving below grade level are recognized through multiple measures such as NWEA MAPs, in-class assessments, online software (Achieve 3000, DuoLingo, etc.) and other assessment tools detailed in Element 2. Parents will play an important role as teachers establish close home-school connections through home visits and frequent communications.

The bell schedule at each grade level includes 90 minutes each Regular Day of Learning Lab time for intervention and support, including designated ELD instruction for EL students, so that teachers, counselors, advisors and instructional assistants can work with one small group of students or one-on-one while the other students work online, in pairs, or independently. During focused intervention time, teachers will re-teach material to small groups (based on real time data from online adaptive software and in-class assessments), provide explicit direct instruction, assign additional practice via online programs and text-based work, and try new strategies and approaches such as alternative curricular resources or new approaches to direct instruction. As needed, students may be referred to after-school tutoring for additional support with teachers and trained tutors.¹⁶² Parent workshops also will be offered to help parents learn strategies to support their children's learning at home.¹⁶³

Student Support and Progress Team (SSPT)

The SSPT will use a collaborative model to identify interventions for improved student performance in order to have early identification and provision of supports to students who are struggling academically, linguistically and/or behaviorally. The process will emphasize that early intervention for underachieving and struggling students is a function of our differentiated instructional program.

The SSPT may include, but is not limited to:

¹⁶² The Charter School will apply for state afterschool funding (ASES) in year 1; in the meantime, BPA will provide philanthropic support as needed to support a comprehensive after-school program. (See Budget/Financials.)

¹⁶³ It should be noted that while online learning is a part of students' experience at school, homework typically will not require a computer or wifi connection. Teachers will ensure students without wifi or computer access at home have access to what they need on campus, either after-school or, as needed, during the school day.

- ❖ Principal (Executive Dir. Until Y4) (required)
- ❖ Student's advisor (required)
- ❖ Parent/Guardian (required)
- ❖ Student
- ❖ counselor for student's grade level
- ❖ Teacher(s)
- ❖ EL Coordinator¹⁶⁴
- ❖ school psychologist (starting Y2)

The Executive Director/Principal (both, when both positions are filled) will engage in regular school-wide data analysis reflections, including reviewing the SSPT caseload by whole school, grade level and student subgroups.

SSPT Referral Process

Any teacher or parent can request an SSPT review of a student's needs for additional support and intervention. The Principal or his/her designee is responsive for scheduling an SSPT meeting when required participants are available and sends formal notification.

SSPT Meeting

The Principal or his/her designee will prepare all materials for the SSPT meeting: sign-in sheet, meeting agenda, meeting minutes, referring documents and evidence. The Principal is the lead facilitator of the meeting, and will ensure all members participate. The Principal or his/her designee also prepares documentation of the plan the SSPT has devised and schedules the follow-up meeting (4-6 weeks after the initial meeting). All meeting participants that were assigned roles will gather evidence and provide feedback around the interventions and supports listed in the SSPT meeting.

At the follow-up SSPT meeting, the participants review progress and determine next steps.

- If there is progress: the SSPT will celebrate success with parents/guardians (and the student, if present) and determine which interventions/support will be continued and the need for any additional follow-up, or whether the SSPT process can be concluded;
- If there is a lack of progress or need for additional follow-up: the SSPT will prepare a plan to continue and/or revise interventions and, as needed, seek expertise from additional personnel, including other leaders or other experts. As needed, the SSPT and parent/guardians will discuss BPA's student retention policy if the student is at-risk of retention.

The Principal or his/her designee will update student records with SSPT documentation and schedule another 4-6 week follow-up meeting, if additional action steps are taking place.

¹⁶⁴ The EL Coordinator will be the Principal or a qualified teacher-designee with a stipend.

2. Specific Interventions to Close Achievement Gaps

Our entire educational program is designed to increase student achievement and close historic achievement gaps. In the MTSS model, Tier 1 includes universal support for ALL students, Tier 2 includes targeted and interventions for those students who need extra support (based on data), and Tier 3 includes more intensive intervention and support for students who do not demonstrate success with Tier 2 strategies.

The SSPT will use a systematic, whole child approach to ensure student's needs are addressed through problem-solving, data-driven decision making, targeted interventions, and ongoing progress monitoring. Seeking to support students in acquiring linguistic, academic, behavioral, and social competencies, and to assist schools in enhancing collaborative and supportive cultures for all stakeholders, the PLP will emphasize early intervention for underachieving students. The SSPT system and practices, including instruction and Positive Behavior Intervention Supports (PBIS), are aligned by MTSS, a school-wide system of initiatives, supports, resources, and continuous improvement processes that include three tiers of strategies and research-based interventions.

MTSS Tiers

Tier 1

In Tier 1, academic, linguistic, behavioral, and social emotional learning interventions, including PBIS, will provide a school-wide foundation for all students. Students will receive whole child, differentiated instruction and supplementary resources that aide high-quality core instruction, ongoing assessments and/or universal screenings. Through a Universal Design for Learning (UDL) approach, teachers will differentiate instruction through presentation, process, and/or product. To maximize student growth, teachers will add complexity to curriculum, scaffold lessons, pre-assess students to form small flexible groups, employ questioning strategies, and allow for independent study, preview, review, and more. School staff will use predictable routines and clear, positively stated behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year and using data-driven decision making, the SSPT will monitor both the effectiveness of Tier 1 instruction and PBIS, and students' response to Tier 1 instruction. Tier 1 includes social emotional functioning supports. When any two to three subsequent assessment measures indicate a student needs more instruction, intervention, SEL support to be successful, Tier 2 services will be provided. Tier 2 supports will be provided at the point the student indicates a struggle, and does not need to wait to adjust the student's individual program.

Tier 2

Tier 2 supports will be administered in addition to continued Tier 1 supports within the classroom, and include added time for intervention, smaller group, and one-on-one support for a more targeted, intensive level of support. Tier 2 will employ an evidence-based instructional program qualitatively different than the instructional program in Tier 1. Using data and evidence-based decisions, the SSPT will monitor the effectiveness of, and student response to, Tier 2 instruction. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 3 services will be provided. A student will receive no more than two cycles of Tier 2 supports before triggering a new SSPT meeting with the entire team to determine a better course of action. This is to ensure a student does not lose time in a form of instruction that clearly does not serve them well personally.

Tier 3

Tier 3 requires daily intervention, and will be provided in addition to Tier 1 and 2 supports. Tier 3 is comprised of highly targeted and intensive interventions for a very small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student. Tier 3 interventions also occur inside the classroom during the school day and may include afterschool instruction to support closing of the learning gap if the team determines a longer school day is needed. Tier 3 students will have more frequent check-ins for progress looking for both leading and lagging indicators of student improvement, and to make important timely course corrections.

Tier 1: Universal supports for ALL

- Requires high quality, culturally and linguistically responsive core instruction
- Ongoing assessments
- Incorporates intervention for academic, linguistic, behavioral and social emotional learning as a school-wide foundation for all students (online learning such as Achieve 3000, iReady, Duolingo, Moby Max, etc.)
- Includes PBIS and social/emotional curriculum that provide a learning environment that focuses on the whole child
- Differentiation based upon ongoing daily, weekly and monthly formative and summative assessment data and students' varying levels of readiness, interest, background knowledge, language, learning preferences, and the use of responsive pedagogy in addition to the multiple learning styles (re-teach, explicit direct instruction, use of manipulatives and visual cues, etc.)
- Validation and affirmation of students' cultures and home language

SSPT and Tier 1:

- SSPT will monitor effectiveness of Tier 1 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 1 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 2 supports are provided

Tier 2: Targeted and Intensive Levels of Support for SOME

- In addition to Tier 1 supports
- Requires a qualitatively different evidence-based instructional program, approach or strategy
- Additional time for intervention (including MTSS/Counseling block and after-school tutoring/homework assistance)
- Smaller group size for instruction

SSPT and Tier 2:

- SSPT will monitor effectiveness of Tier 2 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions

- SSPT will monitor and evaluate students' response to effective Tier 2 instruction throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then Tier 3 supports are provided

Tier 3: Highly Targeted and Intensive Levels of Support for FEW

- Require daily interventions in addition to Tier 1 and Tier 2 supports (push-in and pull-out support with counselors, more time with instructional assistants to help students develop study skills and appropriate behaviors, after-school one-on-one tutoring and Saturday sessions)
- Require a higher level of strategic collaboration and coordination among the team (general and specialized) providing services to each student

SSPT and Tier 3

- SSPT will monitor effectiveness of Tier 3 supports (academic, language, and behavior) through a data-driven process that guides and informs decisions
- SSPT will monitor and evaluate students' response to effective Tier 3 supports throughout the year
- When assessment measures indicate that a student needs more instruction and intervention to access the core curriculum, then additional services may be considered.

Gifted/Talented Students & Academically Advanced Students

1. How the School will Identify Gifted/Talented/Academically Advanced Students

BPA will not offer a GATE program. As a highly personalized, student-centered program, all students' needs will be met, including students in need of additional challenge. Students will be given opportunities to accelerate learning, go deeper in exploring content through project-based learning and research, and pushed to challenge themselves in areas of personal interest.

2. Research-based Instructional Programs and Strategies

BPA's model of instruction and focus on student engagement includes differentiation, student choice and autonomy, all key factors in serving gifted and high-achieving students. The curriculum and choices will provide ample opportunities for high-level thinking and problem solving, with real-life application and a deep sense of relevance that serves gifted learners. The following will benefit our gifted and high-achieving students:

- All students will have access to a Chromebook or similar device and can access online libraries, supplemental programs, Kahn Academy, and other a variety of adaptive learning programs and apps
- Way of Council leadership opportunities
- Individual and small group projects developed to challenge the academically high-achieving students and extend learning beyond the classroom.

- Guiding students to develop their own learning goals and objectives.

I. SPECIAL POPULATIONS: ENGLISH LEARNERS

1. Philosophy and Approach to Language Instruction

The Charter School will comply with all federal, state, and judicial mandates for English Learners, including equal access to the curriculum for ELs, and all requirements for Long-Term English Learners (LTELs) or English Learners at risk of becoming LTELs. Given the demographics of nearby CUSD middle schools, with a 25.8% EL student population in the 2019-20 school year, BPA expects that a significant number of Charter School students will be classified as English Learners. We are dedicated to providing these students with an exceptional education and transitioning them into English proficiency through a rigorous integrated and designated English language development program. We are committed to implementing individualized supports and reclassification goals to account for greater diversity in these students' proficiency gaps. The following sections detail our ELD program extensively.

2. Accessibility of Content-Area Curriculum and Instruction for English Learners (ELs)

The Charter School will provide a comprehensive designated and integrated ELD instructional program to meet the grade-appropriate academic goals and language learning needs of every enrolled English Learner, whether they are newcomers, LTELs, Students with Interrupted Formal Education (SIFE) or on their way to reclassification. Teachers at the Charter School will use the ELA/ELD standards set forth by the California Department of Education to assist in supporting and assessing the progress of ELs. Students of limited English proficiency will receive the same academic content as those students who speak only English, and all instruction will be in English. However, there may be times when primary language support will be provided to students.

BPA's instructional program for ELs will be planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students will begin ELA instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development during the daily Learning Lab block (on Regular Days). During these focused designated ELD sessions students will be grouped homogeneously according to their ELD level, including across grade levels.

Designated ELD will be implemented during Learning Lab time:

- Designated ELD at least three days per week for 45 minutes per session during Lab Block.
- Students also may receive one-on-one ELD support during Learning Lab, before or after school.
- Teachers will use an ELD curriculum aligned to the California English Language Development Standards, including *Inside Language* by Hampton Brown, as well as Achieve 3000, Duolingo and similar online programs.
- Small group instruction, workshops, pre-teach, and reteach time.

During integrated instructional time, teachers will employ a variety of strategies to help EL students develop proficiency. ELs will have daily access to the core curriculum and be taught in an English language program (mainstream) with support from the teacher, instructional assistants and/or EL Coordinator (Principal/Executive Director in initial years) as needed. This support may be in the form of in-class help, which will help ELs access the core curriculum, and/or small group instruction developed to meet the specific language needs of ELs. Instructional techniques, assessments, materials and approaches will be focused on communicative competence and academic achievement covering listening, speaking, reading and writing skills (aligned with ELD Standards and CCSS) in all areas of the curriculum. ELs will receive EL and core content instruction appropriate for their English proficiency and grade levels.

The Charter School will employ CLAD and BCLAD-certified teachers to serve ELs, with instructional assistants and after-school tutors providing additional support. Our goal is to ensure quality services that enable ELs to attain English proficiency and to have full access to the range of educational opportunities afforded all students. Faculty will receive intensive professional development and coaching in working with ELs to meet the CA ELD Standards.

Teachers will employ the following specific strategies in their classrooms: (notably, these strategies are beneficial for all students, not just English Learners):

*Six Key Strategies for Teachers of English Learners*¹⁶⁵

- 1) Vocabulary and Language Development
 - i) Teachers introduce new concepts by discussing vocabulary words key to that concept.
 - ii) Teachers build on student's background knowledge.
 - iii) Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).
- 2) Guided Interaction (collaborative learning)
 - i) Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
 - ii) Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
 - iii) Teachers group students flexibly, at times working in heterogeneous groups and at times not.
- 3) Metacognition and Authentic Assessment
 - i) Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - ii) Teachers use a variety of activities to check for student understanding, acknowledging

¹⁶⁵ Adapted from Alliance for Excellent Education. (December 2005). Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).

- that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- iii) Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction
 - i) Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
 - 5) Meaning-Based Context and Universal Themes
 - i) Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - ii) Teachers create classroom environments that provide authentic opportunities for use of academic language.
 - iii) Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
 - 6) Modeling, Graphic Organizers, and Visuals
 - i) Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Sheltered Instruction / Specially Designed Academic Instruction in English (“SDAIE”)

Sheltered instruction is also grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Our teachers will engage in the following practices to support universal access of subject matter content for all students:¹⁶⁶

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students’ background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

¹⁶⁶ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction for a sixth grade social science unit on Ancient Greece might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for “Into”:

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for “Through”:

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on Ancient Greece. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between Ancient Greece and the Ancient Egyptian culture previously studied

Flowcharts – Students sequence important events in the development of the Greek culture.

Cause and Effect Chart – Students chart the ways in which geographical features of Ancient Greece shaped Greek culture and economy.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the

first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit (e.g. The Odyssey) that they feel exemplify important aspects of Greek culture. They create a chart listing the quote and the Greek culture they feel the quote illustrates.

Additional proven methodologies to help EL students develop English proficiency will be employed throughout the instructional program, including increased time in the bell schedule for reading and math through our extended day program (detailed sample bell schedules are included above). Examples of instructional strategies include:

- Cooperative learning
- Thematic teaching
- Scaffolding instruction
- Think/pair/share
- Kinesthetic activities
- Graphic organizers
- Pre-teaching vocabulary
- Labeling items in classrooms and school in different languages
- Manipulatives
- Jigsaw
- Storytelling
- Using culturally relevant materials
- Repetition
- Modeling.

3. Professional Development and Collaboration

Please see section on Professional Development above, detailing our extensive PD program, which will include focused PD and coaching for teacher regarding integrated and designated ELD strategies, EL reclassification, strategies for LTELs, newcomer strategies and more.

4. Instructional Schedule Meets the Needs of Diverse Language Learners

As noted above, ample time is built into the schedule for EL needs, with 90-minute Learning Labs four days per week for designated ELD (45 minute classes, grouped by ELD level) and focused tutoring.

5. Assessment and Placement

BPA will properly identify, assess, and report on students who have a primary language other than English following the guidelines established under federal law 5 CCR 11306.

Identification of English Learners

In order to identify ELs in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at BPA. Students whose primary language is not English will be assessed using the English Language Proficiency Assessments for California (“ELPAC”). Initial Assessment (“IA”) if he or she has not previously been identified as an EL by a California public school, or if there is no record of prior ELPAC test results on CALPAD. The ELPAC assessment will take place within 30 days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

Assessments

Once a student is identified as an EL, he or she will be assessed annually using the ELPAC Summative Assessment (“SA”). The English language proficiency of all currently enrolled ELs will be assessed in accordance with the test contractor’s directions and Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations identified in the student’s IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The Charter School will notify parents of the Charter School’s responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic

support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.

- 2 English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- 1 English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents will be notified via mail of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. In addition to the ELPAC assessment, ELs at BPA will be assessed using the NWEA Measures of Academic Progress (“NWEA MAP”) Test in Reading in the fall, winter and spring. Through the NWEA MAP tests, the Charter School will be able to monitor the progress of ELs throughout the school year, and adjust program placement and academic support as necessary. ELs who also have an individualized education program (IEP) or Section 504 Plan will be assessed with ELPAC and MAP, unless an alternate assessment is specified in the IEP or Section 504 Plan. All required accommodations and modifications to assessments will be provided, as specified in the student’s IEP or Section 504 Plan.

Charter School will use annual ELPAC, NWEA MAP and other standardized test data (e.g., CAASPP), teacher observations, and optional parent input to identify ELs, determine their ELD levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for students already identified as EL will be administered within the Annual Assessment window.

Reclassification

The goal of the Charter School’s English Learner program is to have all EL students progress from English Learner to Reclassified Fluent English Proficient (“RFEP”).

EL student classification will use the 2012 California English Language Development Standards’ three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) included above.¹⁶⁷ The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge:

¹⁶⁷ (<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.¹⁶⁸

A student is considered to be eligible for reclassification once the following criteria are met:

1. Demonstrate academic English proficiency on the ELPAC, or an alternate assessment as required by the student’s IEP or Section 504 Plan. The Charter School will follow the recommendation from the State Board of Education to determine proficiency levels.
2. Demonstrate ELA proficiency on one of the following assessments:
 - a. CAASPP ELA - a score of 3-4 for general education students, or a score of 2-4 for Special Education students
 - b. NWEA MAP Reading assessment - a score in the 50th percentile or above
3. Teacher Recommendation:
 - a. A passing final grade of “C” or better in the most recent semester.
4. Parent Recommendation
 - a. The final criterion is approval by the parent or guardian to exit from the English Learner program, after the student has met the first 3 criteria.

The EL Coordinator will monitor classroom instruction, update ELD levels in the Student Information System (Infinite Campus), review EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, review ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and check readiness for promotion, reclassification or need for intervention. The School Leaders will share the progress and performance of ELs with the teachers and work with them to make the final decision regarding progression to the next ELD Proficiency Level.

Process for Monitoring Progress of ELs and reclassified (RFEP) students

The Charter School will closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. As required by ESSA, RFEP students will be monitored for four years following reclassification. The School Leaders and classroom

¹⁶⁸ (<http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>)

teachers will work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward.

Parents will receive annual written notification within thirty days of receipt of test results from BPA. This same written notification will take place for initial assessments. In the notification letter, parents will receive overall assessment scores for ELPAC, a copy of their student's score report, the latest assurances related to language programs in California, notification of their child's LTEL or LTEL risk status, and an invitation to a reclassification meeting as appropriate.

Periodic Assessment of EL Program

BPA will rely on continuous data-driven instruction to inform strategies for all student groups, grade levels, and academic disciplines. In assessing the English Learner instructional program each year, the School Leaders will consider and evaluate a number of factors, including:

- Reclassification rate
- Percentage of students scoring proficient or advanced on ELPAC
- EL and RFEP performance in core subjects relative to their English Only peers
- Fidelity of ELD curriculum implementation
- Input from teachers, the Student Support and Progress Team, and the EL Coordinator
- Parent input, including from the English Learner advisory Council

BPA Board and School Leaders will annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. If 21 or more English Learners are enrolled, the Charter School will establish an English Learner advisory Committee ("ELAC") comprised of parents of English Learners, who will meet quarterly with the Principal (or his/her designee) during the school year to review the EL program and outcomes. In response to the results achieved on these assessments and feedback, the Charter School will identify program areas of needed improvement. These areas will be addressed through professional development both whole school and by grade-level, and through one to one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs will be identified through the analysis of these assessments and are addressed through targeted intervention.

Monitoring Progress and Effectiveness of Supports for LTELs

Under California law, LTELs are defined as those students who are enrolled in grades 6 to 12, have been enrolled in schools in the United States for more than six years, and have remained at the same English language proficiency level for two or more consecutive years as determined by the state's annual English language development test. (Cal. Ed. Code 313.1(a)(1).)

As noted earlier in Element 1, CUSD has a high LTEL rate, and we anticipate that as many as 25-30% of our *total* school enrollment of incoming 6th graders will be LTELs. As with all other aspects of our program, we believe our student-centered approach will benefit these "hard to serve" students. Based on research such as Dr. Laurie Olsen's *Reparable Harm*, our classrooms will emphasize oral language as the foundation for literacy, ensuring that *students*, not teachers, are

doing most of the talking in our classrooms.¹⁶⁹ Rather than “watering down” content, our LTELs will be provided an accelerated, rigorous approach that gets them on track to proficiency.

Designated ELD time will include monitoring LTELs’ progress by tracking their reading levels and page-read goals in iReady, Achieve 3000 or Accelerated Reader. The EL Coordinator will review LTEL progress at least once each quarter, analyzing both the effectiveness of supports provided and each student's readiness to reclassify.

BPA will prioritize resources (e.g., curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

6. Student Services and Support

Like all students, newcomer EL students and their families will be supported through BPA’s personalized approach. Initial assessments will help identify student and family needs, including the home visit. Our Founder/Executive Director is fluent in Spanish, the primary native language of non-English speakers in the community, and we anticipate that many of our teachers and staff will also be bilingual. All home-school communications will be available in both English and Spanish. The Parent Liaison will work to integrate parents/guardians into school life and ensure they have access to online information about their child(ren) through our online SIS, including access via computers on campus and training in using them. The Parent Liaison also will be responsible for ensuring families have referrals to community services they may need such as medical, legal, counseling, food, housing, or other supports.

Like all other students, newcomer EL students will benefit from a highly personalized educational program with differentiated instruction and scaffolded supports. Our engaging, hands-on learning program with cooperative, active learning experiences will benefit newcomer ELs as they learn interactively with their peers, immersed in language. As discussed above, we will employ both integrated and designated ELD strategies with one-on-one support as needed to ensure each EL is reclassified as rapidly as possible.

¹⁶⁹ Dr. Laurie Olsen, *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*(Long Beach, CA: Californians Together, 2010).

ELEMENTS 2: MEASURABLE PUPIL OUTCOMES & ELEMENT 3: METHOD TO MEASURE PROGRESS

[ELEMENT 2:]¹⁷⁰ *“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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code, § 47605(c)(5)(B).)*

Charter School will set pupil outcomes related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, including those identified in Education Code section 52052(a). The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

On or before July 1 of each year, Charter School shall update the goals and annual actions to achieve those goals identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of the specific actions described in the charter toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments.

[ELEMENT 3:] *“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.” (Ed. Code, § 47605(c)(5)(C).)*

Charter School shall meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools. (Ed. Code, § 47605(d)(1).)

Charter School will comply with state requirements for participation in and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data

¹⁷⁰ The newly issued CUSD District Required Language (July 2020) includes separate language for Element 2 and Element 3, yet the CUSD petition instructions combine Elements 2 and 3. We have left these Elements combined and put both Elements’ District Required Language at the start, here, indicating the different Elements.

System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as to Charter School. Test results for the prior year, if not provided directly to the District by the State, will be provided by Charter School to the District no later than September 1 of each year.

Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

BPA will meet all statewide content and performance standards and targets. Ed. Code §§ 47605(d)(1), 60605. BPA will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, and will continue to as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURABLE PUPIL OUTCOMES: STATE PRIORITIES UNDER LCFF

As instructed, please see a detailed State Priorities Under LCFF table in Appendix H.

FORMATIVE ASSESSMENTS

BPA will implement a comprehensive assessment system to measure progress toward our vision for student success, which includes tracking student mastery of grade-level standards and requisite skills in each subject area. As detailed in Element 1, teachers will utilize a variety of differentiated instructional strategies to help individual students master content, and provide students with a variety of assessment tools to help them demonstrate their learning. We believe strongly that teaching to deep understanding and mastery is complex and that teachers cannot approach this task formulaically or with a “one size fits all” approach. The following chart illustrates the types of assessments that will be administered by subject, grade level, and frequency. BPA affirms that its methods for measuring pupil outcomes for the eight State Priorities shall be consistent with the way information is reported on a school accountability report card in accordance with Education Code Section 47605(c)(5)(C).

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Publisher-designed and internally-created tests and quizzes	Measure standards mastery in each subject and progress against ILP and IEP goals (as applicable)	6-8	Daily brief checks for understanding, weekly, and end-of-unit.
Writing and performance- or project-based rubrics	Assess mastery of grade-level standards	6-8	Daily, weekly and culminating end-of-unit.

Student portfolio review rubrics	Assess student growth over time, critical thinking, and deeper learning.	6-8	End of each semester
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8	Once a year
California Science Test (CAST)	State Assessment in Science	8 th	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	6-8	Once a year
CAASPP Interim Assessment Blocks (IABs)	Determine standards mastery in ELA and Math in preparation for CAASPP	6-8	The Interim Blocks are used 4 times per year at end of instructional units.
NWEA MAPs	Nationally normed ELA and Math Assessment to measure growth and proficiency	6-8	Beginning, middle and end of year
Scholastic Reading Inventory	Reading assessment to determine student's initial lexile level for reading.	6-8	Each fall.
ELPAC	Measure English language acquisition	6-8	Upon enrollment (initial assessment); once annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	7	Once a year

DATA ANALYSIS AND REPORTING

BPA will incorporate the use of the Infinite Campus online data management/student information system (SIS) to track and report student assessment data. The system will allow our teachers and school leaders to analyze data trends across subgroups, grade levels, classes and more in order to make revisions to the program, provide necessary interventions and focus teacher professional development and coaching. Infinite Campus will give teachers real-time access to data that will help them effectively meet the needs of all students. The database also will make it possible for BPA to track student demographic information, grades, attendance, behavioral data, counseling data, ELD information and more. Teacher data will be included in the system and provide a means by which school leaders can track teacher impact on student outcomes and provide professional development and coaching in areas of need.

BPA's school leaders and teachers will continuously analyze data both to assess individual student growth and progress over time and students' specific needs for differentiation (including re-teach, additional practice, tutoring, differentiated strategies, etc.), as well as to determine trends, significant changes, and anomalies. School leaders (initially the Executive Director; joined in Y4 by the Principal) will review whole school, grade level, subgroup, and classroom/teacher data. This will include state test data, NWEA MAP data, as well as ongoing in-class performance data. Following each administration of NWEA MAPs (and in the fall, the SRI test to determine students' lexile levels for reading), we will have pupil-free data days for all of the teachers to collaboratively review the data and collaboratively plan interventions, supports and curriculum for specific students.

School leaders will analyze assessment data at least monthly to determine PD and coaching needs for faculty. During summer PD, teachers will learn how to use Infinite Campus as well as a variety of online curricula/assessment tools that will offer real-time, standards-aligned information that helps drive instruction. Faculty will be trained during summer PD and early release days throughout the school year to review student achievement data, interpret standardized test data and interim benchmark data, and engage in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to meet their students' individual needs.

Advisors will be responsible for monitoring data from all classes for their advisees on a biweekly basis, with biweekly one-on-one check-ins with each student to review the data and ILP goals. Advisors will help students problem-solve when issues arise, determine if additional supports might be needed, understand why issues are occurring and more, referring students to the MTSS process as needed. As discussed in Element 1, advisors will collaborate in grade level PLCs as they loop with their students over three years, along with the grade level's assigned counselor, ensuring each student has an engaged "advocate" on campus who knows him/her well, is actively tracking his/her data and progress, is communicating with his/her teachers and collaborating with them to discuss the most effective strategies for that student, and more. Each teacher also will be responsible for monitoring the students in their classes and ongoing performance, noting any changes in student performance (i.e., a sudden drop in performance), and continuously differentiating instruction to meet student needs. As discussed in Element 1, teachers will receive continuous PD and coaching during summer PD and weekly Friday "early release" sessions in using data to drive instruction through our trauma-sensitive practices.

Data analysis will also include attendance, behavioral issues, referrals to the MTSS process and efficacy of that process (% who "complete" MTSS at the first 4-6 follow-up, % who are referred to the next Tier of intervention, etc.), data about individual and group counseling services and more. School leaders and staff will use this data analysis to address challenges and areas of improvement.

We will regularly report on and distribute information about the Charter School's progress to all stakeholders including summary data showing student progress toward the school's goals and outcomes, including dissemination of the School Accountability Report Card (SARC). Annual stakeholder survey results will be disseminated to the entire school community as well. Access to information and transparency will be key for all stakeholders. Parents/guardians will have real-time access to their child's grades, attendance and other metrics via the Infinite Campus system. Computers will be available on campus, along with training with the Parent Liaison, for parents

who do not have computer access at home.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Throughout the year, students will compile **portfolios** of their work that they believe is representative of their accomplishments and progress. Their teachers will guide them in selecting representative samples, and in presenting this work -- such as reciting poems or short works they have written; presenting research projects they have done with their peers which may include dramatizations, visual art or other media -- at times to their classes, and even to the entire school during assemblies. Parents will be invited to assemblies that include “celebrations of learning” to see their child(ren) celebrated. The portfolio work will product represent a sample of students’ accomplishments, academic progress, interests, and reflections over the semester. Teachers will guide students in rubrics for portfolio assessments at the of each semester: in addition to content, portfolio assessments will allow for the assessment of more complex learning skills such as critical thinking, problem solving, communication, and agency, in alignment with the rubric for that course. Portfolio review will also allow a teacher to understand the student’s growth over time versus their performance on a given day. BPA will use an online student portfolio for organizing and archiving student achievements from each grade; this will allow students to reflect on their own growth over time as they see how far they have come from early 6th grade to the end of 8th grade.

Student-led parent/teacher/student conferences will take place twice a year at the end of each semester, and portfolios will be the basis for discussion in each student’s conference. Before each conference, advisors will guide students in compiling a selective portfolio from each of their classes that will compile their work for the semester, reflect on their learning successes, challenges, and goals, create new goals moving forward, and prepare to lead their family member(s) and teacher through that work. Class instruction will allow preparation time for student-led conferences, so students are ready for the conference and derive meaningful learning from the experience.

As detailed in the section in Element 1 on Involved Parents/Guardians, all members of our school staff will work intently to ensure that BPA is welcoming and provides encouragement to all parents/guardians to engage in and support their child(ren)’s progress and learning. At student-led conferences, parent/guardians will meet with the advisor and student and the student will lead a review of his/her progress using a proscribed format. The student will review a self-reflection of their own learning and achievement of goals detailed in their ILP over the semester, sharing and discussing test scores, samples of projects and schoolwork and demonstrating areas in which they have achieved success. They also will discuss areas they have identified in their ILP for improvement and their new goals going forward. At these meetings, home and school strategies will be discussed so that the student has the best chance of continuously improving his/her performance.

Report Cards

Twice annual student report cards summarize student performance, progress, and assessment at the end of each semester. BPA report cards are designed to give meaningful feedback to students and capture their progress regularly. They capture content-specific mastery, as well as skills and dispositions aligned to the BPA mission and vision.

Report cards contain numerical scores (1 to 4) based on key measurable outcomes:

Indicates student *progress* towards achievement of grade-level California content standards thus far in the school year.

4 = Exceeds grade-level standards

3 = Meets grade-level standards

2 = Progressing toward meeting grade-level standards

1 = Minimal progress toward grade-level standards

N/A = Not assessed in current reporting period*

✓ = Assessed during reporting period

They also contain narrative sections where teachers detail examples of a student's level of development and mastery based on observations, student-work, portfolio submissions, project rubrics, and/or various classroom-based and school-wide assessments. Report cards act as a teacher's commentary on a student's holistic accomplishments, performance, and growth areas for a given semester, and students have an opportunity to comment and reflect on them during their student-led conference.

BPA will meet with families during orientation each year to share the school's assessment philosophy and to show families how to access information independently. Families will have access to standardized testing data and ongoing formative assessment and portfolio assessment results through the SIS. Additionally, they will receive formal updates regarding SARC data and be consulted regarding the development of the annual LCAP update, as required by Education Code Section 47606.5. Families will also have regular and meaningful contact with their child's teacher through phone calls, emails, and by receiving materials their children.

Honors/AP/Dual enrollment courses will be weighted an extra grade point.

Retention

Despite various interventions and extra supports, if scholars are still far below grade level, another possible intervention is retention. Parents will be an integral part of the decision making process for retaining their child through the Student Success Team meetings and in written reports of scholar progress and the possibility of retention by the end of March). Although parents will be informed throughout the process, the final decision for retention rests with the administration.

ELEMENT 4: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code, § 47605 (c)(5)(D).)

General Provisions

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School and for claims arising from the performance of acts, errors, or omissions by Charter School. (Ed. Code, 47604(d).)

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide OCS with a copy of the amended bylaws within 30 days of adoption.

All meetings of Charter School’s governing board shall be called, held, and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the OCS copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the OCS copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School shall comply with the Political Reform Act of 1974 (Gov. Code, § 81000 et seq.).

Charter School shall comply with Government Code section 1090 et seq.

Charter School and its employees and representatives, including, but not limited to, members of Charter School's governing board, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards and District policy regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length, or in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision not Revoke, Notice of Non-Renewal, or equivalent notice, by the District's Board of Trustees.

Conflicts of Interest

Members of Charter School's Governing Board, any administrators, managers or employees, and any other committees of Charter School shall at all times comply with federal and state laws, nonprofit integrity standards and the District's Charter School policies and regulations and applicable State and federal law regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Notification of the District

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing the investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws, including FERPA. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California

Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at Charter School and of the District. Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well.

Responding to Inquiries

Charter School, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding its financial records, from the District and shall consult with the District regarding any such inquiries. Charter School acknowledges that it, including but not limited to its nonprofit corporation, is subject to audit by the District and that if the District seeks an audit of Charter School it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Charter School by law or charter provisions.

If an allegation or other evidence of waste, fraud, abuse or other material violation of law related to Charter School's operations, or breach of the charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

Charter School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from the District and other authorized reporting agencies.

Parental Involvement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of the child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because the student's parent cannot, has not, or will not provide volunteer service to Charter School.

Charter School understands that it may encourage parental involvement and it identifies suggested means of parental involvement in this charter. However, Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, Charter School. (Ed. Code, § 47605(n).)

Federal Program Compliance

To the extent that Charter School is a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

Charter School also understands that as part of its oversight of the school, the OCS may conduct program review of federal and state compliance issues.

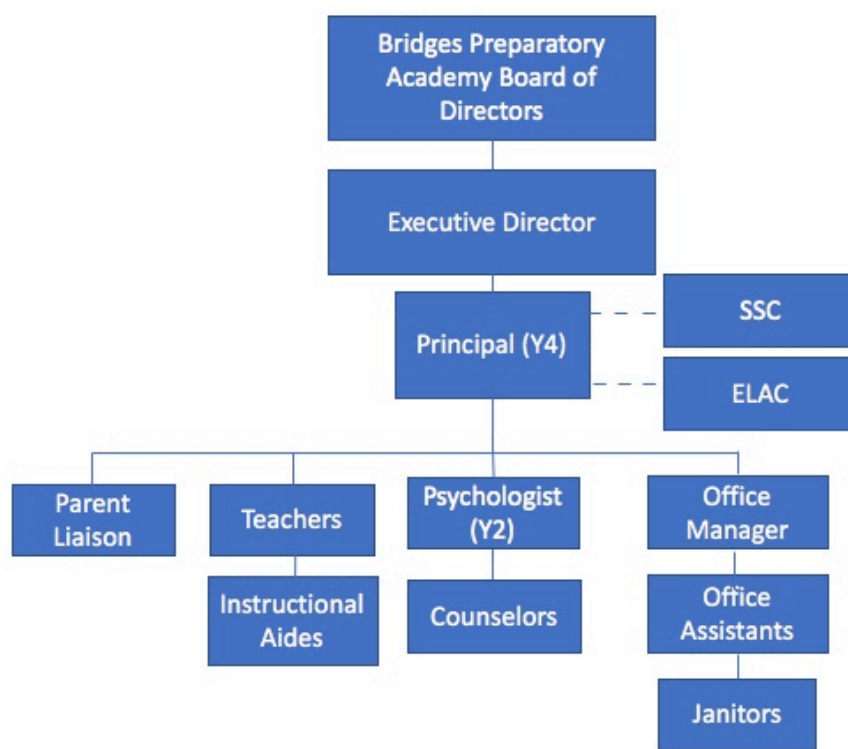
GOVERNANCE STRUCTURE

Bridge will be an independent and directly-funded charter school, operated by Bridges Preparatory Academy, which is a California Nonprofit Public Benefit Corporation that qualifies for and is applying for 501(c)(3) tax exempt status from the Internal Revenue Service. As such, the District shall not be liable for the debts or obligations of BPA or for claims arising from the performance of acts, errors, or omissions by BPA if the District has complied with all oversight responsibilities required by law. The Charter School will be governed by the BPA Board of Directors (“Board”) in accordance with California Education Code Sections 47604 and 47604.1, and other applicable California law, the BPA Bylaws, and the terms of this charter. Copies of the Articles of Incorporation are included in Appendix N¹⁷¹.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute.

¹⁷¹ We added “N” to the checklist to reflect the instruction provided on p. 23 of the CUSD New Petition Instruction Manual to include a copy of the Articles of Incorporation Board adopted Bylaws and Conflicts of Interest policy.

Organizational Chart



Major Roles and Responsibilities

Board of Directors

The Board will be responsible for governance of the Charter School, including the responsibility to:

- Promote and guide the vision and mission of the Charter School;
- Monitor student achievement to ensure progress toward fulfillment of the Charter School's mission, vision, and goals;
- Hire, supervise, and evaluate the Executive Director;
- Approve major contracts, as defined in the Charter School's fiscal policies and procedures;
- Approve and monitor the Charter School's LCAP, annual budget, budget revisions, and interim and unaudited financial reports;
- Approve and amend Bylaws and Board policies;
- Contract with an auditor to produce the annual independent financial audit;
- Approve annual independent financial audit report;
- Establish operational committees as needed;¹⁷²

¹⁷² We note that while the BPA Bylaws include a mechanism for the establishment of Board committees, as a small Board with just five director we do not at this time foresee forming any Board committees. In the event any Board committees are established, they will follow the requirements of the Brown Act and other applicable requirements of California law and the BPA Bylaws.

- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve requests for charter petition material revisions and renewals as necessary to the District for consideration;
- Ensure compliance with all applicable laws, including but not limited to the Ralph M. Brown Act, Public Records Act, Political Reform Act, and Government Code section 1090.

Executive Director

The Board shall hire and supervise the Executive Director, who shall have day-to-day general supervision, direction and control of the affairs of BPA, and such other powers and duties as the Board may prescribe. The Executive Director shall not be a Board member but will generally attend all Board meetings.

The Executive Director will be the operational leader of the school and, until a Principal is hired (Y4), will also serve as the instructional leader of the school, responsible for recruiting, hiring, supervising, training, evaluating and as necessary, disciplining and terminating all staff. He or she will be responsible for school compliance with all state, county and District requirements, reporting directly to the Board. He/she will be the primary liaison to parents and community partners, and lead establishment of a positive school culture. He/she will implement policies approved by the Board and work to fulfill the mission and vision of the school, and towards accomplishment of short- and long-term towards for student and school success.

Principal (Hired Year 4)

Starting in Year 4, the Principal will assume responsibility for the instructional leadership of the Charter School, including supervising and coaching all instructional staff, developing and implementing curriculum and assessments, and monitoring student achievement data including disaggregated data by subgroup, grade level, class and more. S/he will work with the Executive Director to ensure the fulfillment of the Charter School's mission and vision.

How Board Composition Contributes to Effective School Governance

The Founding Board has five (5) directors, each with diverse experience and expertise:

Name, Board Role and Term Length	Current Professional Title and Organization	Focus/Expertise
David M. Owen, Ph.D., <i>Board President</i> <i>2 years</i>	Vice President of Technology, <i>Veeco Instruments</i>	Strategic planning, financial & project management, STEM content
Trena Spurlock, M.A., <i>Board Member</i> <i>1 year</i>	Educational Consultant to LEAs; CDE Technical Assistant Facilitator in area of disproportionality; Adjunct Faculty, Teacher Education Program, <i>California State University, Dominguez Hills</i>	Education/special education; teacher training and professional development

Mary Louise Silva, <i>Board Secretary</i> 2 years	California for All Emergency Preparedness, <i>American Red Cross</i> Former Director of Parent and Community Engagement, <i>Alliance College-Ready Public Schools</i>	Charter school governance; family and community outreach; parent engagement and education
Bryan Lee , <i>Board Member</i> 1 year	Independent Payments Industry Consultant	Cost Saving Analysis/Inventory Control
Miguel Angel Romero, <i>Board Treasurer</i> 2 years	CEO, <i>4ever Realty</i> CEO/Shareholder <i>Ingenious Enumeration</i>	Accounting/finance, real estate

Our diverse Board has decades of combined experience in a range of areas of expertise to fulfill the mission and vision of the Charter School, including education management and instruction, special education, STEM/STEAM learning, charter school administration and operations, charter school governance, public relations and marketing, global business, grant writing, legal services, accounting and school finance, non-profit management, community development and engagement, parent engagement, and more. We are proud that our Board is reflective of the community Bridges will serve: 2 of our directors are Latino, 1 is Black, and two are female.

Board Member Criteria and Process

The authorized number of directors on the Board shall not be less than three and not greater than seven, with the exact number to be determined from time to time by the Board. Pursuant to California Education Code § 47604(c), the District has the right to appoint a single representative to the Board. In the event the District does appoint a representative to the BPA Board, the Board may seat another director in order to ensure an odd number of directors for voting purposes.

The standard term for new Board members shall be two years and until a successor is elected, with no term limits. Initial Board members' terms were staggered as set forth above to establish continuity and sustainability. In the event that a Board member resigns or is removed from office prior to the expiration of that Board member's term, his/her successor shall complete the rest of that term. The Board Secretary shall be responsible for maintaining a current roster of Board members and their individual terms of service.

BPA will strive to maintain a balanced composition of Board members with diverse skills, experience and perspectives that can contribute to effective school governance as well as BPA's mission. Consistent with this charter and the Bylaws, the Board may add Board members whenever it deems the addition of another member will further the Board's ability to fulfill its responsibilities and/or the mission of the Charter School. Candidates for a new Board position will be reviewed on an application and interview basis and may be nominated by any member of the school community. With the exception of the initial Board, directors shall be elected by a majority of Board members present at a meeting at which a quorum is present.

GOVERNANCE PROCEDURES AND OPERATIONS

Meeting Requirements and Procedures

BPA will comply with the Ralph M. Brown Act and the additional Board meeting requirements under Education Code section 47604.1, as added by SB 126 (2019); Board members will annually receive Brown Act training. BPA Board members will hold regular Board meetings monthly during the school year and schedule additional special meetings as needed. Board meetings will generally take place at the school site or, if necessary, an alternative location within Los Angeles County as set forth in the meeting agenda. BPA has adopted a Conflict of Interest Code/Policy that complies with the Political Reform Act. BPA will also comply with the Public Records Act and all applicable conflict of interest laws, including those under Education Code section 47604.1 and the Corporations Code.

Board meeting notices will be posted electronically and in print as required by the Brown Act, and to provide the greatest possible public access to the Charter School community and the community at large. Prior to the beginning of each school year, the BPA administration will propose an annual calendar of regularly scheduled Board meeting dates for approval by the Board. The annual Board calendar and meeting agendas will be posted on the BPA website. Print notices will be posted at the main entrance to the school site or, if necessary, in an alternative location that is freely accessible to members of the public. Agendas for regular meetings will be posted at least 72 hours in advance of the meeting, and agendas for special meetings will be posted at least 24 hours in advance of the meeting. The public Board packet will be available electronically or at the Charter School's main office or, if necessary, another location designated for this purpose. Board meeting minutes will be recorded by the Board Secretary or his or her designee according to the following process: 1) minutes taken at Board meetings, 2) approval of the minutes agendized on a subsequent Board meeting agenda and draft minutes included in the Board agenda packet, and 3) final Board approval.

Board By-laws and Decision-making Procedures

The Board will not take action without a meeting. All actions taken by the Board members and its deliberations will be conducted in compliance with the Brown Act.

A majority of the Board members then in office shall constitute a quorum, as set forth in the Bylaws.

The actions done and decisions made by a majority of the Board members present at a meeting duly held at which a quorum is present will be the actions and decisions of the Board, except when more than a majority vote is required for certain actions under the Bylaws or applicable law.

Any Board member may abstain from a vote. Abstentions will not reduce the number of affirmative Board member votes required for the Board to take action.

Although Board members will make efforts to attend all meetings, BPA may utilize teleconferencing provided that all Brown Act requirements for attendance by teleconference are satisfied, including:

- The agenda will be posted at all teleconference locations;
- Each teleconference location will be identified on the agenda;

- Each teleconference location will be accessible to the public;
- At least a quorum of Board members will participate from locations within Los Angeles County;
- All votes will be taken by roll call; and
- The agenda will provide an opportunity for members of the public to address the Board from each teleconference location.

STAKEHOLDER INVOLVEMENT & DISPUTE RESOLUTION

Stakeholder Involvement Plan and Procedures

BPA believes that stakeholder involvement and collaboration is essential to the success of the school. BPA will establish a **School Site Council (SSC)** that includes teachers, parents, and classified employees, elected by their peers, as well as the top two 8th grader elected leaders of the ASB (i.e., President and Vice President, or Co-Directors)¹⁷³ that will work with the Principal (Executive Director until Y4) to develop, review, and evaluate Title I programs and budgets. The SSC also will participate in BPA's annual reflection, review and goal setting process for the LCAP. In the event the Charter School operates a program that requires a School Plan for Student Achievement, the Charter School will ensure that the SSC meets the composition and selection requirements of Education Code Section 65000(c)(1) and will be comprised of the Principal (Executive Director until Y4), teachers, staff members, and parents or community members. The SSC's major responsibilities may include:

- Facilitate parent engagement in reflections and goal setting including the annual LCAP process and School Plan for Student Achievement, and provide recommendations to the BPA Board
- Regularly monitor school expenditures and implementation of stated plans
- Participate in all local, state, and federal reviews of the Charter School's program for compliance and quality
- Annually evaluate BPA's progress towards meeting stated goals.
- The SSC will include parent and teacher representatives from each grade level, the Parent Liaison,
- The SSC will meet at least monthly during the school year

The **English Learner Advisory Committee (ELAC)** will be formed at BPA when the Charter School has 21 or more EL students. The purpose of the ELAC is to provide recommendations to the Principal regarding programs and services for EL students. Recommendations will be based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the SSC in the School Plan for Student Achievement. ELAC membership will include: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC will advise the Principal (Executive Director in initial years) and staff on services and

¹⁷³ In our first year when we serve just sixth and seventh graders we will not have students on the SSC.

programs for ELs. The ELAC will participate in EL goal setting and evaluation of achievement and needs (including the LCAP).

Local Control and Accountability Plan

The Charter School also will engage all stakeholders to include parents, teachers, staff and administration in the annual development and review of the LCAP. The Charter School's LCAP will show parents how our annual goals are tied to our budget. In accordance with California Education Code section 52064.1, the Charter School's LCAP will attach an annual budget overview for parents that uses understandable and accessible language. BPA will comply with Education Code section 47606.5 regarding the process for adopting and amending its LCAP, including the requirements to hold at least one public hearing to solicit recommendations and comments from members of the public and to post the LCAP on the homepage of the school's website.

Complaint and Dispute Resolution Process

Disputes arising from within BPA, including all disputes among and between students, staff, parents, volunteers, and governing board members shall be resolved pursuant to policies and processes developed by BPA. The Executive Director or designee will be responsible for receiving and responding to complaints. The Charter School will provide annual notice of its Uniform Complaint Procedures to students, employees, and parents/guardians, and copies will be available in the school's main office and/or on the website. For complaints that are outside the scope of the Uniform Complaint Procedures, the relevant complaint process will be communicated via the Employee Handbook, the Student Handbook, the website, or other appropriate means.

LEGAL STRUCTURE

Evidence of Adequate and Appropriate Legal Structure

Copies of BPA's Articles of Incorporation, Bylaws, and Conflict of Interest Policy are included in Appendix N. BPA qualifies for and is in the process of applying for 501(c)(3) tax exempt status from the Internal Revenue Service (IRS), though we have not yet received a determination from the IRS. We will provide a copy of the determination letter from the IRS when it is received.

Evidence the Charter School Agrees to Protect District Against Liability

Charter School agrees to defend, indemnify, and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors, and omissions.

OPERATING PLANS & PROCEDURES

Detailed Start-Up Plan

The following presents a brief summary of major tasks we anticipate completing over the course of the next year, including milestones, timelines and persons responsible:

Activity	Timeline	Person(s) Responsible
Charter Authorization/Oversight: <ul style="list-style-type: none"> • Prepare and submit new petition to CUSD including detailed 	12-15 months prior	Executive Director

<p>description of educational program, goals/assessments, discipline, enrollment, health and safety, governance, founding team qualifications, budget and monthly cash flow projections and more; appeal to LA County Office of Ed if necessary.</p> <ul style="list-style-type: none"> • Collaboratively prepare initial LCAP with stakeholder input (as available) and submit to County; prepare annual updates. • Provide required reports to authorizer, County and State 	<p>to opening</p> <p>June 30 annually</p> <p>Ongoing</p>	<p>(ED)</p> <p>ED</p> <p>ED</p>
<p>Human Capital:</p> <ul style="list-style-type: none"> • Recruit and hire teachers and site staff; complete required clearances and background checks; onboard staff • Develop teacher evaluation and coaching tools and protocols • Plan and implement summer PD and PLC protocols 	<p>3-6 months prior to school launch</p> <p>July/August</p>	<p>ED</p> <p>ED</p>
<p>Operations:</p> <ul style="list-style-type: none"> • ID and secure lease of private facility and complete necessary renovations • Submit Prop 39 application to CUSD for co-location facilities if no private temporary facility available • Set up school site systems and administrative procedures, including attendance, accounting, SIS, etc. • Vendor/services contracts: insurance, SELPA, food service, substitutes, janitorial, etc. • Purchase FF&E, books, instructional materials, technology, health/safety, other equipment and supplies, etc. • Prepare classrooms & facility for occupancy including tech, communications and safety systems • Set up accounts receivable/payable, payroll/benefits, reporting (ADA, demog., etc.), etc. with back-office • Secure private funds to support facilities development and supplemental programs (evaluation, enrichments, etc.) 	<p>6-9 months prior to opening</p> <p>Prop 39 application due under Ed Code by 11/1 year before 1 month prior to school opening</p> <p>2-6 months prior</p> <p>2-6 months prior</p> <p>1-3 months prior</p> <p>1-3 months prior</p> <p>Ongoing</p>	<p>ED</p> <p>ED</p> <p>ED/Office Manager (OM)</p> <p>ED</p> <p>ED/OM</p> <p>ED/OM</p> <p>ED/OM</p> <p>ED</p>
<p>Outreach/Enrollment:</p> <ul style="list-style-type: none"> • Host Admission Information Sessions, conduct outreach presentations and distribute application forms • Conduct lottery, host individual family enrollment meetings • Track enrollments, set up student folders, offer spots to wait listed families • Engage new families in school events like open house, summer bbq, student and parent orientation 	<p>Sept. - March annually</p> <p>March-April</p> <p>April-rolling</p> <p>April-July</p>	<p>ED/Parent Liaison (PL)</p> <p>ED/PL</p> <p>PL/OM</p> <p>ED/PL</p>
<p>Instructional Program:</p> <ul style="list-style-type: none"> • Plan and refine curriculum and assessments, ILPs, and report cards • Conduct initial assessments of all new students including EL and SWD assessments as needed; plan MTSS program and implement interventions as needed • Conduct Interim Assessments, continuously analyze data • Plan and implement ongoing teacher PD, coaching and common planning time/collaboration weekly and daily • Plan, implement and refine psycho-social supports including advisory program, counseling 	<p>Spring + ongoing</p> <p>First 30 days of school</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>ED</p> <p>ED/counselor/SWD Teacher</p> <p>ED</p> <p>ED</p> <p>ED/counselor</p>
<p>Governance:</p> <ul style="list-style-type: none"> • Train all Board members on Brown Act, conflicts, charter school finance, academic accountability and other responsibilities. • Develop school policies (Health and Safety, Student 	<p>August</p> <p>August</p>	<p>ED</p> <p>ED</p>

Handbook, etc.,) for Board approval. • Update Board at each meeting re: progress towards LCAP and organizational goals (enrollment, staffing, acad. achievement and financials/cash flows).	Monthly	ED
--	---------	----

School Staffing Model and Rollout

BRIDGES PREPARATORY ACADEMY

Staffing Counts

Prepared by ExED. For use by ExED and ExED clients only. © 2019 ExED

FTE Count	2021-22 Trend	2022-23	2023-24	2024-25	2025-26	
1110: Teachers' Salaries	5	9	16	20	22	Includes 2 Special Ed Teachers
1120: Teachers' Hourly	-	-	-	-	-	
1170: Teachers' Salaries - Substitute	-	-	-	-	-	
1175: Teachers' Salaries - Stipend/Extra Duty	-	-	-	-	-	
1211: Certificated Pupil Support - Librarians	-	-	-	-	-	
1213: Certificated Pupil Support - Guidance & Counseling	1	1	2	3	3	Counselors
1215: Certificated Pupil Support - Psychologist	-	1	1	1	1	
1299: Certificated Pupil Support - Other	-	-	-	-	-	
1300: Certificated Supervisors' & Administrators' Salaries	1	1	1	2	2	Executive Director, Principal
1900: Other Certificated Salaries	-	-	-	-	-	
2111: Instructional Aide & Other Salaries	1	3	4	7	9	
2121: After School Staff Salaries	-	-	-	-	-	
2131: Classified Teacher Salaries	-	-	-	-	-	
2200: Classified Support Salaries	1	1	2	3	3	Parent Liaison, Custodians, & Nurse
2300: Classified Supervisors' & Administrators' Salaries	-	-	-	-	-	
2400: Classified Office Staff Salaries	1	2	2	2	3	
2900: Other Classified Salaries	-	-	-	-	-	Office Manager, Office Assistants
Total, 1000 Series	6	11	19	24	26	
Total, 2000 Series	4	7	8	13	16	
Total	10.81	17.69	27.19	37.19	41.56	

Transportation Needs for Field Trips and Athletic Events

At this time, BPA has budgeted very conservatively for field trips, pending additional grants or philanthropic support. Transportation will be contracted on an as-needed basis. We do not at this time plan to participate in interscholastic athletics via CIF.

How the School Will Ensure Students' Nutritional Needs are Met

BPA anticipates contracting with an outside food services provider such as Revolution Foods to provide breakfast and lunch for our students, in accordance with state and federal program mandates.

Insurance Coverage

Please see new District Required Language regarding Insurance Coverage under “Additional Provisions” (after Element 15), below.

BUDGET/FINANCIAL PLAN

Please refer to the new District Required Language regarding Fiscal Matters under “Additional Provisions” (after Element 15), below.

Multi-Year Budget Projection, FCMAT LCFF Calculator and Three-Year Cash Flows

BPA has contracted with ExEd, the acclaimed non-profit back office services provider to dozens of charter schools across Southern California. ExEd has prepared comprehensive multi-year budget projections for BPA based on the latest information from the state legislature and governor’s office, along with detailed expense projections based on their years of expertise and the details of the BPA program. The detailed budget sheets, 3-4 year monthly cash flows, receivable sales documentation, a budget narrative, and draft Fiscal Policies and Procedures Handbook are attached at Tab 3, Budget Financial Plan.

Budget Narrative

See Tab 3, Budget Financial Plan.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code, §47605(c)(5)(E).)

Equal Employment Opportunity

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that its teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment in accordance with Education Code section 47605(1)(1). Charter School shall maintain current copies of all teacher credentials at Charter School and make them readily available for inspection.

Charter School certifies that all of its teachers have obtained certificates of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341 in accordance with Education Code section 47605(1)(2).

Obligation to Report to California Commission on Teacher Credentialing

Charter School shall comply with Education Code section 44030.5 with respect to reporting a change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

Employment of Felons

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

BPA will comply with all applicable state and federal laws regarding background checks and clearance of all personnel and will comply with all State and federal laws concerning the maintenance and disclosure of employee records. BPA will comply with all State and federal mandates and legal guidelines relative to ESSA.

EMPLOYEE CODE OF CONDUCT

BPA shall develop and provide a written employee code of conduct concerning employee-pupil interaction to parents/guardians each July 1 and will post the code on the school's web site.

Notwithstanding Ed. Code section 47605(l), teachers employed by charter schools during the 2021–22 school year shall have until July 1, 2026, to obtain the certificate required for the teacher's certificated assignment. By July 1, 2022, all teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Sections 44339, 44340, and 44341.

OPERATIONS CAPACITY

As detailed in Element 1, our Founder/Executive Director, Mr. Gomez, has extensive school leadership experience including all aspects of hiring, training, coaching and evaluating staff. Please see “Community Members Represented on BPA Board and Founding Team” for a discussion of the founding team's capacity. Due diligence forms and resumes are included in Appendix K.

EMPLOYEE POSITIONS AND QUALIFICATIONS

BPA will include the following employees:

- Executive Director
- Principal (Y4)
- Teachers
- School Psychologist (Y2)
- Counselors
- Parent Liaison
- Nurse (Y3)
- Instructional Aide
- Office Manager
- Office Assistant (Y3)
- Janitor

Please see Element 4 for the BPA Organizational Chart.

Executive Director

The Executive Director will oversee, embody, and advocate for the mission, vision, and strategic direction of BPA. He/she will be passionate and completely dedicated to the BPA mission and will have a steadfast belief that all students deserve an excellent public education that adopts trauma-sensitive practices to prepare students academically and emotionally for high school. The Executive Director will have an unwavering belief that all students can achieve at the highest levels and can overcome negative effects of previous trauma in a supportive school that is designed to meet students' individual needs.

The primary roles and responsibilities of the Executive Director shall include/but are not limited to:

- Overseeing adherence to the Charter School’s philosophy, mission, and vision and serving as the chief administrator of the Charter School.
- Making reports to the Board on all facets of Charter School operations; advising the Board on the need for new and/or revised policies and making policy recommendations based on data and input from stakeholders and expert consultants (back-office, legal, etc.); collaborating with the Board in strategic planning and goal setting for the Charter School; providing input on the Board meeting agenda and helping to ensure Brown Act compliance in conjunction with the Board Chairperson.
- Attending District Board meetings as necessary and serving as the Charter School’s primary contact with District representatives.
- Overseeing legal matters in coordination with BPA legal counsel and any outside consultants.
- Approving all purchase orders and contracts up to \$5,000
- Developing the Charter School budget and any necessary revisions in collaboration with the administrative team, Back-Office services provider and stakeholders, and submitting to the Board for review and approval.
- Overseeing and supporting the Charter School’s Principal in implementing instructional programs and realizing student achievement goals.
- Serving as the point person with CUSD, County, State and other governmental entities/community partners, ensuring effective communication and timely reporting.
- Ensuring compliance of the Charter School site and through all operations with the applicable laws, regulations, and District/County/State policies regarding public charter schools.
- Leading outreach and solicitation of fundraising and partnership efforts with foundations, corporations, universities, community services organizations, charter school advocates (i.e., CCSA), and philanthropic partners
- Leading community building and outreach to families, services partners, community leaders, etc. to establish BPA as an important part of the Compton community.
- Overseeing operating budgets, seeking and identifying sources of income and funding resources for the Charter School.
- Overseeing facilities development and management.
- Attracting new resources to the Charter School.
- Overseeing the charter renewal process and any necessary material revision requests
- Overseeing all required reporting to the District, County, State and other relevant entities (e.g., grant funders), including leading the annual LCFF review, goal setting and budget allocation process.
- Other duties as assigned by the Board.

Minimum Qualifications:

- A Bachelor’s Degree from accredited college or university; advanced degree preferred.
- A California Administrative Credential or equivalent in experience.
- Evidence of successful administrative experience.
- Teaching and/or supervisory experience in educational programs serving students and their families.
- Demonstrated track record to quality education and creative approaches to program management, development, and implementation.

- Demonstrated knowledge of the evidence-based curriculum for grade 6-8th

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Demonstrated commitment to working with diverse students and families preferred.
- Five years of full-time teaching service preferred
- Understanding of the Charter School's philosophy and approach to education.
- Knowledge of state and federal laws and regulations.
- A commitment to Charter School's mission and vision and to working collaboratively with staff, parents, and Board members to make the best policy decisions possible for the success and longevity of the school and its students.
- Experience conducting parent/community outreach.
- Knowledge of evidence-based practice for 6-8th curriculum, teaching, and management techniques, with a focus of achieving basic and advanced academic performance for all students.
- Knowledge of and skill in effective budgetary processes and charter school finance.
- Ability to establish and maintain cooperative working relationships with the community at large, including potential donors and community/stakeholders: staff, faculty, parents, Board, CUSD.
- Ability to select, train, supervise and support, and evaluate staff and a commitment to continued staff development as a means to improve the school's program.
- Entrepreneurial ability to manage change and be responsive to community needs.
- Ability to motivate and lead individuals and groups.

Principal (Certificated)

The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

The primary roles and responsibilities of the Principal shall include/but are not limited to:

Staff Leadership & Development

The Principal implements, motivates, leads, and mentors teachers to strengthen instructional practices and increase content expertise, performance, and rigor.

The Principal provides teachers professional and instructional support. The Principal:

- Reviews instructional documents
- Observes and provide feedback for classroom observations
- Designs and review professional growth plan goals
- Facilitates weekly professional development/staff meetings.

Academic Rigor

The Principal:

- Develops and implements a plan that ensures high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develops and implement a plan to address students who are struggling.
- Collaborates with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provides individual student support by designing and evaluating student intervention plans, attending IEP's, and designing a process for measuring and monitoring individual student growth.

School Culture

The Principal:

- Works to build and maintain a strong, positive, results-oriented school culture where teachers believe and reflect in action that all students can achieve.
- Leads via assessing and developing processes for improving the BPA school climate and culture.
- Develops a plan based on the vision of the desired culture of BPA that fosters strong relationships and meets the needs of all stakeholders (students, parents, and teachers) as it pertains to the BPA culture.
- Plans, facilitates, and attends school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Minimum Qualifications:

- 5 years' teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Classroom Teachers (Certificated)

The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher fosters a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

The primary roles and responsibilities of Classroom Teachers shall include/but are not limited to:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents

- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Minimum Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess, or be in the process of completing, a current California teaching credential

Preferred Knowledge, Skills, Abilities, and Personal Characteristics:

- Solid knowledge of subject matter, including CA CCSS, CA State Content Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Special Education Teachers (Certificated)

Special education teacher(s) work with students who have been designated IEPs, adapting general education lessons and teaching various subjects to students with mild to moderate disabilities.

The primary roles and responsibilities of the Special Education Teacher shall include/but are not limited to:

- Assess students' skills and determine their educational needs
- Adapt general lessons to meet students' needs
- Plan activities that are specific to each student's abilities
- Teach and mentor students as a class, in small groups, and one-on-one
- Implement IEPs, assess students' performance, and track their progress
- Update IEPs throughout the school year to reflect students' progress and goals
- Discuss students' progress with parents, Parent Liaison, school psychologist, and other personnel as appropriate
- Supervise and mentor teacher aides who work with students with disabilities.
- Prepare and help students transition from grade to grade and from school to life outside school.

Minimum Qualifications:

- A bachelor's degree
- Completion of a student-teaching program
- Proven experience as a Special Education Teacher or relevant role

- Good knowledge of current special education topics and methodologies
- Experience working with children with a wide range of disabilities
- A patient, resourceful, and resilient personality
- Excellent interpersonal and communication skills
- Valid state special education certificate
- BSc in Special Education; MSc is a plus

School Psychologist (Certificated)

The School Psychologist reports to the Principal (Executive Director until Y4) and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

The primary roles and responsibilities of the school psychologist shall include/but are not limited to:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.
- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs.
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the MTSS process as needed.
- Other duties as assigned

Minimum Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.

- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
 - o General Pupil Personnel Services Credential authorizing service as a school psychologist;
 - o Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

Counselor(s)

Counselors will work directly with students and staff to ensure that students' social and emotional needs are met, providing one-on-one and group therapy utilizing cognitive behavioral therapy strategies and collaborating closely with teachers and other staff.

The primary roles and responsibilities of the counselor(s) shall include/but are not limited to:

- Identify and provide intervention strategies for students and their families, including counseling, case management, and crisis intervention
- Providing individual and small group counseling to students in need (prevention, intervention, as well as DIS counseling, if designated on student IEP)
- Working collaboratively with School's SSPT, school psychologist, advisors and other support personnel regarding social and emotional needs of students
- Creating and implementing curriculum with regards to advisory, high school readiness
- Availability for contact with parents, students and staff to discuss student progress and problems after class, at night or on weekends (via cell phone or in person)
- Counseling students to help them better understand themselves and others and to affect changes in behavior, attitudes, motivations, self-concepts, and other important areas of human behavior; assisting students to plan realistic goals; helping them discover their aptitudes and abilities, discussing goals and interests.
- Helping interpret test results for students and parents.
- Leading student club(s) for enrichment based on student needs/interests during Friday "long lunch" period and potentially after school.
- Providing individuals and group counseling regarding issues of social emotional and personal adjustment.
- Maintaining professional standards and school environment that is productive, safe and focused.
- Participating in individual professional development including outside conferences.

- Participating in other events aimed at promoting or developing BPA (i.e., student recruitment home visits)

Minimum Qualifications:

- Pupil Personnel Services Credential with authorization in Counseling
- Bachelor's Degree; Master's Degree preferred
- Two or more years of prior counseling experience strongly preferred
- Experience with trauma-sensitive practices, including cognitive behavioral therapy, strongly preferred
- Bilingual Spanish preferred

Parent Liaison (Classified)

The Parent Liaison serves as a liaison between home and school, coordinates parent education and support programs, leads student recruitment/outreach efforts, leads community outreach to establish partnerships in the community to benefit BPA families and provides support to BPA students and families to help meet their needs.

The primary roles and responsibilities of the Parent Liaison shall include/but are not limited to:

- Lead student recruitment outreach in the community including distribution of flyers, scheduling and hosting Open Houses, coordinating door-to-door canvassing (as needed), hosting other outreach events in the community and representing BPA at community events.
- Assist office staff in collecting lottery application forms, enrollment packets and responding to prospective parent/guardian questions.
- Conduct outreach in the community to establish partnerships for BPA with community services organizations such as health clinics, legal clinics, housing, food, and other services providers; maintain list of partners and referral agencies and refer families as needed.
- Coordinate and collaboratively plan with school leaders and staff series of parent education workshops (at least one monthly) on topics of interest to parents, including supporting their children's development, positive communication strategies, supporting academic success at home, college readiness/awareness, drug/alcohol awareness, and more. Promote events to parents/guardians, encourage attendance, track parent sign-ins.
- Support school leaders in planning and implementing school events including Orientation, Back-to-School Night, monthly cafecitos with the Principal, parent-teacher conferences, celebrations of learning, assemblies, etc.; promote events to the school community, invite parents and community members (as appropriate) to events and collect sign-in sheets.
- Serve as first point of contact between school and home regarding attendance issues for unexcused absences, in accordance with BPA policy; contact parent/guardians as needed regarding unexcused absences and follow-up as needed to request meeting between parents/guardians and school leader.
- Assist school leaders in creating and distributing school newsletters, flyers, report cards, email blasts, website updates and other information.
- Schedule and request parent participation in conferences, meetings and other activities as requested by school leaders and counseling staff.
- Serve as an informational resource to parents, staff and others concerning school programs, services, attendance issues and other matters

- Train parents/guardians in using SIS and ensure computers are available on campus for parent use to check student information.
- Help distribute and collect annual stakeholder surveys and encourage participation.

Minimum Qualifications:

- Associate's Degree, Bachelor's degree preferred.
- Two years' experience working with students or families in a social services or educational environment.
- Bilingual in Spanish.
- Excellent communication and presentation skills.

Instructional Aide

The primary roles and responsibilities of the Instructional Aide(s) shall include/but are not limited to:

- Assisting students on an individual basis or in small groups.
- Assisting classroom teacher(s) in implementing instructional materials, following classroom and school-wide discipline plans, and general supervision of students.
- Monitoring students on the play yard, on field trips and during lunch to ensure health and safety.
- Other duties as assigned.

Minimum Qualifications:

- Possess High school diploma or equivalent
- Possess at least 48 semester units of university coursework
- Have a passing score of 70% on the district academic proficiency test or Bachelor's Degree
- Knowledge of English grammar and punctuation

Office Manager

The Office Manager will manage the Charter School office and will be responsible for the supervision of the clerical activities of the school.

The primary roles and responsibilities of the Office Manager shall include/but are not limited to:

- Planning, establishing, and supervising the implementation of clerical procedures to insure timely preparation and submission of reports and records.
- Supervising clerical work related to such matters as enrollment, attendance, curriculum, personnel, organization, budgeting, student grades, special programs, time reporting, and requisitions and purchase orders for supplies and equipment.
- Reviewing communications, bulletins, reports, and other items, and providing information to school personnel, parents, students, and others.
- Interpreting District and school policies; coordinating and provides approved information to parents, students, school personnel, and the public.
- Preparing a variety of letters, memos, forms, reports, arithmetical summaries, and other material, typically using computer software.

- Compiling, interpreting, and coding data from various sources; entering data utilizing computer systems and programs for functions such as procurement, finance, student attendance, and personnel; and preparing related reports.
- Checking forms and records for completeness and accuracy.
- Maintaining files, records, and other information.
- Responding to employee/public inquiries by telephone and in person to provide or request information.
- Ordering, receiving, and distributing office supplies, instructional materials, etc.
- Organizing files and keeping accurate records
- Preparing school reports such as attendance reports and payroll
- Dealing tactfully with administrators, employees, parents, students, and the public
- Demonstrating initiative and good judgment while working under pressure with frequent interruptions

Minimum Qualifications:

- Commitment to the mission and vision of BPA and the success of the Charter School.
- Bachelor's Degree from an accredited four year university.
- Two years of experience in office managerial work.
- Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
- Bilingual Spanish/English.

Office Assistant

Under immediate supervision of the Office Manager, the Office Assistant will perform a variety of clerical duties of a routine and recurring nature.

The primary roles and responsibilities of the Office Assistant shall include/but are not limited to:

- Assist Office Manager with correspondence, files, record keeping, responding to inquiries, completing reports and forms, data entry, ordering supplies and other duties.
- Receiving, sorting, and distributing incoming and outgoing correspondence.
- Operating a variety of office equipment, e.g., computers, printers, copiers, calculators, typewriters, microfilm machines, facsimile machines, etc.
- Understanding, interpreting, and applying pertinent laws, rules, regulations, and procedures
- Working effectively with employees, students, and the public
- Using a personal computer to input, edit, extract, and format data and information
- Producing, retrieving, and storing word-processing and email documents
- Communicating effectively orally and in writing
- Typing rapidly and accurately using a computer keyboard

Minimum Qualifications:

- Commitment to the Mission and Vision of BPA and the success of the organization.
- Proficient with Microsoft Word, Excel, Access, Adobe, Photoshop, Access, and Outlook.
- Graduation from high school

Janitor (Classified)

The Janitor reports to the Office Manager. The Janitor is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Janitor helps maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

The primary roles and responsibilities of the Janitor shall include/but are not limited to:

- Maintain the quality of school facilities.
- Assist with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the school
- Must understand and follow practices, policies and procedures regarding:
 - o Laws, rules and regulations related to assigned activities.
 - o District operations policies, procedures and objectives
 - o Health and safety regulations.

Minimum Qualifications:

- Must have prior experience working with students in a learning environment
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the school administrator.

Please see the Organizational Chart in Element 4 to see the supervisorial relationships among and between the school's staff.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter 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 charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code, § 47605(c)(5)(F).)

Health, Safety and Emergency Preparedness Plan

Charter School will comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates at a District school site, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which will include but not be limited to provisions for building and site emergency evacuation, and the acquisition and maintenance of adequate onsite emergency supplies. The Plan will include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Plan for review upon OCS request.

School Safety Plan

Charter School shall adopt a comprehensive school safety plan which details the procedures Charter School will follow to comply with applicable laws relating to school safety, which include development of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures, including adaptations for pupils with disabilities

- Policies for students who committed an act under Education Code section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with the prohibition against discrimination contained in Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang- related apparel” if the school has adopted that type of dress code
- Procedures for safe ingress and egress of pupils, parents, and employees to and from Charter School
- A safe and orderly environment conducive to learning at Charter School
- The rules and procedures on school discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Charter School will review and update its school safety plan by March 1 of every year and keep it readily available for use and review upon OCS request.

Child Abuse Mandated Reporter Training

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 44691 and Business and Professions Code section 4119.2.

Athletic Programs

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

FERPA

Charter School, including its employees and officers, shall comply with FERPA and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

Immunization and Health Screening Requirements

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (“TB”) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Competitive Athletics

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program it offers.

If Charter School elects to offer any interscholastic athletic program, its governing body shall ensure that there is a written emergency action plan in place that describes the location and procedures to be followed in the event of sudden cardiac arrest and other medical emergencies related to the athletic program's activities or events. (Ed. Code, § 35179.4.) Additionally, Charter School shall acquire and regularly test and maintain at least one automated external defibrillator in accordance with the requirements of Education Code section 35179.6.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

Tobacco Use Prevention

Charter School shall enact policies to prohibit the use of tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Suicide Prevention Policy

Charter School shall comply with the requirements of Education Code section 215, including, but not limited to the requirement that the policy be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, and shall at a minimum, address procedures relating to suicide prevention, intervention, and postvention. Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the District with a copy of its pupil suicide prevention policy upon request.

Human Trafficking Prevention

If Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If Charter School maintains any combination of classes from grade 6 to grade 12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, it shall stock at least 50 percent of the school's restrooms with feminine hygiene products at all times. Charter School shall not charge students for these products. (Ed. Code, § 35292.6.)

Nutritionally Adequate Free or Reduced-Price Meals

Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

California Healthy Youth Act

Charter School shall teach sexual health education and human immunodeficiency virus prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code, § 51930 et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (“LGBTQ”) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve the overall school climate. (Ed. Code, § 218.)

Transportation

Charter School shall meet the requirements of Education Code section 39831.3 and Vehicle Code section 28160 with respect to any transportation services provided to or from school or a school activity.

Data Privacy

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to maintenance of any information obtained from social media in its pupil records.

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

HEALTH AND WELLNESS

The health and safety of BPA staff and students is the highest priority for the Charter School. As such, BPA will adopt and implement full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts once the facility is secured.

BPA will train all staff at least annually in these policies and procedures. Emergency response drills will be held regularly for all students and staff. BPA will periodically review, and modify as necessary, its health and safety policies and procedures, and keep these documents readily available for use and review upon request.

The health and safety policies and procedures will address, at a minimum, the following:

- A comprehensive and site-specific Health, Safety, and Emergency Plan
- Child Abuse Reporting
- Child predators (gates, walls, pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- Tuberculosis Risk Assessment and Examination
- Medication in school
- Vision, hearing, and scoliosis screening
- Student Illness & Injury Policies

HEALTH, SAFETY, AND EMERGENCY PLAN

The Charter School shall adopt a Health, Safety, and Emergency Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures, including for earthquakes, fires, terror threats, hostage situations, school lockdowns, evacuations, safety drills, and annual testing of sprinkler systems, fire extinguishers, and fire alarms
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline

- procedures for conducting tactical responses to criminal incidents.

All staff members will receive training on the Health, Safety, and Emergency Plan.

CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Executive Director will serve as BPA's Custodian of Records.

Additional Health and Safety Provisions

Procedures for Background Checks

The Executive Director shall monitor compliance with applicable laws and regulations (the Board President shall monitor fingerprinting and background clearance of the Executive Director) and make quarterly reports to the Board. BPA shall also ensure that the Executive Director receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

Blood-borne Pathogens

BPA shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. BPA will establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff should follow the latest medical protocol for disinfecting procedures.

Immunizations

All enrolled students and staff are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

Drug Free/Alcohol Free/Smoke Free Environment

BPA shall function as a drug, alcohol and tobacco-free environment.

Facility Safety

BPA shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The

Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the Compton Unified School District (if at District facilities).

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

BPA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. BPA shall develop a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be promptly addressed in accordance with BPA's policies.

Student Records

BPA will establish and adhere to procedures related to confidentiality and privacy of student records. BPA will keep student records in a locked file cabinet to which only designated staff will have keys, in accordance with BPA policies. Student special education files will be kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems will use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records will be requested from the respective district.

Immigration Policy

BPA will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

Student Debts

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, BPA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Mental Health Services

BPA will notify parents and pupils at least two times per school year about how to access pupil mental health services on campus or in the community or both per the requirements of Assembly Bill 2022.

Pregnant And Parenting Students

BPA shall provide an annual notice to students about their rights regarding pregnancy or when parenting in compliance with Assembly Bill 2289.

Tribal Regalia/Objects of Religious or Cultural Significance

Allows students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by BPA and would allow the school, under specific circumstances as set forth in the law, to limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Hotlines

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers.

If BPA issues pupil identification cards BPA will have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline.

ELEMENT 7: MEANS TO ACHIEVE 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.” (Ed. Code, § 47605(b)(5)(G).)

Charter School has set forth below its initial plan for achieving the balance of students required by Education Code section 47605, subdivision (c)(5)(G). The written plan identifies specific measures Charter School will implement and activities it will undertake in order to achieve a balance of racial and ethnic pupils, special education pupils and English learner pupils that is reflective of the general population residing within the territorial jurisdiction of the District. Charter School will monitor the implementation and outcomes of its initial plan, and modify it as necessary throughout the term of its charter to ensure that it is achieving the requisite balance. Upon request, Charter School will provide the District with a copy of any modifications it has made to its written plan.

DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS CHART

While we cannot predict our enrollment demographics with specificity, particularly since enrollment is determined by lottery as a public charter school, as illustrated below, using Davis MS as the nearest existing middle school to our planned target location of 1720 N. Culver in Compton, we anticipate BPA’s enrollment will be predominantly Latinx (approximately 80+% -- Davis MS is 87.2%, though District-wide, CUSD is 77.2%), with almost all of the remaining students African American (12.0% at Davis MS, and 19.3% across CUSD).

We expect that virtually all of our students will qualify for FRPM (95% at Davis MS; 91.3% across CUSD). We expect a significant number of EL students (30.8% at Davis MS, and another 38.7% of students enrolled at Davis MS are RFEP); across CUSD, 29.4% of students (all grades, K-12) are classified as EL; we also anticipate that most of our EL students will be LTELs. Based on Davis MS enrollment, we anticipate that approximately 12.0% of our students will be SWD, which

DISTRICT & SURROUNDING SCHOOL RACIAL & ETHNIC DEMOGRAPHICS											
	Total # of Students 2019	% American Indian or Alaska Native	% Asian	% African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
Comparison School: Davis MS	493	0.2%	0.0%	12.0%	0.0%	87.2%	N/A	0.2%	0.2%	0.2%	0.0%
District-wide	23,194	0.2%	0.1%	19.3%	0.1%	77.2%	N/A	0.5%	1.8%	0.4%	0.5%
Data Source(s):	dq.cde.ca.gov/dataquest/										

is consistent with the CUSD rate of 12.1%. Finally, 1% of Davis MS's students are foster youth and 1.2% of students are classified as homeless youth; we anticipate the same or higher rates.¹⁷⁴

HOW THE SCHOOL LEADERS ENSURE ENROLLMENT REFLECTS COMPTON/TARGET COMMUNITY

BPA is working hard to ensure our school enrollment is reflective of the target community in Compton in race/ethnicity, EL status (ELs and reclassified students), SWD, socio-economic status and other characteristics. As detailed in Element 1, BPA's student-centered, whole child model is designed to serve those students who most in need in the Compton community, including those students who have not had success in traditional schools to date. BPA has been, and will continue to use a variety of strategies for outreach in the community in order to ensure that families – including those who are “hard-to-reach” – learn about our new school and the opportunity to enroll. We note that we are fortunate to have on our Board of Directors Mary Louise Silva, who served as the Director of Parent and Community Outreach and Engagement for the Alliance for College-Ready Schools. In this role, one of Ms. Silva's primary responsibilities was overseeing community outreach for the Alliance's new start-up middle schools and high schools in underserved neighborhoods throughout Los Angeles. She has years of experience in leveraging effective strategies to ensure that all families, including those who do not speak English, those whose children are academically low-achieving, whose children are SWD, or have other challenges have learned about the new school in their neighborhood and completed an application for the enrollment lottery.

Based on Ms. Silva's expertise and guidance as well as his own experience, starting in the spring of 2019, our Founder/Executive Director Mr. Gomez began conducting door-to-door canvassing in our target neighborhood, working with a parent outreach coordinator and volunteer parents. He also hosted outreach events at the Compton Library. At the time, plans were to open BPA – then referred to as Ingenious College Prep Academy – in 2020. Mr. Gomez and his assistants engaged parents and community members in conversations about plans for the new school, and listened to parents' desires in the ways in which a public school would meet their children's needs. With community members, he sought support of the new school location in the neighborhood. Hundreds of parents and community members signed their support of the Charter School.

In order to have more time to address the extensive requirements of the CUSD New Charter Application Guide, we ultimately made the decision to defer school opening to 2021. The Covid-19 pandemic then arrived, further complicating some of our efforts. While Covid-19 has had a significant impact on our ability to conduct person-to-person outreach and events, we remain committed to spreading the word and ensuring families learn about our school.

Community Partners

As detailed in Element 1, Mr. Gomez has become an active participant in several local community organizations, both to learn about their work and help the community, and to help spread the word about BPA and the opportunity for families with middle grades children. This list includes, to date:

- *Best Start Compton-East Compton*

¹⁷⁴ dq.cde.ca.gov/dataquest/

- *Communities in Motion*
- *MLK Community Medical Group*
- *D.A.D. Project*
- *Homeless Task Force*
- *PBS SoCal's STEM Library Corner at Compton Library*
- *Yetunde Price Resource Center*
- *Community Health Council*
- *Dollar Hide Community Center*

Going forward, community outreach plans also include the following specific organizations, both to establish potential partnerships for services for BPA's families on a referral basis as needed and other programmatic partnerships, and for referral of families middle grades children to BPA for enrollment:

Children's Institute Inc.: provides early education, behavioral health and family strengthening services to 26,000 children and families each year. CI also trains professionals and caregivers in trauma-informed care, evidence-based clinical treatment, parenting and fatherhood.

Drew Child Development Corporation: provides education, early intervention for children with developmental disabilities, early childhood (18 mo. To 5 years) child care, family therapy (adolescent pregnancy, HIV education, substance abuse), mental health and other family services for families in Compton and neighboring communities.

Free/Low-Cost Health Services:

St. John's Well Child and Family Center Compton Clinic
Lestonnac Free Clinic Compton

Mental Health Services:

Star View Community Services

Foster Youth Services:

Specialized Foster Care (Mental Health Center) – Compton
Peace4Kids

Disability Services:

Child Health and Disability Prevention Program

After-School/Enrichment Programs:

Compton Sheriff's Youth Activities League
Compton Junior Equestrians
MLB Urban Youth Academy (baseball and softball)

Outreach Strategies

The following strategies will help us reach out to families in the target community:

Flyers - We will create flyers in English and Spanish, given the demographics in surrounding community, briefly highlighting our school's mission and some key highlights of interest to families (e.g., student-centered, personalized model with customized support for each student; longer school day with daily Learning Lab for one-on-one and small group tutoring and support with teachers and aides, including for English Learners and SWD; on-site counseling with one counselor per grade level; safe and welcoming where every student is well known; hot breakfast and lunch each day; opportunities for student leadership and clubs based on students' interests, etc.). Flyers will include information about how to apply, links to our school website, a phone number, and invitations to community meetings (which will be held on Zoom as needed, outdoors, where families can socially distance).

Fliers will be distributed at all of the organizations listed above, as well as local parks, libraries, laundromats, markets, faith-based organizations, and more. Door-to-door canvassing and/or mailers will be utilized once the school facility is finalized.

Electronic Media - We will utilize a website to provide information about the school's instructional model, the lottery application and enrollment process, upcoming informational sessions (held via Zoom as needed, or outdoors), Board members and school staff, job openings, and more. The website will include contact information. All information on the website will be provided in Spanish as well.

Community Meetings - BPA will hold community meetings open to the general public, to inform families about BPA. As noted above, due to Covid-19 restrictions, as necessary, these meetings will be held via Zoom or Google Hangouts, or in outdoor locations where families can readily socially distance. Once the Charter School is open, Open House meetings will be held at least monthly during the open enrollment period for families to see and tour the school site. At each meeting, a BPA representative will collect interested families' information including name, address, telephone number and email address for future communications about student matriculation and other activities.

Advertising/Media – As needed, BPA will purchase advertising in local print, radio and online media in Spanish and English to advertise our school and open enrollment. Banners may be displayed in the area near the school. Our Executive Director will seek to have local media feature positive news stories about our students and staff to highlight BPA in the community.

We know that once our doors are open especially, the most powerful driver of outreach and enrollment will be our families and word of mouth. While this will not take the place of the foregoing activities, our families will be encouraged to spread the word about BPA during open enrollment and invited to distribute flyers at their favorite businesses and locations in the community, talk to their friends about the school, and encourage families to visit our website. Students may be asked to participate in helping to give tours and presentations and helping design flyers and social media posts about the school.

The BPA Board will review outreach efforts at the end of July, January and annually, including reviewing outreach material content and languages, and locations and frequency of recruiting activities, and compare with geographic information of applicants. The Board will direct BPA staff

to broaden outreach efforts as needed in order to achieve the goal of enrolling a student population that is reflective of the District.

ELEMENT 8: ADMISSION REQUIREMENTS

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code, § 47605(c)(5)(H).)

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the charter. These records shall be made available to the District upon request.

Application Deadline and Lottery

As part of the Fall Information Update, Charter School will notify the District in writing of the application deadline and proposed lottery date. Charter School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with the approved charter.

Homeless and Foster Youth

Charter School shall 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 youths. Charter School shall provide specific information, in its outreach materials, website, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

Non-Discrimination

Charter School shall 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 English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, 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. Charter School 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 this charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance

lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. (Ed. Code, § 47605(e)(4).)

Charter School shall not discourage a student from enrolling or seeking to enroll in Charter School, nor encourage a current student to disenroll, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student has disabilities or is academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. Charter School shall not request or require a student's records to be submitted before enrollment. Charter School shall post on its website the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code, § 47605(e)(4).)

Parent Engagement

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

ADMISSION REQUIREMENTS

BPA will be an open enrollment, tuition-free public school. BPA will admit all pupils who wish to attend the school as outlined in Education Code section 47605(e)(2)(A) up to enrollment capacity. Enrollment to the Charter School shall be open to any resident of the State of California but there are no specific admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). The Application Form shall request:

- the student's first and last name, birthdate, grade level entering
- parent/guardian's first and last name, address, phone number, alternate phone number, email address, and preferred method of contact (phone, text or email)
- for purposes of enrollment preferences (as detailed below):
 - whether the student is a resident of CUSD
 - whether the student has a sibling who attends or is applying to BPA, and if so, his/her grade name and grade level
 - whether the student is the child of a BPA teacher or staff member
 - whether the student is a foster youth or homeless youth¹⁷⁵
 - whether the student resides within the attendance boundaries of the ____ [tbd] Elementary School.¹⁷⁶

¹⁷⁵ A detailed definition of "homeless" will be provided in accordance with the McKinney-Vento Homeless Assistance Act, see, e.g.: <https://www2.ed.gov/programs/homeless/guidance.pdf>, Question A-3.

¹⁷⁶ Once BPA finalizes a facility, it will determine whether it qualifies for funding under the Charter School Facility Grant Program, giving preference to residents of the attendance zone for the CUSD elementary school in which the BPA facility is located.

No other information about the student will be requested prior to the lottery.

Parents and students admitted to the school will be requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the school, but their attendance or lack of attendance does not impact their student's admission. The Executive Director will work to ensure that all families understand these expectations and that they are aware of the different ways they can be involved in the school.

BPA shall comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the Charter School's website and providing a copy to a parent, guardian, or student as required.

LOTTERY PREFERENCES AND PROCEDURES

Application Forms will be accepted during a publicly advertised open enrollment period, which will typically be from October to late February. An explanation of the timeline, rules, and procedures to be followed during the open enrollment and lottery processes will be available on our website in English and Spanish and in the Charter School's main office (and additional languages if needed). The process is also verbally explained to any families who call, or hand-deliver a paper Lottery Application form in-person. Parents can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether the Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice of the lottery will be posted in the Charter School's main office, on the Charter School website, and on distributed informational flyers. The notice will include the date, time and location of the lottery (typically at the end of January) and will encourage families to attend. The lottery will be held on a weekday evening to maximize attendance at an easily accessible public location that can accommodate all interested families, such as the BPA school site. Parent attendance at the lottery is not required in order to secure enrollment for a student.

The lottery will be conducted by a non-interested member of the staff (i.e. one with no family member participating in the lottery) who draws the pupil names and verifies lottery procedures are fairly executed. Those individuals whose names are drawn after all spaces have been filled will be placed on the waitlist in the order drawn. Application Forms, the record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be retained on campus, and lottery results and waitlists (determined in the order names are drawn in the lottery) will be readily available in the Charter School's main office for inspection upon request. Each applicant's Application Form is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

Those who apply after the open enrollment period are added to the end of the waitlist in the order they are received. In the event that no such waitlist exists because space is available, students will be enrolled on a first come, first served basis.

Families who are offered spots as a result of the lottery will be notified by phone call and in writing by email. Families who are offered spots must respond within five (5) calendar days of sending the written notice. Those families not responding within the 5-day period will forfeit their spot, but may request to be placed at the end of the waitlist. The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

Admission Preferences

After the first year of the Charter School, students who are already enrolled will be exempted from the lottery. Charter School offers the following enrollment priority in the lottery:

1. Students residing in the Compton Unified School District
2. Siblings of admitted students
3. Children of teachers and staff (up 10% of enrollment)
4. Foster Youth and/or Homeless Youth
5. Students who reside in the attendance area of the elementary school the Charter School is relying on to meet the Charter School Facility Grant Program Free and Reduced Price Meal requirement.

No other exemptions or preferences shall be given. The preferences for existing students and residents of the District are required by law, and the preferences for siblings admitted students and children of teachers and staff is meant to help keep families together at the same school to improve student outcomes and create a positive school climate.

ENROLLMENT PROCESS

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on the waitlist). Each student offered a space in the following year will be required to complete an enrollment packet. The Charter School holds a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of at least the following:

- Student Enrollment Form
- Proof of Immunizations
- Home Language Survey
- Emergency Medical Information Form

The waitlist will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, BPA will contact the family of the student on the top of the waitlist by phone and in writing by email to offer their student admission to the Charter School. If a family is notified prior to August 1st, the family will have ten (10) calendar days from sending the written notice to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours from sending the written notice to confirm enrollment and return a completed enrollment packet. Should the family decline the position, the next family on the waitlist will be contacted until the open position is filled.

A copy of all application form, enrollment packet, waitlists, and lottery results are kept on file in the BPA main office and will be readily available for inspection by District representatives.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

“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.” (Ed. Code, § 47605(c)(5)(I).)

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020.

In order to ensure the necessary oversight and review of mandated reports for which the District must determine Charter School’s fiscal health and sustainability, the following schedule of reporting deadlines to the District will apply each year of the term of this charter:

- o On or before July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code section 47606.5.
- o September 1 – Final Unaudited Financial Report for Prior Year
- o December 1 – Final Audited Financial Report for Prior Year
- o December 1 – First Interim Financial Report for Current Year
- o March 1 – Second Interim Financial Report for Current Year
- o June 15 – Preliminary Budget for Subsequent Year¹⁷⁷

ANNUAL AUDIT PROCEDURES

The Board of Directors of BPA will oversee the selection of an independent auditor with experience in educational institution audits and approved by the State Controller on its published list as an educational audit provider, to conduct annual, independent financial audits. Once selected by the Board, the Executive Director or designee is responsible for contracting with the auditor. The auditor will have a CPA. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The audit will be conducted in accordance with generally accepted accounting principles.

The Executive Director will work with the auditor and the school’s back office services provider to review any audit exceptions or deficiencies, and will report to the BPA Board of Directors with recommendations on how to resolve them. Audit exceptions and deficiencies will be resolved to the satisfaction of the District within the reasonable timelines as prescribed by the District.

The Executive Director will ensure the auditor sends the completed annual audit to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. Audit appeals or requests for summary review may be submitted to the Education Audit Appeals Panel in accordance with applicable law.

¹⁷⁷ We are aware that these statutory timelines have been modified. BPA will comply with all applicable timelines as currently required.

The independent financial audit of BPA is a public record, and a copy of each year's audit will be maintained in school's office and provided to the public upon request. BPA's Board will ensure transparency in its annual budget adoption process as stakeholders will be informed about its meetings, agendas and invited to attend (see Element 4). Similarly, the Board's adoption of the audit will take place at a publicly noticed Board meeting and recorded in the Board's meeting minutes which will be posted on the BPA website for review following Board adoption.

Attendance Accounting

BPA will use the reporting procedures of CUSD. Attendance accounting procedures will satisfy requirements for Compton USD, LACOE, and CDE and will be audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers will record daily attendance on attendance cards. When a student is absent from school, office personnel will verify absences. State school registers will be completed on a monthly basis documenting the month's attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to Compton USD on a monthly basis.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall not cause any pupil to be involuntarily removed from Charter School for any reason unless Charter School has provided written notice to the pupil’s parent/guardian of its intent to do so at least five school days before the effective date of the action. The written notice will be in the native language of the pupil or the pupil’s parent/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 the pupil, the pupil’s parent/guardian or educational rights holder. If a parent, guardian, or educational rights holder requests a hearing, Charter School shall utilize the same hearing procedures specified below for expulsions before the effective date of the action to involuntarily remove the student. If a parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform with changes in state law.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, such as, for example, truancy or excessive tardiness.

Restriction on Suspension and Expulsion for Behavioral Issues

Charter School shall not suspend any student in kindergarten through grade 5 or grades 6 through 8 on the basis of having disrupted 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. Those acts shall not constitute grounds for a pupil enrolled in a charter school in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. (Ed. Code, § 48901.1.)

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the District.

In the case of a student who has an Individualized Education Program, or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504. Prior to recommending expulsion for a Section 504 student or special education student, Charter School will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of Charter School's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had a direct and substantial relationship to the child's disability or the conduct in question was not a direct result of Charter School's failure to implement the 504 plan or IEP, the student may be expelled.

Notification of the District

Upon expelling any student, Charter School shall notify the OCS in writing immediately or as soon as practicable. Charter School shall include with its written notification a copy of the expulsion notice provided to the student's parent/guardian stating the reason for the expulsion, the term of the expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment.

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and promptly make such data available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board 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. Terms of expulsion will be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. The rehabilitation plan will include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board will adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

SCHOOL DISCIPLINE POLICY

As we have reiterated throughout this charter petition, we believe students learn best in a safe and healthy environment where they are well known by caring adults, where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. To set clear expectations for students, the student discipline policies at BPA will be further refined as BPA solicits and encourages input from parents, teachers, and students, particularly through the School Site Council. These policies will be distributed in the BPA Student Handbook and will describe the Charter School's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse, among other topics. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

BPA staff will develop a detailed and comprehensive set of student discipline policies through the work of a group formed by the Executive Director that will include interested parents, students, teachers, counselor(s) and staff by August 1, 2021. The Charter School will implement a behavior system that emphasizes and recognizes positive behavior, based on research that indicates that positive behaviors are associated with positive academic outcomes,¹⁷⁸ while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) are associated with negative academic outcomes.¹⁷⁹ As discussed in Element 1, BPA will work to establish a positive school culture framed by our school's core values (Brave, Resilient, Inspired, Dedicated, Growing, Equitable, Self-Confident). School leaders, advisors and teachers will introduce students to expected behaviors, the core values, and different procedures during Orientation and the first days of school.

BPA's discipline policy will be rooted in our whole child model of support and PBIS, with restorative justice practices underlying our Way of Council peer communication, support and conflict resolution program. Through our Multi-Tiered System of Supports (MTSS) program, our

¹⁷⁸ Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993.

¹⁷⁹ Akey, 2006; Kane, 2004.

Student Support and Progress Team (SSPT) will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful at BPA and throughout secondary school, college, and beyond and to make every effort to keep students in class. The SSPT will lead efforts to support individual student's needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals included in their ILPs (Tier 1), behavior trackers/plans (Tier 2), and frequent communication with parents/guardians. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, our counseling staff will help support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that will also be used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes (where feasible, as BPA scales up to full enrollment)
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent/guardian meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by phone or letter
- Referral to the Principal or Executive Director
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

Implementing Discipline Policy in Classrooms; Teaching Strategies to Ensure Students are On Task and Focused On Learning

As detailed in Element 1 in the Section on Instructional Strategies, BPA's teachers will implement a variety of differentiated strategies in the classroom to meet each individual student's needs in our highly personalized program. Through our student-centered approach, the intent is that students will be engaged and focused through approaches that are designed based on their needs, rather than the needs of the teacher, or the state's standards, or some other measure.

Discipline policy will be implemented transparently, equitably and with fidelity across classrooms. Through ongoing coaching by both school leaders and counseling staff, teachers will develop expertise in “reading the room,” and signals from students who are acting out, diffusing escalations, and other strategies in a continuous effort to avoid the need for discipline and redirect behavior to a more positive and effective outlet. Teacher/staff compassion and understanding will be a hallmark of our trauma-sensitive approach.

Minority Students and Students with Disabilities

As detailed extensively in Element 1, BPA will implement various strategies to help ensure that no one student group is disproportionately represented in discipline, including but not limited to:

- *Trauma-Sensitive School:* We anticipate that a large majority of our student population will have encountered numerous “adverse childhood experiences” (ACEs) or traumas in their young lives. As discussed in detail under Element 1, these children’s brain development has been altered by their ACEs, particularly when multiple and/or ongoing ACEs are involved, such that they often exhibit a “flight, fight or freeze” response to stimuli that would not cause a similar reaction in a child who has not experienced ACEs. One of the fundamental components of our discipline framework will be an emphasis on understanding students’ social/emotional needs, including a policy of compassionate communication. Teachers and staff will work to help students develop a sense of belonging while cultivating critical communication, conflict resolution and character skills. BPA will have one full-time counselor per grade level and a full-time school psychologist who will work as partners with our teachers in all aspects of program delivery.
- *MTSS:* The SSPT will lead a collaborative approach of highly trained teachers and counselors to provide tiered behavioral supports to ensure that every student receives specifically targeted intervention and support for their psychosocial needs.
- *Small School Environment:* The enhanced social relationships of small school environments have shown to increase trust and positive attitudes among students and staff, while decreasing violence and conflict. BPA will be a relatively small school with low, 25:1 student-to-teacher ratios, and will create small learning communities where relationships between adults and students are sustained over time ensuring that no child, regardless of their background, falls through the cracks.
- *Positive School Culture/Way of Council:* Through our trauma-sensitive PBIS approach, we will also use principles of Restorative Justice to teach students how to grow and learn from a mistake. Through the Way of Council program we will expressly teach students how to develop and express conditions of empathy, respect, kindness, and love throughout our school community. Students will see the respect with which adults at BPA hold one another and learn to communicate with one another in the same ways. The humanity and dignity of every student is paramount; our discipline and safety policies will always be reflective of this deeply held belief.

Discipline data, including the number of suspensions and expulsions, will be tracked and monitored regularly by BPA’s school leaders and adjustments to the above strategies will be implemented as necessary.

Periodic Review

This Policy, including the lists of offenses for which students are subject to suspension and expulsion, will be periodically reviewed by the School Site Council in collaboration with the Principal (Executive Director until Y4), and it may be amended from time to time without the need to amend the charter so long as the amendments are within the legal requirements. And changes to the BPA discipline policy will be approved by the Board of Directors. The Executive Director also will consult with outside legal counsel regularly regarding any appropriate updates to school policies, including discipline, based on amendments to state or federal laws.

SUSPENSION AND EXPULSION

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

BPA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy will be printed and distributed as part of BPA Student Handbook and will clearly describe discipline expectations.

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.

BPA 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 this Policy is available on request at BPA's main 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.

GROUND FORS FOR SUSPENSION AND EXPULSION

Jurisdiction

A student may be suspended for prohibited misconduct if the act is (1) related to school activity; (2) school attendance occurring at BPA; or a BPA sponsored event. A student may be suspended for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in minor harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in minor injury.
3. Unlawfully possessed, used, sold or otherwise furnished nominal amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property resulting in negligible loss.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. A pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
13. Knowingly received stolen school property or private property.
14. Possessed an imitation firearm, i.e.: 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.

15. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
16. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in hazing. For the 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, which 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 section, “hazing” does not include athletic events or school- sanctioned events.
19. Made terroristic threats against school officials and/or school property. For purposes of this section, “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 property, or the personal property of the person threatened or his or her immediate family.
20. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently offensive as to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
21. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
22. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

23. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “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 detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience interference with his or her academic performance.
 - iv. Causing a reasonable student to experience interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “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:
 - (a) 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.
 - (b) 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.
 - (c) 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.
- iii. An act of cyber sexual bullying.
 - (a) 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.
 - (b) 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.
 - 3) Notwithstanding subparagraphs (1) and (2) 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.
24. 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 (1)(a)-(b).
25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Suspension Offenses

Students shall be suspended when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C.48915(c)(1)
2. Brandishing a knife at another person. E.C. 48915(c)(2)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

26.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Executive Director may use her/his discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and

correct the student's specific misbehavior.

Grounds for Expulsion

Jurisdiction

A student may be expelled for prohibited misconduct if the offense is (1) related to school activity; (2) school attendance occurring at BPA; or a BPA sponsored event. A student may be expelled for offenses that are described below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Discretionary Expulsion Offenses

1. Caused, attempted to cause, or threatened to cause physical injury to another person resulting in serious bodily harm.
2. Willfully used force or violence upon the person of another, except self-defense resulting in serious bodily injury.
3. Unlawfully possessed, used, sold or otherwise furnished significant amounts of any controlled substance, alcoholic beverage, or intoxicant of any kind as defined in Health and Safety Code Sections 11053-11058.
4. Unlawfully under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion in excess of \$1,000.
7. Caused or attempted to cause damage to school property or private property in excess of \$1,000.
8. Stole or attempted to steal school property or private property in excess of \$1,000.
9. Habitually disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
10. Possessed an imitation firearm, i.e.: 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.

11. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
12. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
13. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
14. Engaged in, or attempted to engage in hazing. For the 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, which 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 section, “hazing” does not include athletic events or school-sanctioned events.
15. Made terroristic threats against school officials and/or school property. For purposes of this section, “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 property, or the personal property of the person threatened or his or her immediate family.
16. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
17. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
18. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19. Engaged in an act of bullying, including, but not limited to, bullying committed by means

of an electronic act.

20. “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:
 1. 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.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.
 4. 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.
21. “Electronic Act” means the creation or transmission originated on or off the schoolsite, 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.
22. A post on a social network Internet Web site including, but not limited to:
 - a. 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.
 - b. 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.
 - c. 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.
23. An act of cyber sexual bullying.
 - a. 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.

- b. 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.
- c. Notwithstanding subparagraphs (1) and (2) 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.

24. 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(3)(a)-(b).

25. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

Mandatory Expulsion Offenses

- 1. Possessing, selling, or furnishing a firearm, as defined below. E.C.48915(c)(1)
- 2. Brandishing a knife at another person. E.C. 48915(c)(2)
- 3. Unlawfully selling a controlled substance. E.C.48915(c)(3)
- 4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. E.C. 48915(c)(4)
- 5. Possession of an explosive, as defined below. E.C. 48915(c)(5)

In these cases, expulsion would only be recommended if either of the following are true:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- 2. Due to nature of the act, the presence of the pupil causes continuing danger

Students are subject to mandatory expulsion from BPA for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school, possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.

At the discretion of the Executive Director or Principal BPA will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment in order to access appropriate curriculum and supports. The Executive Director/Principal shall be responsible

for the supervision of in-school suspensions. In- class and in-school suspension will never be considered as an alternative to expulsion.

SUSPENSION PROCEDURES

Suspensions from the Charter School shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/Principal or a designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Executive Director/Principal. The conference may be omitted if the Executive Director/Principal 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 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 him or her 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 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 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, the Executive Director/Principal 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, the date and time when the student may return to school, and the right to appeal. If the Executive Director/Principal wishes 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. If the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive schooldays per suspension. Suspension shall not exceed twenty (20) schooldays in a single school year. Upon a recommendation of Expulsion by the Executive Director/Principal 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/Principal or designee upon either of the following determinations: 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.

Upon request of a parent, a student who has been suspended for two or more schooldays will be provided with homework that the student would otherwise have been assigned. If a homework assignment that is turned into the teacher upon the student's return to school 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 student's overall grade in the class.

4. Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension by submitting a written request to the Executive Director/Principal within five (5) schooldays of the first day of suspension. A certificated staff member other than the Executive Director/Principal will expeditiously review the case with the parent and/or student in question within five (5) schooldays of receipt of the appeal. The certificated staff member may uphold the suspension, modify the suspension (e.g. reduce suspension duration, if possible), or overturn the suspension and expunge the suspension from the student's record. The certificated staff member's decision shall be final. A student shall remain suspended during an appeal, but may return to school at the end of the scheduled suspension while an appeal is pending. If a student is also recommended for expulsion, any suspension appeal will be considered concurrently with the expulsion process.

EXPULSION PROCEDURES

A student may be expelled by a single, neutral Hearing Officer after a hearing and upon the recommendation of the Executive Director/Principal. The Hearing Officer will be assigned by the Executive Director/Principal as needed, and shall be certificated and neither a teacher of the student nor a Board member. The Hearing Officer may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after BPA Executive Director/Principal or designee determines that the Pupil has committed an expellable offense. The hearing shall be held in closed setting unless the pupil makes a written request for a public hearing three (3) calendar days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of BPA's disciplinary rules which relate to the alleged violation
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment

- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

The Hearing Officer will make a final decision whether to expel.

Procedures for Expulsion hearings Involving Sexual Assault/ Battery Offenses

BPA 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, which shall be examined only by BPA 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.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. BPA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, BPA must present evidence that the witness' presence is both desired by the witness and will be helpful to BPA. The Hearing Officer 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 Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. 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.
9. 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 no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Involuntary Student Disenrollment, Dismissal, or Transfer

No student shall be involuntarily removed by BPA for any reason unless the parent or guardian of the student has been provided written notice in-person and/or by mail or email of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the student will remain enrolled at BPA until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, except as provided herein. Declarations may be admitted as testimony from witnesses of whom the Hearing Officer determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk

of physical or psychological harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of declarations that shall be examined only by the Hearing Officer. Copies of these declarations, edited to delete the name and identity of the witness, will be made available to the pupil.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The final decision of the Hearing Officer shall be in the form of written findings of fact and shall be made within ten (10) schooldays following the conclusion of the hearing.

If the Hearing Officer decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice

BPA Executive Director/Principal or designee following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with BPA

BPA Executive Director/Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, BPA shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, 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.

Expulsion Appeals

A decision to expel may be appealed within ten (10) calendar days of the date of the Hearing Officer's written decision to expel. The parent must submit the appeal request in writing to the Executive Director/Principal. A meeting of the school's Expulsion Appeal Panel shall be convened within thirty (30) school days of receipt of the written appeal request. The student's parent will be provided notice of the meeting and must either attend to present his/her appeal verbally or submit written documentation supporting the appeal. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members appointed by the Board's presiding officer (i.e., the Chairperson or Board President) at least annually. At least one (1) Panel member shall be certified but not a teacher of the student, while the other two (2) members may be school employees, Board members, or other neutral individuals. The scope of review of the Panel shall be limited to 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 expulsion hearing. The decision of

the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) schooldays of the meeting. In the event the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated and returned to his/her educational program.

If an expulsion appeal is not requested within ten (10) calendar days, the Hearing Officer's decision shall be final.

Disciplinary Records

The Charter School shall maintain the confidentiality of pupil records of all student suspensions and expulsions. Such records shall be made available to the District upon request.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from BPA, the Executive Director/Principal will work cooperatively with the district of residence, county, and/or other schools to assist with the appropriate educational placement of the student who has been expelled.

Rehabilitation Plans

Students who are expelled from BPA shall be given a rehabilitation plan upon expulsion as developed by Hearing Officer 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 BPA for readmission. Expulsions shall not exceed one year in length.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school district, private school, or charter school shall be in the sole discretion of the Executive Director/Principal following a meeting with the student and the student's parent to determine whether the student has successfully completed the rehabilitation plan, if any, and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Suspension and Expulsion of Students with Disabilities

Notification of SELPA

BPA 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 BPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior

violation so that it does not recur. These services may be provided 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 the school's discipline policies, BPA, 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 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If BPA, 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 BPA, 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:

- i. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that BPA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- ii. 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
- iii. Return the child to the placement from which the child was removed, unless the parent and BPA agree to a change of placement as part of the modification of the behavioral intervention plan.

If BPA, 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 Plan, then BPA may apply the relevant disciplinary procedures to students 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 an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings. When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the IEP/504 Team shall decide on the student's placement

in an interim alternative educational setting, pending the decision of the hearing officer or until the expiration of forty-five (45) days, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

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 the school's discipline policies.

The Executive Director/Principal 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:

- A. 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;
- B. 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
- C. 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 shall be determined by the student's IEP/504 Team.

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 school's disciplinary policies may assert the procedural safeguards granted under this Policy only if the school had knowledge that the student was disabled before the behavior occurred.

The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (1) 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 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.
- (2) The parent has requested an evaluation of the child.
- (3) The child's teacher, or school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child directly to the special education case manager or to other school supervisory personnel.

If the 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 school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The 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.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

“The manner in 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.” (Ed. Code, § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

BPA will make participation in State Teachers’ Retirement System (STRS) available to teachers and social security available to classified workers. All withholdings from employees and the charter school will be forwarded to the (STRS) fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

Non-certificated employees will be covered by Social Security. ExEd and Office Manager will be responsible for ensuring that appropriate arrangements for Social Security coverage have been made and will be sustained for all eligible non-certificated employees during their employment at BPA.

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.” (Ed. Code, § 47605(c)(5)(L).)

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with applicable law and that school district’s policies and procedures. Alternatively, the pupil may seek to enroll in another charter school. If the District is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any school district as a consequence of enrollment in Charter School, except to the extent that such a right is extended by the school district.

BPA will be a school of choice; no student will be required to attend BPA. Students who choose not to attend BPA may choose to attend other public schools in their attendance area or pursue intra-district transfers in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an 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.” (Ed. Code, § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Cal. Code. § 47605 (b)(5)(N)

General Provisions

Any claim, controversy or dispute between Los Angeles County Office of Education and Charter School arising out of, or relating to, this charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this charter (“Dispute”), shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issue Conference, mediation, arbitration, administrative and/or civil action (including appeals), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs, and expenses charged by a mediator or arbitrator (including all associated administration fees, costs, and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs, and/or expenses, or mediator’s or arbitrator’s fees, costs, or expenses (including any associated administration fees, costs, and expenses), issued by a mediator, arbitrator, judicial officer (including appeals), or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Disputes Between Charter School and Authorizer

Charter School agrees to attempt to resolve all disputes between Los Angeles County Office of Education and Charter School pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any Dispute arising shall be resolved in accordance with the procedures set forth below.

(1) The Dispute must be communicated in writing (“Written Notification”) by the party asserting the existence of the Dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by e-mail, upon confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:
Bridges Preparatory Academy
c/o Executive Director

Alejandro Gómez
4625 W 170th St
Lawndale CA 90260
e-mail: agomez@bpacompton.org

To: Director II of Charter Schools:
Charter School Office
Los Angeles County Board of Education
12830 Columbia Way
Downey CA 90242
e-mail: Ciccarelli_indra@laoe.edu

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification or such other date as determined by mutual agreement of the parties. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes support its position. The Written Response may be tendered by personal delivery, by e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by e-mail, upon confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party, or such other date as determined by mutual agreement of the parties.

(4) If the Dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim in dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the mediator will be selected from a list of mediators prepared and provided by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

(5) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any recourse available by law.

Internal Charter School Disputes

Charter School will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other matters. Charter School will not, at any time, refer such complaints to the County for handling.

The complaint procedures will include clear information with respect to the response timeline for Charter School, whether Charter School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in Charter School's student and family handbook or distributed widely.

Charter School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 ("Title IX") and Section 504, including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing of complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue the complaint; and a link to the United States Department of Education Office for Civil Rights complaint form.

ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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.” Ed. Code, § 47605(b)(5)(P).

Revocation of the Charter

Los Angeles County Office of Education may revoke the charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District’s Board of Trustees and/or any provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. Los Angeles County Office of Education may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, Los Angeles County Office of Education will notify the Charter School in writing of the specific violation and give Charter School a reasonable opportunity to cure the violation, unless the Los Angeles County Office of Education Board of Trustees determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

The decision to close Charter School, either by the governing board of Charter School or by Los Angeles County Office of Education’s Board of Trustees, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(l)) or non-renewed by Los Angeles County Office of Education’s Board of Trustees; the governing board of Charter School votes to close Charter School; or the charter lapses or is surrendered.

Closure Procedures

The procedures for Charter School closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations” posted on the California Department of Education (“CDE”) website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the District’s Board of Trustees, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. Charter School shall provide the Los Angeles County Office of Education with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, the Charter School shall provide the Los Angeles County Office of Education with a copy of the governing board resolution or minutes documenting its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the Los Angeles County Office of Education.
3. Los Angeles County Office of Education (“LACOE”). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.
4. The Special Education Local Plan Area (“SELPA”) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the Los Angeles County Office of Education.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (“STRS”), Public Employees Retirement System (“PERS”) and the Social Security Administration of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the Los Angeles County Office of Education.

6. CDE. School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the Los Angeles County Office of Education.

7. Any school district that may be responsible for providing education services to Charter School's former students. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the Los Angeles County Office of Education.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the Los Angeles County Office of Education.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of 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 four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the Los Angeles County Office of Education.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to Los Angeles County Office of Education policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the Los Angeles County Office of Education, in accordance with Los Angeles County Office of Education procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with Los Angeles County Office of Education procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Los Angeles County Office of Education in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier ("SSID"), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the Los Angeles County Office of Education in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the Los Angeles County Office of Education for the delivery and/or pickup of student records.

5. Charter School must update all student records in CALPADS prior to closing.

6. Charter School must provide to the Los Angeles County Office of Education a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School must provide to the Los Angeles County Office of Education the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the Los Angeles County Office of Education and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the Los Angeles County Office of Education immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the District, as Charter School's authorizing entity, of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask LACOE to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed Certified Public Accountant who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be

the responsibility of Charter School and not the District. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds or other special education funding will be returned to the Los Angeles County Office of Education SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the District, as authorizing entity, in the form required. If Charter School 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 should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect average daily attendance or enrollment adjustments for all affected local educational agencies due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School will ensure appropriate disposal, in accordance with Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation that does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Within fourteen (14) calendar days of the Closure Action, Charter School shall provide the District with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

2. Make final federal tax payments (employee taxes, etc.)

3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of Treasury, including, but not limited to, final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event the Charter School closes, the BPA Executive Director will serve as the Charter School's closure agent.

ADDITIONAL PROVISIONS

Facilities

Charter School will comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605(a) and 47605.1.

District-Owned Facilities

If Charter School is using District facilities as of the date it submits this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

A Proposition 39 facilities use agreement shall expire on the date stated in the agreement, unless otherwise agreed to by the District. There is no automatic renewal.

Under no circumstances shall the term of the agreement exceed five (5) years or extend beyond the term of the approved charter, whichever is shorter.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and California Code of Regulations, title 5, section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the District facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have

the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
- (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District may allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and the District's policies on operations and maintenance services for facilities and F&E. Notwithstanding the foregoing, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay the District for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in the District's property insurance or, if Charter School is the sole occupant of District facilities, obtain and maintain separate property insurance for the District facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the District facility if Charter School is co-locating or sharing the District facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the Los Angeles County Office of Education with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the Los Angeles County Office of Education. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revisions. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the Los Angeles County Office of Education for such facility. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the dispute resolution process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for

building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (“ADA”) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

If Charter School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operations, it may not commence operations unless an exception is made by the OCS and/or the local planning department or equivalent agency. If Charter School moves or expands to another facility during the term of this charter, Charter School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District unless an exception is made by the OCS and/or the local planning department or equivalent agency.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608 et seq., which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (“AHERA”), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

The District shall not provide insurance coverage to Charter School under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. If Charter School has more than one location, each location shall meet the insurance requirements set forth below individually.

Charter School, and not the District, shall monitor Charter School’s vendors, contractors, partners, and/or sponsors for compliance with insurance requirements.

Charter School will maintain the following insurance policies:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per occurrence and \$10,000,000 in aggregate. The policy shall name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

2. Workers' Compensation Insurance, including Employer's Liability, coverage with limits of \$1,000,000 for each accident for bodily injury by accident; \$1,000,000 for each employee for bodily injury by disease; and \$1,000,000 coverage period aggregate.

3. Commercial Auto Liability, including Owned, Leased, Non-Owned and Hired, coverage with limits of \$1,000,000 Combined Single Limit per occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, Charter School will maintain a coverage limit of \$5,000,000 Combined Single Limit per occurrence.

4. Crime Insurance or Fidelity Bond coverage to cover all Charter School employees who handle, process, or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Charter School will maintain coverage of at a minimum \$1,000,000 per occurrence/\$1,000,000 aggregate.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate. If Charter School's coverage is separately issued or included by endorsement to another policy, the policy will name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 if Charter School operates a high school or any other school that participates in competitive interscholastic or intramural sports programs.

Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall name the District and its Board of Trustees as additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Coverage

Charter School shall furnish to the District at the outset of the charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter School shall be required to provide the Compton Unified School District with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

The certificates of insurance will reflect the District’s and its Board of Trustees’ status as named insureds and shall attach a copy of the endorsement(s) extending such coverage. Charter School shall provide the District with certified copies of any required insurance policies upon request.

If Charter School obtains any other insurance coverage, such as coverage for damage or theft to Charter School, employee, or student property, for student accident, or any other coverage, purchase of that coverage will be the responsibility of Charter School and not the District.

Hold Harmless/Indemnification

To the fullest extent permitted by law, Charter School agrees, at its own expense, to indemnify, defend and hold the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees and volunteers harmless from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omissions or acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend, and hold harmless the District and its Board of Trustees and their members, officers, directors, agents, representatives, employees, and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners, or sponsors.

Fiscal Matters

Oversight and Audit of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit Charter School's books, records, data, processes and procedures through the OCS or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures, and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and make available any and all records necessary for the performance of the audit upon 30 days' notice. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours' notice.

In addition, if the District receives an allegation of waste, fraud or abuse related to Charter School's operations, Charter School shall be expected to cooperate with any investigation undertaken by the Los Angeles County Office of Education, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the Los Angeles County Office of Education and is not otherwise required to be completed by Charter School by law or charter provisions.

District Oversight Charges

The District may charge for the actual costs of supervisorial oversight Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of Charter School not to exceed 3% of Charter School's revenue if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the Los Angeles County Office of Education may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The oversight fee is separate and distinct from charges arising under any facilities use agreement between the District and Charter School.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in California Code of Regulations, title 5, section 15450.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the Los Angeles County Office of Education shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the Los Angeles County Office of Education for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Internal Fiscal Controls

Charter School will establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls, governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612 (b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a).

ADDITIONAL PROVISIONS

FACILITIES

“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Ed. Code § 47605(g).

BPA has identified a church-school facility at 400 S Santa Fe, Compton CA 90221, near the intersection of Santa Fe and Compton, which would be suitable as a temporary location for our two years of operations. The facility has been used as a school (thus is appropriately permitted), and has six classrooms plus office space, some limited outdoor space and parking, which would meet our needs for Y1 and Y2 with 112 students. We have also identified a second potential option a bit further east that would have capacity for two years of use, but would require more significant upgrades thus is less desirable as it could not accommodate our full growth. With more than one year until opening we are confident we can identify and secure an appropriate facility for Year 1, and then we will work with our partners to secure and develop a long-term private facility home for Bridges that would have no impact on CUSD. We note that our founder, Mr. Gomez, has real estate experience and is very familiar with the area; one of our Board members, Miguel Angel Romero, is a licensed realtor and works with real estate management companies.

While BPA will make every effort to secure an appropriate private facility for our school (potentially including a temporary facility), BPA does reserve the right to seek a Proposition 39 facility from the local district. The budget plan submitted with this petition is based on a private facility.

ADMINISTRATIVE SERVICES

“The manner in which administrative services of the school are to be provided.” Ed. Code § 47605(g).

BPA will procure its own administrative services through an appropriately qualified third-party contractor. BPA plans to contract with qualified experienced charter schools back-office provider (currently ExEd). BPA will ensure that its “back office” organization has capacity to provide the following services:

- Budgeting
- Financial reporting and forecasting
- Accounting and bookkeeping services
- Cash management
- Payroll processing and retirement reporting
- Compliance and data management services

BPA will ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. BPA shall approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein.

Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

CIVIL LIABILITY IMPACT

“Potential civil liability effects, if any, upon the school and upon the school district.” Ed. Code § 47605(g).

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

Pursuant to Education Code Section 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 the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. BPA shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of BPA.

Further, BPA will continue to have a memorandum of understanding with LACOE, wherein LACOE shall indemnify the LACOE for the actions of BPA under this charter.

The corporate bylaws of BPA shall provide for indemnification of the BPA Board, officers, agents, and employees, and BPA will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of LACOE and BPA’s insurance company for schools of similar size, location, and student population. BPA shall be named an additional insured on the general liability insurance of BPA.

The BPA Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code § 47605(g).

Attached, as Appendix 3, please find the following documents:

- A five-year projected budget with three-year monthly cash flow projections
- A budget narrative
- BPA’s [Draft] Fiscal Policies & Procedures

These documents are based upon the best data available to BPA at this time.

BPA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the LACOE.

BPA shall provide reporting to LACOE as required by law and as requested by LACOE including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

BPA agrees to and submits to the right of the LACOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, BPA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the LACOE.

INSURANCE

Please see District Required Language contained under “Additional Provisions” above.

TRANSPORTATION

BPA will not provide transportation to and from school, except as required by law.