

Bridges of Promise Academies

Charter Petition

Submitted to: Menifee Union School District

Charter Petition for Five-Year Term: July 1, 2027 – June 30, 2032

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Statement of Assurances

Bridges of Promise Academies hereby certifies that the information in this charter petition submitted to Menifee Union School District is true to the best of charter school's knowledge and belief. Bridges of Promise Academies shall comply with all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

- Bridges of Promise Academies shall be operated by Bridges of Promise Academies, Inc., a California non-profit public benefit corporation that qualifies for exemption under Section 501(c)(3) of the Internal Revenue Code.
- Bridges of Promise Academies affirms that the petition is for a single charter school and does not constitute the conversion of a private school to the status of a public charter school. [Education Code Sections 47605(a)(1) and 47605(a)(1)(2)]
- Bridges of Promise Academies affirms that the school will be located within the boundaries of the Menifee Union School District, to which the original charter petition was submitted. [Education Code Section 47605(a)(1)]
- Bridges of Promise Academies affirms that the Petition includes a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. [Education Code Section 47605(a)(3)]
- Bridges of Promise Academies shall be deemed the exclusive public-school employer of the employees of Charter School for the purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. [Education Code Section 47605(c)(6)]
- Bridges of Promise Academies shall meet all statewide standards and conduct the pupil assessments required, pursuant to Education Code Section 60605, and other statewide standards authorized in statute, or pupil assessments applicable to pupils in non-charter public schools. [Education Code Section 47605(d)(1)]
- Bridges of Promise Academies shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the school's educational programs. [Education Code Section 47605(d)(2)]
- Bridges of Promise Academies may encourage parental involvement but 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 the school. Such notification shall be posted in the new student application forms and in the Student-Parent Handbook. [Education Code Section 47605(n)]

- Bridges of Promise Academies shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Education Code Section 47605(e)(1)]
- Bridges of Promise Academies shall not charge tuition or fees for educational activities. [Education Code Section 47605(e)(1)]
- Bridges of Promise Academies shall not discriminate against a pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(e)(1)]
- Except as required by Education Code Section 47605(e)(2), admission to the Charter School will not be determined according to the place of residence of the pupil or their parent or legal guardian within the State. [Education Code Section 47605(e)(1)]
- Bridges of Promise Academies shall admit all pupils who wish to attend the charter school. [Education Code Section 47605(e)(2)(A)]
- Bridges of Promise Academies shall provide each application with an equal chance of admission. If the number of pupils who wish to attend Bridges of Promise Academies exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending Bridges of Promise Academies and pupils who reside in the Menifee Union School District except as provided for in Education Code Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition. Each type of preference shall be approved by the chartering authority at a public hearing. [Education Code Section 47605(e)(2)(B)]
- Bridges of Promise Academies shall include preferences consistent with federal law, the California Constitution, and Section 200. [Education Code 47605(d)(2)(B)(ii)]
- Bridges of Promise Academies shall not allow any preferences that 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. [Education Code Section 47605(e)(2)(B)(iii)]

- Bridges of Promise Academies shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. [Education Code Section 47605(e)(2)(B)(iv)]
- If a pupil is expelled or leaves the Bridges of Promise Academies without graduating or completing the school year for any reason, Bridges of Promise Academies will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. This only applies to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Education Code Section 47605(e)(3)]
- Bridges of Promise Academies shall not discourage a pupil from enrolling or seeking to enroll in Bridges of Promise Academies for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). [Education Code Section 47605(e)(4)(A)]
- Bridges of Promise Academies shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Education Code Section 47605(e)(B)]
- Bridges of Promise Academies 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 exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This shall not apply to actions taken by the charter school pursuant to the procedures described in Education Code Section 47605(c)(5)(J). [Education Code Section 47605(e)(4)(C)]
- Bridges of Promise Academies shall post and maintain on its internet website a notice developed by the California Department of Education – *Charter School Complaint Notice and Form* – of the requirements of Education Code Section 47605(e)(4)(A) and shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times: (i) when a parent, guardian, or pupil inquiries about enrollment; (ii) before conducting an enrollment lottery; and (iii) before disenrollment of a pupil. [Education Code Section 47605(e)(4)(D)]



Petitioner

05/02/25

Date

Executive Summary

The Founding Team of Bridges of Promise Academies (“BPA” or “Charter School”) is pleased to present the following Petition to open a TK-8 Charter School in school year 2027-28, serving the students of Menifee Union School District (“District”) and surrounding communities in a Project-Based Learning environment (PBL). The school will implement a middle school program for grades 7-8 featuring block scheduling and electives, while maintaining the core PBL approach across all grade levels. The middle school program will focus on Career Exploration with added emphasis on Place-Based Education (PBE) to enhance the PBL Framework. The TK Program will be Reggio Emilia inspired. Social Emotional Learning (SEL) will be the bedrock of all grade levels.

Student Learning Outcomes

Academic:

1. Mastery of Core Subjects Through Project-Based Learning:

- Proficiency in core subject standards such as math, science, language arts, and social studies, achieved through rigorous instruction and engaging, real-world projects.
- Ability to connect academic knowledge to practical applications, demonstrating understanding and innovation.

2. Critical Thinking and Problem-Solving Skills:

- Strong analytical and creative problem-solving skills, developed through complex, hands-on projects.
- Ability to approach challenges with curiosity, resilience, and a solutions-oriented mindset.
- Successful transition to high school academic expectations through advisement and mentoring.

Social-Emotional:

3. Emotional Intelligence:

- Self-awareness, self-regulation, social awareness, and relationship management skills.
- Empathy and compassion for others, fostering positive interactions and collaborative relationships.

4. Growth Mindset and Resilience:

- Embracing challenges and viewing failures as opportunities for learning and growth.

- Persevering in overcoming obstacles and adapting to new situations with a positive attitude.

Personal Development:

5. Leadership and Character Building:

- Cultivating integrity, honesty, and ethical behavior in personal and academic endeavors.
- Developing leadership skills, inspiring and motivating others with a vision for positive change.

6. Self-Directed Learning and Empowerment:

- Taking ownership of learning goals, setting personal and academic objectives, and pursuing them independently.
- Reflecting on work to assess progress, strengths, and areas for improvement.
- Increased autonomy of middle school students in directing personal learning paths and research.

Community and Global Engagement:

7. Social Responsibility and Citizenship:

- Participating actively in community service and initiatives that promote social good.
- Understanding and valuing diversity, contributing to a culture of inclusivity and respect
- Comprehending how community and global issues interact (for middle school students).

8. Collaboration and Teamwork:

- Demonstrating effective communication and teamwork skills, including active listening, respectful dialogue, and conflict resolution.
- Recognizing the importance of diverse perspectives and the power of collective efforts.

Technological and Innovative:

9. Technological Literacy and Digital Citizenship:

- Using technology competently, responsibly and effectively for learning, collaboration, and problem-solving.
- Understanding the ethical implications of technology use and practicing responsible digital citizenship.

10. Creativity and Innovation:

- Exploring, experimenting, and developing innovative ideas and solutions.
- Applying creative thinking to real-world problems, fostering innovation and entrepreneurial spirit.
- Engaging in the visual and performing arts as well as world languages (for middle school students).

Health and Wellness:

11. Physical and Mental Well-being:

- Knowledge and practices for maintaining physical health through proper nutrition, exercise, and hygiene.
- Awareness and strategies for mental well-being, including stress management and mindfulness.
- Understanding of future studies and careers (for middle school students).

12. Balanced Lifestyle:

- Demonstrating a balanced approach to academics, extracurricular activities, and personal time.
- Exhibiting habits that support overall well-being and a healthy lifestyle.
- Understanding family structures and relationships (for middle school students)

These outcomes aim to develop well-rounded individuals who are not only academically proficient but also emotionally intelligent, socially responsible, and equipped with the skills needed to thrive in an ever-changing world.

Community Need

The Menifee Union School District community will benefit greatly from a school with a focus on project-based learning and social-emotional development for several reasons:

1. Maintaining a Strong Community Oriented Learning Environment

BPA is designed to cultivate a deep sense of connection, community, and personalized learning within a TK-8 setting that will serve up to 789 students at full enrollment in Year 5. BPA will intentionally implement staffing structures that support meaningful relationships and individualized instruction.

A key component of BPA's model is the goal of eventually placing one dedicated instructional aide per grade level, in addition to classroom teachers, to provide added academic and social-emotional support. These aides will enhance the school's ability to meet students' diverse needs through small-group instruction, differentiated support, and closer adult-student relationships. This model will foster the conditions for deeper engagement and stronger student outcomes, especially among underserved populations, consistent with research demonstrating the benefits of high-touch, relationship-centered learning environments (Leithwood & Jantzi, 2009; Ready & Lee, 2007).

BPA's school's design—anchored by a unified TK–8 structure—creates a cohesive, mission-aligned culture where long-term relationships and cross-grade collaboration can thrive. This configuration enables continuity for students and families across the elementary and middle school years and allows educators to develop sustained connections with their students. The inclusion of looping where developmentally appropriate, advisory programs for upper grades, and dedicated time for social-emotional learning (SEL) and project-based learning (PBL) further strengthens this personalized approach.

Menifee Union School District elementary schools typically enroll between 500 and 800 students, with an average of approximately 650–700 students per site. While BPA will operate within this range, it will offer a distinctly different model centered on innovation, equity, and whole-child development. Local demand for such alternatives is clear, as reflected in the extensive waitlist at Santa Rosa Academy, one of only two charter schools in Menifee. BPA will be the only classroom-based charter school providing a project-based learning program in Menifee. This fact alone is evidence that BPA will not undermine or duplicate existing services or offerings in the District.

Menifee's consistent population growth—averaging over 3,000 new residents per year—and its increasingly diverse population further underscore the need for educational programs that are inclusive, responsive, and future-focused. The city's Hispanic population alone has grown by more than 10% in the last decade (U.S. Census), signaling a shift that calls for culturally responsive education and stronger student-family-school connections.

(<https://www.census.gov/quickfacts/fact/table/menifeecitycalifornia/POP645222>)

The Menifee Union School District's commitment to expansion—planning one new elementary school per year for the next three to four years—further signals the increased demand for diverse educational structures, including K-12 options. Former Menifee Councilwoman Lesa acknowledges that while Santa Rosa Academy is widely respected, it alone cannot meet the demand, as many families still opt to commute to schools in Temecula and Murrieta, indicating a clear gap in local offerings. These factors quantitatively demonstrate the demand for additional high-quality educational options that can serve Menifee's expanding and increasingly diverse population. ([MyValleyNews](#))

In this context, BPA's model provides an inclusive, community-oriented, and relationship-driven educational experience that is well-positioned to serve Menifee's growing and evolving population.

2. Addressing Diverse Learning Needs:

Personalized, Data-Driven Education: Project-based learning (PBL) caters to different learning styles and paces, allowing for more personalized education. Data-driven instruction ensures each students' needs are met. Implemented together, the diverse needs of the Menifee Union School District students will be met, including those who might struggle in traditional classroom settings.

Inclusive Learning Environment: Emphasizing social-emotional learning (SEL) creates a supportive and inclusive environment where all students, including those with special needs, can thrive.

3. Preparing Students for the Future:

21st-Century Skills: The focus on timeless skills such as critical thinking, problem-solving, collaboration, career awareness, and technological literacy prepares students for the demands of the modern workforce.

Adaptability and Resilience: In a rapidly changing world, the emphasis on adaptability and resilience equips students to handle future challenges and changes in their personal and professional lives.

4. Community and Social Benefits:

Parent and Community Engagement: A school that prioritizes parent and community involvement as well as social responsibility can foster stronger connections between students, families, and the broader community. This can lead to increased civic engagement and a more cohesive community. Enhancing PBL with Place Based Education (PBE), further ensures students' connection to their local environment and community.

Empathy and Compassion: By promoting empathy and compassion, the school can contribute to a more respectful and supportive community culture, reducing instances of bullying and fostering positive relationships.

5. Academic Excellence:

Holistic Development: Integrating academic rigor with SEL and PBL can lead to well-rounded students who excel not only in standardized tests but also in critical thinking, creativity, and emotional intelligence.

Innovative Learning Approaches: PBL encourages hands-on, experiential learning, which can enhance student engagement and motivation, leading to better academic outcomes.

6. Meeting District Goals:

Alignment with District Priorities: BPA aligns well with the following District priorities: Cultural responsiveness and supportive environment, high-quality education, system alignment and equity, and safety protocols and procedures.

Addressing Achievement Gaps: Personalized, project-based, and data-driven approaches can help close achievement gaps by providing targeted support and opportunities for all students to

succeed. PBL aligns with Menifee Union School District's goals by fostering a culturally responsive and supportive environment where students explore real-world problems that reflect diverse perspectives and experiences. PBL emphasizes high-quality education through inquiry-driven, hands-on learning that promotes critical thinking, collaboration, and creativity. Its flexible, student-centered approach ensures system alignment and equity, allowing all students to access rigorous, meaningful learning experiences tailored to their needs and strengths. Additionally, PBL incorporates safety protocols by fostering structured, cooperative learning environments and teaching accountability and respect. By engaging students in relevant, authentic challenges, PBE enhanced PBL addresses achievement gaps by empowering every learner to take ownership of their growth and success.

7. Attracting Families and Retaining Students:

School Choice: Offering a unique educational approach can attract families looking for alternatives to traditional schooling, increasing enrollment and retention in the District.

Competitive Edge: Providing innovative educational options can make the District more competitive with other districts, charter schools, and private schools.

8. Support for Educators:

Professional Development: Teachers in a PBL and SEL-focused school often receive specialized training and professional development, which can enhance their teaching practices and job satisfaction. BPA will offer specialized training in these areas as well as many others.

Collaborative Teaching Environment: The collaborative nature of PBL can foster a supportive and innovative teaching community, benefiting both educators and students.

In summary, a school like BPA in the District can provide numerous benefits, addressing diverse student needs, preparing students for future challenges, fostering a supportive community, and enhancing academic excellence. This holistic approach to education can lead to better outcomes for students, families, and the community as a whole.

Team Capacity

BPA is a school being built with and for the District. A group of dedicated and passionate individuals have come together to develop the Mission, Vision, Program, and Operations and Governance Structures for the school, drawing upon the breadth and depth of their expertise and experience. This includes an active Founding Board, as well as key external consultants who have provided additional expertise as needed in the formation of this petition. Finally, it includes a dedicated group of founding families and teachers who have committed their thought, time, and energy toward the development of the school.

Founding Board

The Bridges of Promise Academies Board of Directors brings together professionals with diverse expertise in business development, youth psychology, and community service, each dedicated to supporting and empowering students.

1. **Adriana Gonzalez:** With a background in business development and media relations, Adriana serves as the Western Regional Vice President of Nestpoint Associates. She also leads as a community director for a coworking space, promoting collaboration and community engagement. A mother of four, Adriana is passionate about education, actively involved in her children's schooling, and focused on fostering individual and community well-being. She holds a Bachelor's in Social Work from California State University, San Bernardino, and is pursuing a Master's in School Psychology at California Baptist University.
2. **Brandon Franklin:** A former professional athlete, Brandon played basketball internationally for over a decade. He combines his sports background with a focus on child development, founding a youth development organization dedicated to young people's physical and mental wellness. With a concentration in child development psychology from Pacific Union College and studies in exercise science from Chaffey College, Brandon emphasizes teamwork and community support in his board role.
3. **Ruben Rivera:** For 17 years, Ruben has served as a supervising probation officer in a Riverside County juvenile detention facility, where he develops and oversees community treatment programs and specialized interventions for youth. Inspired by his own life experiences and values, Ruben works tirelessly to provide education, work programs, and social services to troubled teens. He holds a Bachelor's in Criminal Justice and Sociology from Abilene Christian University and lives in Riverside County with his family, continuing his commitment to community service.

Each board member contributes a unique perspective to the mission of Bridges of Promise Academies, driven by their personal commitment to education, community, and youth development.

External Consultants

BPA has contracted with external consultants to support its work in key areas, including, but not limited to, Petition Writing, Charter School Development, School Law, and School Finance. These include the following partners:

- Program Design, Governance, Operations, and Compliance: Petition consulting and writing
 - GoldenPair & Company, Charter School Consultants www.goldenpair.org
- Charter School Memberships
 - Charter School Development Center (CSDC)

- California Charter Schools Association (CCSA)
- School Law
 - Procopio, Cory, Hargreaves & Savitch LLP
 - Law Offices of Michelle Won
- School Finance and Compliance
 - Delta Managed Solutions, Inc.
- Charter School Development
 - Propel, A Charter Management Group, Inc.
- National School Lunch Program
 - School Food and Wellness Group (<https://www.sfwgroup.org/>)

Conclusion

By approving the charter petition for the establishment of Bridges of Promise Academies, the chartering authority will be fulfilling the goals of the Charter Schools Act of 1992, which aims to enhance student learning, offer new professional opportunities for teachers, and provide parents and students with more educational choices. This action also aligns with the legal directive to promote the creation of charter schools. The petitioners of BPA are eager to collaborate with the District to set a high standard for what charter schools can achieve.

Element A: Educational Program

Governing Law: *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. Education Code Section 47605(c)(5)(A)(i).*

Governing Law: *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. Education Code Section 47605(c)(5)(A)(ii).*

Targeted Population and Community Need

Mission, Vision, Core Values, and Evidence-Based Educational Philosophy Aligned with Student and Community Needs

BPA will be a TK through eighth-grade California Charter School proposed to open in school year 2027-28, serving the students of Menifee Union School District and surrounding communities in a Project-Based Learning environment.

Mission

Our mission is to guide students towards holistic development, emphasizing emotional intelligence, active engagement, and timeless skills essential for navigating a dynamic world. Through personalized interaction, technology integration, and a focus on character building, we inspire students to embrace challenges with a growth mindset while developing deep connections to their local environment and community, fostering adaptability and resilience for lifelong success.

By providing a foundation in project-based learning and a strong emphasis on social-emotional learning, we empower students to become confident, compassionate, and innovative leaders, preparing them to thrive in an ever-evolving society.

Vision

Our vision is to cultivate a thriving community where every individual embraces a growth mindset and develops exemplary character. We empower our students to become adept problem-solvers equipped with timeless skills, inspiring them to make impactful contributions to society. Our focus

on empathy, compassion, and a dedication to lifelong learning ensures that our graduates emerge as visionary leaders, ready to navigate and positively transform the world.

Values

Our core values align with the mission of guiding students towards holistic development and the vision of fostering a community of problem-solvers and compassionate leaders committed to lifelong learning and meaningful contributions to society.

1. **Excellence:** We strive for excellence in all endeavors, fostering a culture of continuous improvement and achievement.
2. **Integrity:** We uphold the highest standards of honesty, ethics, and integrity, fostering trust and accountability within our community.
3. **Empathy and Compassion:** We instill a sense of social responsibility and global citizenship, encouraging empathy, compassion, and a commitment to making a positive impact on society.
4. **Parent and Community Engagement:** We build bonds between the school's students, parents, and its local community cultivating a learning environment that extends beyond the classroom into the real world.
5. **Empowerment:** We empower individuals to take ownership of their learning, growth, and contributions, nurturing a sense of accountability and responsibility.
6. **Collaboration:** We promote collaboration and teamwork, recognizing the value of diverse perspectives and collective efforts in achieving our shared goals.
7. **Innovation:** We embrace innovation and creativity, encouraging exploration, experimentation, and the pursuit of innovative ideas and solutions.
8. **Adaptability:** We cultivate resilience and perseverance, helping individuals navigate challenges with courage, adaptability, and a positive mindset.

Evidence Based Educational Philosophy

At BPA, we are dedicated to fostering an environment where every student thrives academically and personally. Our approach integrates Project-Based Learning (PBL), Social-Emotional Learning (SEL), and the Reggio Emilia philosophy in our TK program to create a holistic educational experience. PBL engages students in real-world problems, enhancing critical thinking and practical application of knowledge. PBE enhances our PBL approach by grounding projects in local context, utilizing community resources, and fostering environmental stewardship and civic engagement. SEL focuses on developing emotional intelligence, empathy, and resilience, which are essential for lifelong success. The BPA middle school program builds upon our successful elementary model while addressing the unique developmental needs of young adolescents. Students in 7th and 8th grades will experience an academic program that maintains our commitment to Project-Based Learning and Social Emotional Learning while introducing block scheduling, specialized electives,

and career exploration to prepare them for high school success. The Reggio Emilia-inspired TK program emphasizes a child-centered, inquiry-based approach, nurturing curiosity and collaboration. Together, these elements support our commitment to excellence, integrity, empathy, and innovation, preparing students for the complexities of the modern world.

Project-Based Learning - We embrace PBL as a cornerstone of our approach, supported by research indicating its effectiveness in promoting deeper understanding, critical thinking, and practical application of knowledge (Walker et al., 2015; Hmelo-Silver et al., 2015). PBL encourages students to engage actively in their learning process, fostering a sense of ownership and autonomy that are crucial for developing lifelong learners (Hmelo-Silver et al., 2015). By integrating real-world problems into the curriculum, we aim to enhance students' ability to transfer their learning to diverse contexts, preparing them for the complexities of the modern world (Barrows & Tamblyn, 1980; Walker et al., 2015).

Place-Based Education – Place-Based Education (PBE) can significantly enhance Bridges of Promise Academies' existing Project-Based Learning (PBL) framework by connecting students more deeply to their local community, environment, and cultural context. Research by the National Environmental Education Foundation (NEEF) highlights the effectiveness of place-based education in enhancing student engagement and academic performance. A study found that students participating in place-based learning showed significant improvements in their environmental knowledge and attitudes, as well as increased motivation and engagement in learning (Sobel, 2004). Another study showed that by engaging with local issues and environments, students developed a stronger sense of community responsibility and civic engagement, which are critical for holistic development (Gruenewald, 2003)

Social-Emotional Learning - Our emphasis on emotional intelligence and character development aligns with studies showing the positive impact of SEL on academic achievement, behavior, and overall well-being (Durlak et al., 2015; Taylor et al., 2017). SEL not only enhances students' interpersonal skills but also equips them with essential life skills such as self-regulation, empathy, and resilience, which are critical for success in school and beyond (Elias et al., 1997; Durlak et al., 2015).

The core values of excellence, integrity, empathy, and collaboration are supported by research highlighting the importance of a positive school climate and strong relationships between students, teachers, and parents in fostering academic success and social-emotional development (Thapa et al., 2013; Jagers et al., 2017; Henderson et al., 2017). Community and global engagement are central to preparing students for active citizenship and promoting a sense of social responsibility, as evidenced by studies on service-learning, parental involvement, and global education (Wang & Degol, 2017; Cohen & Lotan, 2014; Han et al., 2018).

Technology Literacy - Technological literacy and innovation are essential skills in the 21st century, with research emphasizing the role of technology in enhancing learning outcomes, creativity, and problem-solving skills (Mishra & Koehler, 2016; Ertmer et al., 2019). Health and wellness initiatives in schools have been linked to improved academic performance, behavior, and overall well-being,

highlighting the interconnectedness of physical and mental health with learning (Basch, 2014; Mikkelsen et al., 2019; Wang et al., 2020).

Career Exploration in Middle School Program (Grades 7-8)

BPA recognizes the importance of early career exploration in middle school. Our program will integrate career-related activities and courses to help students identify potential career paths, develop employability skills, and create personalized education and career plans. This approach aligns with our PBL framework, incorporating real-world applications and community engagement. A study found that students who participated in career-related activities showed increased interest in their academic work and a clearer understanding of how their studies related to future career goals (National Center for Education Statistics, 2019). Another study published in the *Journal of Career Development* highlighted the benefits of career exploration in preparing middle school students to make informed decisions about their educational pathways and career choices, leading to improved readiness for high school and beyond (Hoyt, 2005).

Reggio Emilia Inspired TK Program

At BPA, our TK program is deeply inspired by the Reggio Emilia approach, which emphasizes the importance of a child-centered educational experience. We believe that each child is strong, capable, and resilient, with a natural curiosity and desire to learn. Our philosophy centers around fostering a holistic learning environment that nurtures academic, social-emotional, and personal development through PBL.

Child as a Protagonist of Learning - We see children as active participants in their education. They are not empty vessels waiting to be filled with knowledge but co-constructors of their learning experiences. Our educators act as facilitators, guiding children through exploration and discovery. This approach aligns with research indicating that student-centered learning fosters greater engagement and deeper understanding (Cornelius-White, 2007).

Environment as the Third Teacher - The learning environment at BPA is thoughtfully designed to inspire and provoke curiosity. Classrooms are dynamic spaces filled with natural light, open-ended materials, and opportunities for hands-on exploration. This philosophy is supported by evidence showing that a well-designed learning environment can significantly enhance student outcomes (Barrett et al., 2015).

Collaboration and Community - We emphasize the importance of collaboration and community both within and outside the classroom. Learning is a social process, and we strive to build strong relationships among students, teachers, and families. Research indicates that collaborative learning environments improve critical thinking and problem-solving skills (Laal & Ghodsi, 2012).

Documentation and Reflection - Documentation is a key component of our philosophy. We carefully observe and document students' work, providing insights into their thought processes and learning progress. This practice not only helps educators tailor their teaching strategies but also allows students to reflect on their learning journey, fostering a deeper understanding of their

growth and achievements. Studies show that reflective practices enhance learning and retention (Schon, 1983).

Integration of PBL and SEL - Our TK program integrates developmentally appropriate PBL with SEL to ensure that students develop both academic and emotional intelligence. Where BPA K-6 students engage in in-depth projects that connect academic concepts to real-world applications, our TK students will participate in “Work Projects” which will lay the foundation for later PBL activities. SEL practices are embedded in daily interactions, helping children build self-awareness, empathy, and interpersonal skills.

Family and Community Engagement - We recognize that families are essential partners in the educational process. BPA actively involves parents and caregivers, inviting them to participate in classroom activities, school events, and decision-making processes. This partnership strengthens the connection between home and school, enhancing the support network for each child. Parental involvement is linked to higher student achievement and better school performance (Jeynes, 2012).

Commitment to Continuous Improvement - At BPA, we are committed to continuous improvement and innovation in our teaching practices. We will regularly review and update our curriculum, incorporating feedback from students, parents, and educators, as well as the latest educational research. This commitment ensures that our TK program remains responsive to the needs of our students and aligned with our mission to prepare them for lifelong success.

In essence, BPA’s TK program is designed to provide a nurturing, engaging, and enriching educational experience that honors the individuality of each child while fostering a love for learning, a sense of community, and the skills necessary for future academic and personal success.

Additional References:

- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Jeynes, W. H. (2012). A meta-analysis of the efficacy of diverse types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742.
- Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31, 486-490.

By aligning our educational philosophy with evidence-based practices and recent research findings, we aim to create a dynamic and inclusive learning community at BPA, where every student can thrive academically, socially, and emotionally, setting a solid foundation for lifelong success.

Demonstration of Need for the Proposed Educational Program

There is evidence to support the identified educational needs of the District align with the mission and vision of BPA. Here is a summary of the evidence for each need:

1. Academic Achievement and Equity:

Evidence: Research shows that students in the District, particularly those from low-income backgrounds and minority groups, face significant achievement gaps. The California Assessment of Student Performance and Progress (CAASPP) data reveals these disparities, with proficiency rates in math and English below state averages for some student groups. BPA will fulfill this need by designing projects aligned with state standards, we ensure rigorous academic instruction that meets the needs of all learners. Differentiation strategies, such as scaffolding, tiered assignments, and flexible grouping, allow us to challenge advanced learners while providing targeted support for those who need it. Our commitment to equity includes culturally responsive teaching practices that honor students' diverse backgrounds and experiences, fostering a learning environment where every student can thrive academically.

Reference: California Department of Education. (2024). California Assessment of Student Performance and Progress (CAASPP) results.

2. Social-Emotional Learning (SEL):

Evidence: Studies indicate that social-emotional learning programs improve academic performance, reduce behavioral issues, and enhance students' emotional well-being. The District has recognized the importance of SEL in addressing mental health and behavioral challenges in schools. BPA will fulfill this need through collaborative projects, where students develop critical SEL competencies, including self-awareness, empathy, teamwork, and conflict resolution. Teachers explicitly teach and model these skills within the context of real-world challenges, creating opportunities for students to practice and reflect on their growth. For example, peer feedback sessions and group discussions help students navigate interpersonal dynamics, while individual reflections encourage self-regulation and resilience. SEL is further reinforced through partnerships with families and community organizations to build a network of support for students.

References:

- Durlak, J. A., et al. (2015). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development*.
- Taylor, R. D., et al. (2017). "Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects." *Child Development*.

3. College and Career Readiness:

Evidence: The District currently serves TK-8th grade; therefore, direct data on high school-specific college and career readiness indicators, like those in high school districts, isn't available. However, the District's middle schools emphasize preparation for college and career readiness as part of their curriculum, aiming to build skills such as critical thinking, problem-solving, and digital literacy early on to establish a strong foundation for students' future educational paths. Middle schools in the District, such as Hans Christensen Middle School, focus on creating an environment that nurtures academic growth and prepares students for the expectations of high school and beyond.

Bridges of Promise Academies aligns with this commitment by equipping all students with future-ready skills beyond just academic skills through project-based learning that emphasizes collaboration, critical thinking, communication, and problem-solving in real-world contexts. Through hands-on, inquiry-driven instruction, students will develop adaptability, innovation, and leadership skills essential for success in an evolving workforce. For students in grades 7-8, Bridges of Promise Academies will provide structured career exploration opportunities, including mentorship, industry partnerships, and experiential learning that connect classroom instruction to future career pathways. With dedicated support systems in place, students will be empowered with the knowledge, skills, and confidence needed to navigate high school, post-secondary education, and career readiness successfully.

References:

- California Department of Education. (2021). College/Career Indicator Reports.
- Conley, D. T. (2014). "Getting ready for college, careers, and the Common Core: What every educator needs to know."

4. Parent and Community Engagement:

Evidence: Research highlights the positive impact of parent and community engagement on student achievement and school improvement. District schools have identified the need to strengthen these partnerships to support student success. BPA will fulfill this need by actively involving families and community members as collaborators, mentors, and resources. Through regular exhibitions of student work, family workshops, and community panels, we create a two-way partnership that enriches educational experience. Community-based projects connect students with local challenges and opportunities, fostering a sense of civic responsibility and belonging. BPA also provides parents with resources and training to support their children's learning and social-emotional development at home.

References

- California School Dashboard (2024)

- Henderson, A. T., & Mapp, K. L. (2017). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement."
- Jeynes, W. H. (2016). "A meta-analysis: The relationship between parental involvement and minority children's academic achievement."

5. Diverse and Inclusive Learning Environment:

Evidence: Inclusive education practices have been shown to benefit all students, promoting a sense of belonging and improving academic outcomes. The District's demographic diversity necessitates inclusive practices to ensure equitable education for all students. BPA will fulfill this need through our project-based learning that emphasizes collaboration, critical thinking, communication, problem-solving in real-world contexts and incorporates multicultural perspectives. In this way, we will ensure that all students see themselves reflected in the content, as projects are designed to promote collaboration across differences, helping students develop an appreciation for diverse viewpoints and experiences. BPA's inclusive practices also extend to supporting students with disabilities, English learners, and gifted students through tailored accommodations and enrichment opportunities.

References:

- California Department of Education. (2023). Enrollment by Ethnicity and Grade Report.
- Inclusive Schools Network. (2018). "Inclusive education research & practice."

6. Innovation and Technological Literacy:

Evidence: Integrating technology in education enhances learning outcomes and prepares students for the digital economy. District schools are working to increase access to technology and digital literacy programs. BPA will fulfill this need by utilizing innovative tools and platforms to research, create, and present their projects, gaining hands-on experience with technology that prepares them for future success. Coding, digital design, and data analysis are embedded into projects, encouraging students to become creators of technology rather than mere consumers. BPA's technology-rich environment also supports personalized learning, enabling students to work at their own pace and access resources tailored to their needs.

References:

- Ertmer, P. A., et al. (2019). "Teacher beliefs and technology integration practices: A critical relationship."
- Mishra, P., & Koehler, M. J. (2016). "Technological Pedagogical Content Knowledge: A framework for integrating technology in teacher knowledge."

7. Health and Wellness:

Evidence: Studies link physical and mental health to academic success, highlighting the importance of comprehensive health and wellness programs in schools. The District has recognized the need to address health disparities among its student population. BPA will fulfill this need by incorporating projects to include components that address physical, mental, and emotional well-being. Daily mindfulness practices and access to mental health resources further support students' well-being. BPA's emphasis on a growth mindset will help students develop resilience and a positive outlook, contributing to their overall health and success.

References:

- Basch, C. E. (2014). "Healthier students are better learners: A missing link in school reforms to close the achievement gap."
- Mikkelsen, B. E., et al. (2019). "The relationship between mental health and academic achievement in adolescents."

These pieces of evidence demonstrate the educational needs of the District and support BPA's mission and vision to address these needs effectively.

Targeted School Population

As mandated by Education Code Section 47605(e)(2)(A)-(B), BPA will be accessible to all students in California. We will accommodate all families who apply for their children in the grades available, up to our enrollment limit. If applications exceed available spots, a random public lottery will be conducted, with details provided in "Element H" of this petition.

Although BPA welcomes students from across the state, we anticipate that most of our student population will come from the District and nearby areas. BPA will offer a distinctive option for parents seeking a smaller school setting which:

- Optimizes instructional strategies for students' academic success
- Addresses diverse learning needs through the implementation of Project-Based Learning and data-driven instructional strategies
- Prepares students for the future by providing developmentally appropriate educational technology
- Engages the community inside and outside of the classroom
- Makes social emotional learning an integral and intentional part of instruction

BPA is committed to recruiting a diverse student body, representing various socioeconomic backgrounds, racial and ethnic groups, and abilities, as outlined in "Element G" of this petition. This includes, but is not limited to, English Language Learners, students with special education needs, and economically disadvantaged students. Our goal is to have a student body that reflects

the diversity of the District. The Outreach Plan to achieve demographic balance within our student body is detailed in “Element G” of this charter.

Grade Levels and Number of Students the School Plans to Serve

BPA will serve students from TK through eighth grade. The school will open with three classes each of TK through 4th grade and add 1 grade of three classes each year such that by year five, the school will consist of three classes each of TK through eighth grade. The TK classes will not have more than 20 students per class with one teacher and one assistant in each, for a 1:10 adult-child ratio. It is the goal of BPA to average 23 kindergarten students per class, 24 in first grade, 25 in second grade, 26 in third grade, 27 in fourth grade, 28 in fifth grade, 29 in sixth grade, 30 in 7th grade, and 31 in eighth grade. BPA is projected to reach its maximum capacity by 2031-2032 with 789 students TK through eighth grade. See enrollment projections in **Figure A1.**, below.

Figure A.1. Enrollment Projections

	Year 1 (2027-28)	Year 2 (2028-29)	Year 3 (2029-30)	Year 4 (2030-31)	Year 5 (2031-32)
TK	60	60	60	60	60
K	69	69	69	69	69
1st	72	72	72	72	72
2nd	75	75	75	75	75
3rd	78	78	78	78	78
4th	81	81	81	81	81
5th		84	84	84	84
6th			87	87	87
7th				90	90
8th					93
TOTAL	435	519	606	696	789

Projections and Grade Level Flexibility: Bridges of Promise Academies is committed to meeting community needs while aligning with our long-term vision of serving students in grades TK-8. We reserve the right to adjust our annual enrollment projections and the specific grade levels served each year based on factors such as community demand, facility readiness, and other operational considerations. Any adjustments will remain within our approved grade span of TK-8 and will comply with all applicable state laws. We will work closely with the District to communicate any changes in a timely manner to ensure transparency and continuity of services for families and stakeholders.

To support our projected enrollment and maintain a personalized learning environment, BPA intends to staff at least one instructional aide per grade level, particularly in the elementary grades, as enrollment and staffing needs allow. These aides will provide instructional and social-emotional support across classrooms, enabling smaller group instruction and ensuring that students receive

targeted assistance. While this staffing model reflects our commitment to differentiated support and whole-child development, it is contingent on actual enrollment and budgetary considerations and may be adjusted based on the needs of specific grade levels or operational feasibility in a given year.

Needs and Challenges of the Students to be Served

BPA will encounter several challenges in serving the diverse student population of the District and surrounding communities, each demanding thoughtful strategies to ensure every student thrives.

Addressing Diverse Academic Needs

One significant challenge lies in bridging the academic achievement gaps that persist among students from various socioeconomic and ethnic backgrounds. Many students in the District, particularly those from low-income families, struggle to meet academic benchmarks. Moreover, the potentially high number of English Language Learners (ELLs) presents an additional layer of complexity, as these students require specialized instruction to achieve language proficiency and succeed academically. To address these needs, BPA is committed to implementing targeted interventions and support programs. Bilingual educators will play a crucial role, providing comprehensive ELL programs that support language development alongside core academic instruction. For students with disabilities, specialized educators and support staff will develop individualized education programs (IEPs) to cater to their specific learning requirements, ensuring they receive the appropriate resources and instructional strategies to thrive academically. Detailed implementation strategies may be found in the section titled “How Learning Best Occurs” of “Element A.”

Social-Emotional Learning (SEL) and Mental Health

Another pressing challenge is the rising incidence of mental health issues among students, including anxiety, depression, and trauma. These mental health concerns can significantly impact students' ability to learn and engage in the classroom. Additionally, behavioral issues often disrupt learning and affect classroom dynamics. BPA will integrate a social-emotional learning (SEL) program into its curriculum to foster emotional intelligence, resilience, and positive behavior. Access to counseling services and mental health resources will be a priority, ensuring students receive the support they need to navigate their emotional and psychological challenges.

Engaging Parents and the Community

Engaging parents and the community are vital for student success but presents its own set of challenges. Parental involvement can vary widely due to differing socioeconomic backgrounds and time constraints. Building strong community support and partnerships with local organizations is equally important to ensure capacity for PBE. To foster parental engagement, BPA will develop flexible programs that accommodate parents' schedules and provide resources to help them support their children's education. Actively seeking partnerships with community organizations will enhance school programs and initiatives, creating a network of support that extends beyond the classroom.

Funding and Resource Allocation

Securing adequate funding and ensuring equitable resource distribution is a constant challenge. Limited budgets can restrict the availability of comprehensive educational programs, extracurricular activities, and essential resources. To overcome this, BPA will pursue grants, partnerships, and fundraising initiatives to supplement financial resources. That said, Propel, A Charter Management Group, Inc., is committed to funding startup costs as necessary. Equitable resource allocation policies will be established to guarantee that all students benefit from the available resources.

Recruiting and Retaining Staff

Attracting and retaining qualified teachers is crucial for BPA's success. Recruiting experienced educators, especially in specialized subjects and bilingual and special needs education, can be challenging. Additionally, providing ongoing professional development is essential to keep teachers updated with best practices. BPA plans to offer competitive salaries and benefits to attract top-tier educators and create a supportive work environment that fosters professional growth and development. Our staff development program will target the needs of the teachers and the program design of the school.

Providing Technology Integration

In today's digital age, ensuring all students have access to necessary technology is paramount. Many students may lack access to devices or the internet at home, creating a digital divide. BPA will provide access to devices and internet access to students in need and incorporate digital literacy programs into the curriculum. This approach will enhance students' technological skills and prepare them for the demands of the modern world, particularly in grades 6-8.

Ensuring Cultural Competency and Inclusivity

Serving a student body with diverse cultural, linguistic, academic, and socioeconomic backgrounds requires a deep commitment to cultural competency and inclusivity. BPA aims to create an inclusive school culture that celebrates diversity and ensures all students feel valued. Cultural competency training for staff and the development of programs and policies that address the unique needs of various student groups will be central to this effort, promoting equity and inclusion throughout the school community.

Promoting Health and Wellness

Lastly, addressing the physical and mental health needs of students is fundamental to their overall success. BPA will implement comprehensive health and wellness programs that include physical education, integrated nutrition education, and access to health services. Prioritizing mental well-being through counseling and wellness initiatives will create a supportive environment where students can thrive both academically and personally.

By recognizing these challenges and implementing proactive strategies, Bridges of Promise Academies is poised to effectively serve the diverse needs of the District's students, fulfilling its mission of guiding them towards holistic development and lifelong success.

Attendance

Academic Calendar

BPA's academic calendar will comply with the minimum instructional minutes required by Education Code Section 47612.5, which includes:

- Transitional Kindergarten (TK) and Kindergarten: 36,000 minutes
- First Grade: 50,400 minutes
- Second Grade: 50,400 minutes
- Third Grade: 50,400 minutes
- Fourth Grade: 54,000 minutes
- Fifth Grade: 54,000 minutes
- Sixth Grade: 54,000 minutes
- Seventh Grade: 54,000 minutes
- Eighth Grade: 54,000 minutes

These requirements ensure that students receive adequate instructional time to meet educational standards.

The proposed calendar for the 2027-2028 school year includes 180 instructional days and 184 teacher days, matching the District's schedule. Before the school year begins, BPA will provide two additional weeks of paid professional development and planning for teachers. **Figure A.2** is the proposed school calendar for the 2027-2028 school year. BPA reserves the right to make adjustments to align with the District's calendar, our professional development partners, or other school needs, without these changes being considered a material revision to this charter.

Figure A.2. Proposed School Calendar

Month	Date	Event
August 2027	August 5	New Teacher Orientation
	August 9-10	All Teachers on Duty/Staff Prep
	August 11	First Day of School

Month	Date	Event
September 2027	September 6	Labor Day (No School)
October 2027	October 7-8	Staff Professional Development
	October 11-14	Parent Teacher Conference (MD)
	October 15	No School
November 2027	November 11	Veterans Day (No School)
	November 22-26	Thanksgiving Break (No School)
December 2027	December 20-31	Winter Break (No School)
January 2028	January 3-7	Winter Break (No School)
	January 17	Martin Luther King Jr. Day (No School)
February 2028	February 21	President's Day (No School)
	February 22-24	Mid-Winter Break (No School)
	February 25	Local Holiday
March 2028	March 27-31	Spring Break (No School)
May 2028	May 29	Memorial Day (No School)
June 2028	June 9	Last Day of School

Academic Calendar Flexibility

Bridges of Promise Academies will initially align its academic calendar with the District's calendar to provide consistency and familiarity for students and families. However, pursuant to California Education Code Section 47610, which grants charter schools autonomy in various operational areas, Bridges of Promise Academies reserves the right to adjust its academic calendar in the future based on community feedback and identified needs. Any changes will adhere to all applicable state laws and regulations to ensure compliance and continuity of educational services.

Attendance Expectations

BPA's attendance expectations for students are guided by state laws. These expectations emphasize the importance of regular and punctual attendance to ensure academic success and compliance with compulsory education laws.

Regular Attendance: Students are expected to attend school every day and be on time for all classes. Consistent attendance is crucial for academic success and is a legal requirement under Education Code Section 48200.

Excused Absences: Valid reasons for excused absences include illness, medical appointments, family emergencies, and other personal reasons specified in BPA's board policies. Parents or guardians must provide a written note or call the school to report an excused absence.

Unexcused Absences: Absences without a valid reason are considered unexcused.

Examples include oversleeping, vacations, and personal reasons not covered by BPA's board policies.

Truancy and Chronic Absenteeism: A student is classified as a truant if they are absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof.

Chronic Truant: A student is considered a chronic truant if they are absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date.

Notification and Penalties: BPA will notify parents or guardians when a student is classified as truant. The notification must include specific information related to the students' unexcused absences. Penalties for continued truancy can escalate, including, but not limited to, referral to a school attendance review board, the district attorney, or the probation department, if available and appropriate, and potential legal action against parents under California Penal Code Section 270.1. BPA may also convene the SST and/or take any other appropriate action under the circumstances.

Master Daily Schedule

At BPA, the instructional day will begin at 8:30 AM. End times for different grade levels may vary depending on the instructional minute requirements set by the state. For example, some grades may dismiss at 2:30 p.m. or 2:45 p.m., while others may have a slightly later dismissal time. This staggered approach supports developmental appropriateness, smooth transitions during dismissal, and efficient use of staffing and campus resources. Wednesday will be a shortened day to allow for teacher Professional Learning Communities (PLCs) to meet. Figure A.3 provides a sample daily schedule for TK-6th grade the first year. Figure A.3i provides a sample daily schedule for middle school (grades 7-8). On Wednesdays, K-8 students will not participate in PBL but attend PE at the end of the shortened day. Students in TK will have lunch and end their day with Outdoor Exploration. Although the sequence of courses may change as additional grade levels and cohorts are introduced, the time allocated to each subject will remain similar to the first year. Instruction will encompass all subjects, including English Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Electives for grades 7 and 8. Morning Circle specifically relates to the implementation of BPA's SEL curriculum. What I Need (WIN) time refers to specific time each day devoted to Progress Monitoring and Intervention or Enrichment. TK schedule follows a slightly different rhythm. Note that Project-Based Learning Activities will take place in the afternoons for K-8 when the integration of core curriculum standards and content will be applied to real-world learning activities.

BPA intends to implement a block schedule for 7th and 8th grades, with four 100-minute instructional blocks Monday through Thursday and electives on Fridays (See Figure A3i below). SEL is integrated with advisory and PACE (Personal Achievement and Career Exploration) engagement. This structure provides several advantages:

- Extended learning time facilitates deeper exploration of content
- Fewer transitions throughout the day
- More time for collaborative projects and hands-on activities
- Preparation for the rigors of high school

Sample Daily Schedules

BPA is committed to designing a school schedule that maximizes instructional time, supports the diverse needs of our students, and aligns with our educational model, which includes Reggio-inspired practices, project-based learning, and social-emotional development.

While BPA will offer a consistent structure to ensure stability for students and families, we intentionally maintain flexibility in the development and implementation of our daily and weekly bell schedules. This flexibility allows us to remain responsive to evolving enrollment patterns, facility considerations, staffing availability, and student needs.

A **sample schedule** has been provided in this petition to illustrate our intended approach, which may include:

- Dedicated blocks for literacy, math, project-based learning, and enrichment
- Embedded time for Social Emotional Learning (SEL) and community building
- Rotations for visual/performing arts, movement, STEM, or other enrichment offerings
- Intervention and acceleration blocks to support diverse learning needs
- Advisory or PACE blocks in upper grades to support personal development and career exploration

BPA reserves the right to modify its daily schedules as long as they comply with applicable legal requirements and our charter's instructional design. Any adjustments made to the schedule will continue to prioritize instructional quality, student engagement, and academic outcomes.

Figure A3

TK	Kindergarten	Daily Schedule					
		First	Second	Third	Fourth	Fifth	Sixth
Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30	Drop-off/ Breakfast 8-8:30
Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30	Teacher Prep 8:00-8:30
Arrival & Free Play 8:30-9:00	Morning Circle 8:30-9:00						
Morning Circle 9:00-9:30	Language Arts & SS 9:00-10:30						
Project Work 9:30-10:30	Recess 10:30-10:45	Recess 10:35-10:50	Recess 10:35-10:50	Recess 10:35-10:50	Recess 10:35-10:50	Recess 10:35-10:50	Recess 10:35-10:50
Recess 10:30-11:00	Math, Sci, & Technology 10:45-11:45	Math, Sci, & Technology 10:55-11:55					
Inquiry & Exploration 11:00-12:00	Lunch 11:45-12:15	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30
Lunch & Quiet Time 12:00-1:00	PBL Activities 12:15-1:30						
Arts Group Activities 1:00-1:30	Recess 1:30-1:45						
Outdoor Exploration 1:30-2:15	WIN Time 1:45-2:15						
Reflection & Sharing 2:15-2:45	Physical Education 2:15-2:45						

Figure A3i

7-8th Grade Daily Schedule						
	Monday	Tuesday	Wednesday	Thursday		Friday
8:00-8:30 AM	Drop-off/ Breakfast	Drop-off/ Breakfast	Drop-off/ Breakfast	Drop-off/ Breakfast	8:00-8:30 AM	Drop-off/ Breakfast
8:30-9:00 AM (30min)	Homeroom	Homeroom	Homeroom	Homeroom	8:30-9:30 AM (60min)	Homeroom
9:00-10:40 AM (100min)	CORE 1	CORE 3	CORE 1	CORE 3	9:30-10:30 AM (60min)	Elective/ Enrichment
10:40-10:55 AM (15min)	<i>Nutrition / Break</i>	<i>Nutrition / Break</i>	<i>Nutrition / Break</i>	<i>Nutrition / Break</i>	10:30-10:45 AM (15min)	<i>Nutrition / Break</i>
11:00-12:40 PM (100min)	CORE 2	CORE 4	CORE 2	CORE 4	10:50-11:50 PM (60min)	Elective/ Enrichment
12:40-1:10 PM (30min)	<i>Lunch / Break</i>	<i>Lunch / Break</i>	<i>Lunch / Break</i>	<i>Lunch / Break</i>	11:50-12:20 PM (30min)	<i>Lunch / Break</i>
1:15-2:00 PM (45min)	Physical Education	Physical Education	Physical Education (30min)	Physical Education	12:25-1:55 PM (90min)	PBL Projects
2:05-2:45 PM (40min)	PBL Projects	PBL Projects	Dismissal @1:45pm	PBL Projects	2:00-2:45 PM (45min)	Physical Education

Note: Homeroom for grades 7-8 will offer individualized student support, social-emotional learning, advisory, and enrichment activities. It is designed to foster a positive school culture, support academic and personal development, and provide opportunities for student engagement and growth. Specific components of this time may include PACE (Personal Achievement and Career Exploration), advisement, and other enrichment activities tailored to student needs.

What it Means to Be an Educated Person in the 21st Century

In the dynamic landscape of the 21st century, being an educated person transcends traditional academic achievements. At BPA, our mission is to guide students towards holistic development, emphasizing emotional intelligence, active engagement, and the acquisition of timeless skills essential for navigating a rapidly changing world. Our educational philosophy centers on empowering students to become self-motivated, competent, and life-long learners. We strive to create an environment where curiosity is encouraged, critical thinking is developed, and a love for learning is cultivated.

Goals for Self-Motivated, Competent, Life-Long Learners

Holistic Development: At BPA, our vision of an educated person in the 21st century transcends traditional academic achievements. We are committed to guiding students towards holistic development, where emotional intelligence is as valued as intellectual growth. Our approach emphasizes active engagement in both learning and community life, fostering the acquisition of timeless skills essential for navigating the complexities of a rapidly changing world.

Emotional Intelligence: We believe that true education involves cultivating self-awareness, empathy, and relationship management skills. These elements of emotional intelligence are integral to our curriculum, ensuring that students are not only academically proficient but also emotionally resilient and socially aware. By integrating these principles into every aspect of school life, we create an environment where students can thrive both personally and academically.

Active Engagement: Active engagement is another cornerstone of our philosophy. At BPA, we encourage students to take an active role in their education, participating fully in the learning process and community activities. This active participation nurtures a sense of responsibility and connection to their community, preparing them to be engaged and informed citizens.

Timeless Skills Acquisition: We also place strong emphasis on developing timeless skills such as critical thinking, problem-solving, and adaptability. These skills are crucial for success in the 21st century, where the ability to navigate change and tackle complex challenges is essential. Our project-based learning approach ensures that students can apply their academic knowledge to real-world situations, fostering a deeper understanding and innovative thinking.

Empowerment of Self-Motivated Learning: Empowering students to become self-motivated learners is central to our mission. We inspire them to take charge of their own educational journeys, encouraging them to set personal and academic goals and pursue them with determination. This empowerment fosters a lifelong passion for learning, ensuring that they remain curious and engaged throughout their lives.

Encouragement of Curiosity: Curiosity is the spark that ignites a love for learning, and at BPA, we strive to create an environment that nurtures this curiosity. By encouraging students to explore and inquire, we help them develop a genuine love for learning that will sustain them throughout their lives. Critical thinking is also a key focus, as we aim to equip students with the ability to analyze information, make informed decisions, and approach problems creatively.

In essence, our educational philosophy at BPA is designed to cultivate well-rounded individuals who are not only academically proficient but also emotionally intelligent, socially responsible, and equipped with the skills needed to thrive in an ever-changing world. By focusing on holistic development, emotional intelligence, active engagement, and lifelong learning, we prepare our students to navigate the dynamic landscape of the 21st century with confidence and resilience.

To achieve these goals, BPA employs a project-based learning approach that integrates real-world challenges into the curriculum. This method not only enhances students' academic abilities but also nurtures their problem-solving skills, resilience, and adaptability. By focusing on personalized interaction, technology integration, and character building, we inspire students to embrace challenges with a growth mindset, fostering their ability to learn and grow continuously throughout their lives.

Academic Skills and Qualities Important for an Educated Person and Evidence-Based Strategies to Achieve Them

An educated person in the 21st century must possess a diverse set of skills and qualities to thrive in a complex, interconnected world. The following is a summary of these skills and qualities which are further detailed in the section titled “How Learning Best Occurs” in “Element A,” below.

Core Academic Skills:

Mathematics:

- Numerical Literacy: Understanding and performing mathematical operations.
- Algebraic Thinking: Recognizing patterns and solving equations.
- Geometry and Spatial Reasoning: Understanding shapes and space properties.
- Data Analysis: Interpreting data and understanding statistics.
- Problem Solving: Applying mathematical concepts to real-world problems.

Evidence-Based Strategies:

- Standards-aligned, rigorous curriculum and data-driven instruction
- Project-Based Learning (PBL): Engaging students with real-world problems and encouraging them to find solutions.
- Manipulatives and Visual Aids: Using tools such as blocks and diagrams to help students visualize abstract concepts.
- Flipped Classroom: Providing instructional videos for home viewing, enabling hands-on activities during class.

Science:

- Scientific Inquiry: Formulating questions and conducting experiments.
- Critical Thinking: Evaluating evidence and drawing conclusions.
- Content Knowledge: Understanding fundamental concepts in biology, chemistry, physics, and earth sciences.
- Application of Concepts: Applying scientific knowledge to real-world scenarios.
- Place-Based-Education (PBE): Engaging students with real-world problems in their community and encouraging them to find solutions. Locally and globally.
- Collaboration: Working effectively in teams for experiments and projects.

Evidence-Based Strategies:

- Standards-aligned, rigorous curriculum and data-driven instruction
- Inquiry-Based Learning: Encouraging students to ask questions and conduct experiments to find answers.
- STEM Integration: Combining science, technology, engineering, and math to create interdisciplinary learning experiences.
- Hands-On Experiments: Conducting laboratory experiments and fieldwork to provide practical experience.

Language Arts:

- Reading Comprehension: Understanding and interpreting texts.
- Writing: Developing clear and coherent written communication.
- Speaking and Listening: Articulating ideas effectively and listening critically.
- Literary Analysis: Analyzing themes, characters, and structures in literature.
- Critical Thinking: Evaluating arguments and synthesizing information.

Evidence-Based Strategies:

- Standards-aligned, rigorous curriculum and data-driven instruction
- Balanced Literacy Approach: Combining phonics, guided reading, and writing workshops to improve literacy skills.
- Socratic Seminars: Facilitating student-led discussions to develop critical thinking and communication skills.
- Writing Workshops: Providing structured time for writing and feedback to enhance writing skills.

Social Studies:

- Historical Understanding: Knowing key events and figures in history.
- Geographical Awareness: Understanding physical and human geography.
- Civic Knowledge: Comprehending governmental structures and processes.
- Critical Thinking: Analyzing primary and secondary sources.
- Global Perspective: Understanding diverse cultures and global interconnections.

Evidence-Based Strategies:

- Standards-aligned, rigorous curriculum and data-driven instruction

- Project-Based Learning: Exploring historical events and civic issues through in-depth projects.
- Case Studies: Analyzing historical and contemporary cases to develop critical thinking.
- Simulations and Role-Playing: Using activities to understand social and political processes.

Academic Qualities

Critical Thinking and Problem-Solving: BPA will incorporate inquiry-based learning, where students explore questions, gather and analyze information, and develop solutions. This aligns with findings from the Buck Institute for Education, which highlight the effectiveness of PBL in fostering critical thinking and problem-solving skills.

Communication: BPA will use collaborative learning techniques such as group discussions, presentations, and peer reviews. According to Vygotsky's social development theory, these methods enhance language development and communication skills through social interaction. (Main, P., 2022. Vygotsky's Theory. Retrieved from: <https://www.structural-learning.com/post/vugotsjys-theory>)

Collaboration: Implementing cooperative learning structures like the Jigsaw method, where students work in diverse groups to complete tasks, promotes teamwork and mutual respect. Johnson and Johnson's research supports the effectiveness of cooperative learning in improving social and academic outcomes. (Johnson, D.W. Johnson, R.T., & Stanne, M.B., 2000. Cooperative Learning Methods: A Meta-Analysis. University of Minnesota.)

Digital Literacy: BPA will integrate technology into daily instruction, providing students with hands-on experience using digital tools and resources. Research by the International Society for Technology in Education (ISTE) emphasizes the importance of digital literacy for future-ready students.

Adaptability: Teaching through flexible learning environments and project-based tasks that require students to adapt to added information and changing scenarios. The Learning Policy Institute's research underscores the value of adaptability in preparing students for future challenges. (Darling-Hammond, L., Flook, L., Schachner, A., & Wojcikiewicz, S. with Cantor, P., & Osher, D., 2022, *Educator learning to enact the science of learning and development*. Learning Policy Institute. Retrieved from <https://learningpolicyinstitute.org/product/educator-learning-sold>)

Global Awareness: BPA will include global education in its curriculum, using resources from organizations like the Asia Society to instruct students about diverse cultures and global issues. This approach is supported by research indicating that global awareness enhances students' social and cognitive development. (Merryfield, M. M., 2016. *Scaffolding Social Studies for Global Awareness*. Social Education, Special Section on 21st Century Skills, 363)

Innovation and Creativity: Encouraging students to engage in design thinking projects, where they identify problems, brainstorm solutions, prototype, and test ideas. The Stanford school's (Hasso

Plattner Institute of Design at Stanford University) research shows that design thinking fosters innovation and creative problem-solving skills.

Enrichment Skills and Qualities

Performing Arts

- Creative Expression: Developing skills in music, dance, theater, or other performing arts to express ideas and emotions creatively.
- Performance Techniques: Mastering techniques specific to each art form, such as vocal control, instrumental skills, or choreography.
- Collaboration and Communication: Working effectively with peers to rehearse, critique, and refine performances.
- Cultural Appreciation: Understanding the historical and cultural contexts of various performing arts genres.

Evidence-Based Strategies:

- Integrated Arts Programs: Incorporating performing arts into core subjects to enhance engagement and understanding.
- Regular Performances: Providing opportunities for students to perform in front of audiences, fostering confidence and stage presence.
- Guest Artists and Workshops: Engaging professional artists to teach specialized techniques and inspire students.
- Cross-Disciplinary Projects: Combining performing arts with other subjects, such as history or literature, to deepen understanding and creativity.

Visual Arts

- Visual Literacy: Understanding and interpreting visual elements such as color, composition, and perspective.
- Technical Skills: Developing proficiency in various mediums like painting, drawing, sculpture, or digital art.
- Creativity and Innovation: Encouraging students to experiment with different styles and techniques.
- Critical Thinking: Analyzing and critiquing artworks to understand artistic intent and cultural significance.

Evidence-Based Strategies:

- Studio-Based Learning: Providing hands-on experiences with various art mediums to develop technical skills.
- Art History and Appreciation: Studying diverse art movements and styles to foster cultural awareness.
- Project-Based Art: Encouraging students to create art projects that reflect their understanding of core subjects.
- Community Exhibitions: Displaying student artwork in public spaces to promote community engagement and pride.

Career Exploration

- Career Awareness: Understanding various career paths and their requirements.
- Self-Assessment and Goal Setting: Identifying personal strengths and interests to inform career choices.
- Networking and Mentorship: Building relationships with professionals in desired fields.
- Adaptability and Resilience: Preparing students to navigate changing workforce demands.

Evidence-Based Strategies:

- Career-Related Projects: Integrating career exploration into PBL projects to connect academic learning to real-world careers.
- Guest Speakers and Work-Based Learning: Providing opportunities for students to interact with industry professionals and participate in internships or job shadowing.
- Online Career Tools: Utilizing digital platforms to explore career options and create personalized career plans.
- Mentorship Programs: Pairing students with mentors who can offer guidance and support in their career development.

General Non-Academic Skills and Qualities Important for an Educated Person

In addition to academic prowess, an educated person must develop a range of non-academic skills and qualities that contribute to their overall well-being and ability to positively impact society. At BPA, we emphasize the following attributes:

Emotional Intelligence: BPA will implement the Wayfinder SEL curriculum, which has been proven to improve students' emotional regulation, empathy, and social skills. (Malin, H., 2022, *Stanford researcher finds SEL + purpose learning program boosts student outcomes*. Retrieved from <https://www.k12dive.com/spons/stanford-researcher-finds-sel-purpose-learning-program-wayfinder-boosts-s/621853/>) This study found that students who engaged with the Wayfinder

curriculum showed significant improvements in social awareness, empathy, and emotional regulation.

Empathy and Compassion: Incorporating service-learning projects into the curriculum allows students to engage with their communities and develop empathy. Research by Eyler and Giles demonstrates that service learning promotes empathy and social responsibility. (Eyler, J., & Giles, D. E. Jr., 1999, *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.)

Leadership and Character: Wayfinder SEL curriculum includes a leadership component. The curriculum is designed to build future-ready skills in students, encompassing six core skills that go beyond traditional SEL competencies. These skills include Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose, which collectively foster leadership qualities by promoting self-understanding, resilience, empathy, teamwork, and a sense of purpose.

Self-Directed Learning and Empowerment: Encouraging student-led conferences and goal-setting activities fosters ownership of learning. Zimmerman's research on self-regulated learning supports the efficacy of these practices in promoting student autonomy and motivation. (Zimmerman, B. J. 2002), *Becoming a Self-Regulated Learner: An Overview*. Theory Into Practice, 41(2), 64-70) This research highlights the importance of self-regulated learning strategies, including goal-setting and self-monitoring, in enhancing student motivation and autonomy.

Physical and Mental Well-Being: BPA will offer comprehensive health and wellness programs, including physical education, nutrition education, and mindfulness practices. Studies by the CDC indicate that such programs improve students' physical health and mental well-being. (Centers for Disease Control and Prevention, 2023, *Physical Activity Facts*. Retrieved from <https://www.cdc.gov/healthyschools/physicalactivity/facts.htm>)

This resource outlines how regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, and reduce symptoms of anxiety and depression

Social Responsibility and Citizenship: Integrating civic education into the curriculum and encouraging participation in community service initiatives helps students understand their role as active citizens. Research by the Center for Information & Research on Civic Learning and Engagement (CIRCLE) highlights the benefits of civic education in fostering responsible citizenship. (Kawashima-Ginsberg, K., 2024), *Investing in Civic Education to Safeguard Our Democracy*. CIRCLE at Tufts University. Retrieved from <https://einhorncollaborative.org/investing-in-civic-education-to-safeguard-our-democracy/>) This research underscores the developmental, academic, and economic benefits of civic education, emphasizing its role in preparing youth for active and responsible citizenship.

Balanced Lifestyle: Promoting a balanced approach to academics, extracurricular activities, and personal time through structured time management programs and wellness education. Research by the American Psychological Association shows that balanced lifestyles contribute to overall well-being and academic success. (American Psychological Association, 2016, *Seeking more balance*. Retrieved from <https://www.apa.org/monitor/2016/07-08/cover-balance>) This article

discusses the importance of work-life balance and its impact on reducing burnout and enhancing overall well-being, which in turn can contribute to better academic and professional performance.

Being an educated person in the 21st century encompasses more than just academic success. It involves a comprehensive set of skills and qualities that prepare individuals to navigate the complexities of modern life with competence, compassion, and a commitment to lifelong learning. At BPA, we are dedicated to cultivating these attributes in our students, empowering them to become confident, innovative leaders who are ready to thrive in an ever-evolving society. Through our holistic approach to education, we aim to inspire a generation of learners who are not only knowledgeable but also emotionally intelligent, socially responsible, and equipped to make meaningful contributions to the world.

How Learning Best Occurs

Framework for Instructional Design

To address the diverse needs of its target student population, which includes students from varying socioeconomic backgrounds, ELLs, students with disabilities, and those achieving substantially above or below grade level expectations, BPA's instructional design framework will be centered around four foundational components:

- Integrated, Project-Based Learning (PBL) enhanced by Place-Based Education (PBE)
- Social-Emotional Learning (SEL)
- Rigorous, standards-based curriculum
- Blended Learning

This framework will emphasize personalized learning, critical thinking, and collaboration. Please note, the TK framework for instructional design will vary developmentally from that of the K-8 program and is described later in this section, below.

Project-Based Learning (PBL)

Components of the Framework:

- Project-Based Learning (PBL)

OVERVIEW

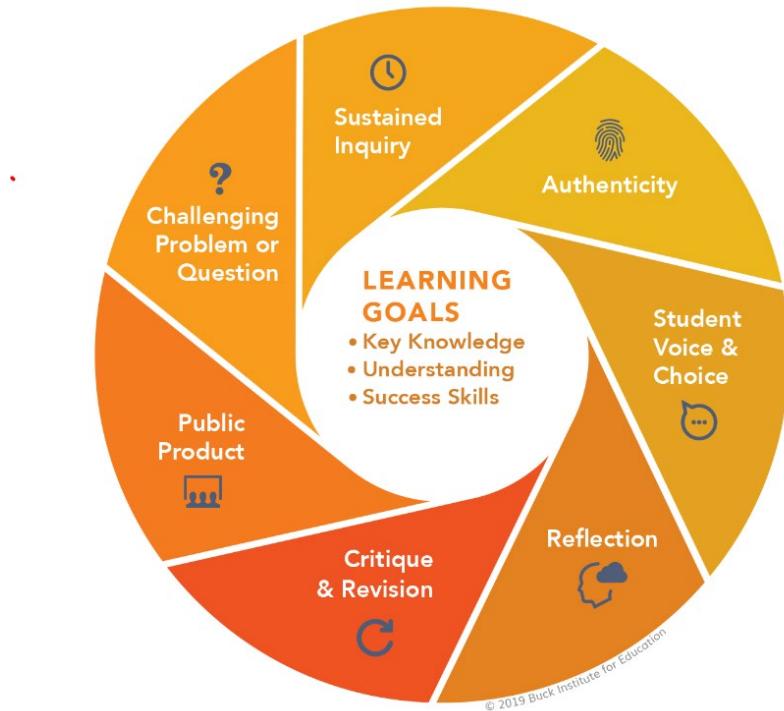
At BPA, we utilize the Buck Institute for Education (BIE) framework for Project-Based Learning (PBL) to create an integrated learning environment where core subjects like Mathematics, Science, Language Arts, and Social Studies converge in meaningful projects. This approach ensures that students not only master individual content areas but also understand the interconnections between disciplines, fostering a more holistic and applicable understanding of knowledge. As discussed above, the TK program, which is Reggio Emilia inspired, will vary developmentally from

that of K-6, but will lay the foundation for rising TK students to acquire skills needed to fully participate in PBL work. (Described in this section, below.)

KEY ELEMENTS OF PBL

The PBL framework at BPA will be implemented in accordance with the Gold Standard PBL model developed by the Buck Institute. This model is represented in **Figure A.4.** and includes the following essential element (Retrieved from: <https://www.pblworks.org/what-is-pbl/gold-standard-project-design>):

- **Challenging Problem or Question:** Each project will begin with a meaningful problem to solve or a question to answer, which is relevant to students' lives and interests.
- **Sustained Inquiry:** Students will engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- **Authenticity:** Projects will have real-world context, tasks, and tools, and will include the quality standards used in the professional world.
- **Student Voice and Choice:** Students will make some decisions about the project, including how they work and what they create.
- **Reflection:** Students and teachers will reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles encountered.
- **Critique and Revision:** Students will give, receive, and use feedback to improve their process and products.
- **Public Product:** Students will present their work to an audience beyond the classroom.

Figure A.4.

Gold Standard Project Based Learning by PBLWorks is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nd/4.0/)

The Buck Institute for Education (BIE) has extensively researched Project-Based Learning (PBL) and its impacts on student outcomes. According to their findings, PBL is highly effective in enhancing student engagement, promoting deeper learning, and improving academic achievement. (Retrieved from: <https://www.pblworks.org/research/publications>)

Key points from their research include:

- *Student Engagement:* PBL fosters higher levels of student engagement and motivation compared to traditional instructional methods. Students are more likely to take an active role in their learning when they work on meaningful projects that have real-world applications ([PBLWorks](https://www.pblworks.org)).
- *Deeper Learning:* PBL encourages students to develop critical thinking, problem-solving, and collaboration skills. By engaging in inquiry-based projects, students gain a deeper understanding of the subject matter and are better able to retain and apply their knowledge ([PBLWorks](https://www.pblworks.org)).
- *Academic Achievement:* Studies reviewed by BIE show that students in PBL classrooms often outperform their peers in traditional classrooms on standardized tests and other measures of academic success. This is particularly true for subjects like math, science, and social studies ([PBLWorks](https://www.pblworks.org)).

- *Diverse learning Needs:* PBL is known to be particularly beneficial for students from diverse backgrounds, including those from low-income families and English Language Learners (ELLs). The hands-on, collaborative nature of PBL helps to level the playing field and provides all students with the opportunity to succeed ([PBLWorks](#)).

Despite its benefits, implementing PBL can be challenging. It requires a shift in teaching practices and a supportive school environment that will accommodate system modifications. Teachers need professional development and ongoing support to effectively design and facilitate PBL experiences. BPA addresses these challenges in its “Plan for Professional Development” section in “Element A” below.

IMPLEMENTATION OF CURRICULUM INTEGRATION USING PROJECT-BASED LEARNING

PBL at BPA will be integrated across all subject areas, including English Language Arts, Mathematics, Science, Social Studies, Arts Integration, and Physical Education. Each project will be designed to cover multiple core standards, ensuring that students gain a comprehensive understanding of the subject matter while developing essential skills. Standards embedded in the PBL activities will follow the scope and sequence of the Savvas curriculum which is described below. Sample Savvas scope and sequences may be found in **Exhibit 1**.

EXAMPLE PROJECT: SUSTAINABLE COMMUNITY DEVELOPMENT

Project Overview: Students will work in teams to design a sustainable community for a fictional city facing real-world environmental and social challenges. This project will integrate Mathematics, Science, Language Arts, and Social Studies, addressing key standards from each subject area.

Driving Question: How can we design a sustainable community that addresses the environmental, economic, and social needs of its residents?

Integration of Core Subjects Across Grade Levels

Mathematics

- **Standards:** CCSS.MATH.CONTENT.6.RP.A.3 (Use ratio and rate reasoning to solve real-world and mathematical problems), CCSS.MATH.CONTENT.7.G.B.6 (Solve real-world and mathematical problems involving area, volume, and surface area).
- **Application:** Students will use mathematical concepts to calculate the areas needed for housing, green spaces, and commercial zones. They will also use ratios and proportions to ensure efficient resource allocation.

Science

- **Standards:** NGSS.MS-ESS3-3 (Apply scientific principles to design a method for monitoring and minimizing human impact on the environment), NGSS.MS-PS1-3 (Gather and make sense of information to describe that synthetic materials come from natural resources and impact society).

- **Application:** Students will explore sustainable practices, such as renewable energy sources, waste reduction, and water conservation, and apply these principles in their community designs. They will research and present on the environmental impact of various materials and construction methods.

Language Arts

- **Standards:** CCSS.ELA-LITERACY.W.6.1 (Write arguments to support claims with clear reasons and relevant evidence), CCSS.ELA-LITERACY.SL.7.4 (Present claims and findings, emphasizing salient points in a focused, coherent manner).
- **Application:** Students will write persuasive essays arguing for specific sustainable practices and present their community designs to a panel of experts. They will conduct research, synthesize information, and practice public speaking skills.

Social Studies

- **Standards:** CA.HSS.6.2 (Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush), CA.HSS.7.6 (Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages).
- **Application:** Students will investigate historical and contemporary examples of community development, comparing their designs with those of past civilizations. They will analyze how different political, economic, and social structures impact community sustainability.

EXAMPLE PROJECT PLAN

Week 1: Introduction and Research

- Day 1-2: Introduction to the project and driving question. Students form teams and begin brainstorming ideas.
- Day 3-5: Research phase. Students gather information on sustainable practices, historical communities, and relevant scientific and mathematical concepts.

Week 2: Planning and Design

- Day 1-3: Teams create initial designs for their communities, focusing on layout and resource allocation.
- Day 4-5: Peer review and feedback sessions. Teams revise their designs based on peer input.

Week 3: Development and Writing

- Day 1-3: Students write persuasive essays supporting their design choices, using evidence from their research.
- Day 4-5: Teams prepare presentations, creating visual aids and practicing their delivery.

Week 4: Presentation and Reflection

- Day 1-3: Teams present their community designs to a panel of experts (teachers, community members, and local business leaders).
- Day 4: Reflection session. Students discuss what they learned, challenges faced, and how they overcame them.
- Day 5: Final revisions and submission of written reports and design plans.

ASSESSMENT OF STANDARDS

Formative Assessment

- *Daily Check-ins*: Teachers will conduct daily check-ins to monitor student progress, provide feedback, and address any challenges.
- *Peer Reviews*: Structured peer review sessions will allow students to give and receive feedback, fostering collaborative learning.

Summative Assessment

- *Rubrics*: Detailed rubrics will be used to assess the final community designs, written reports, and presentations. Rubrics will evaluate content knowledge, critical thinking, creativity, collaboration, and communication skills (**See Figure A.5., below**).
- *Presentations*: Students will present their projects to a panel, demonstrating their understanding of the integrated concepts and their ability to apply them to real-world problems.
- *Reflection Essays*: Students will write reflection essays on their learning process, challenges, and growth throughout the project

Figure A.5. Sample PBL Rubric

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Understanding of Content	Demonstrates a deep understanding of the subject matter and integrates it effectively into the project.	Shows a good understanding of the subject matter and integrates it into the project.	Shows some understanding of the subject matter but with minor inaccuracies or gaps.	Shows limited understanding of the subject matter with significant inaccuracies.

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
Collaboration	Consistently works well with team members, contributes ideas, and helps others.	Works well with team members, contributes ideas, and helps others most of the time.	Occasionally works well with team members but may need reminders to contribute.	Rarely works well with team members and does not contribute effectively.
Creativity	Demonstrates exceptional creativity and originality in the project.	Shows creativity and originality in the project.	Shows some creativity and originality but relies on common ideas.	Shows little creativity or originality in the project.
Presentation Skills	Presents information clearly, confidently, and engagingly.	Presents information clearly and confidently.	Presents information but may lack confidence or clarity.	Struggles to present information clearly and confidently.
Use of Resources	Effectively uses a variety of resources to enhance the project.	Uses resources to enhance the project.	Uses some resources but may not effectively enhance the project.	Uses few or no resources to enhance the project.
Problem-Solving	Demonstrates excellent problem-solving skills and overcomes challenges effectively.	Shows good problem-solving skills and overcomes most challenges.	Shows some problem-solving skills but may struggle with challenges.	Shows limited problem-solving skills and struggles with challenges.
Reflection	Provides a thorough and insightful reflection on the project and learning process.	Provides a good reflection on the project and learning process.	Provides some reflection on the project and learning process but lacks depth.	Provides little or no reflection on the project and learning process.

By implementing the Buck Institute's PBL framework, BPA will provide a dynamic and interdisciplinary learning environment that not only meets but exceeds the educational standards across core subjects. This approach ensures that students develop a deep, integrated understanding of the material, preparing them for future academic and real-world success.

Place-Based Learning (PBE) as an Enhancement to PBL

Components of the Framework:

- Place-Based Learning (PBE) as an Enhancement to PBL

OVERVIEW

Place-Based Education (PBE) can significantly enhance Bridges of Promise Academies' existing Project-Based Learning (PBL) framework by connecting students more deeply to their local community, environment, and cultural context. This integration supports BPA's mission of guiding students toward holistic development while providing authentic, meaningful learning experiences that foster a strong sense of place and community responsibility. PBE is an approach that uses the local community and environment as a primary resource for learning. It immerses students in local heritage, cultures, landscapes, opportunities, and experiences as a foundation for studying language arts, mathematics, social studies, science, and other subjects. When combined with PBL, it creates a powerful educational model that grounds abstract learning in tangible, local contexts.

KEY SYNERGIES BETWEEN PBL AND PBE

PBL and PBE share several fundamental principles that make them highly compatible:

- Both emphasize authentic, real-world learning experiences
- Both foster student agency and voice
- Both promote interdisciplinary connections
- Both develop critical thinking and problem-solving skills
- Both encourage community engagement and civic responsibility

BPA will utilize a place-enhanced PBL approach that incorporates the local community, environment, and cultural context into projects. This integrated approach ensures that:

- Learning is grounded in local experiences, making abstract concepts concrete and relevant
- Students develop a sense of place and community responsibility
- Projects address authentic local needs and challenges
- Community members serve as experts, mentors, and audiences
- Learning extends beyond classroom walls into the community, natural environment, and local institutions"

Each element of the Gold Standard PBL model can be enhanced through place-based approaches:

- **Challenging Problem or Question:** Projects begin with problems or questions relevant to the local community and environment
- **Sustained Inquiry:** Students investigate local issues, interview community members, and explore neighborhood resources
- **Authenticity:** Projects address real local needs and contribute to community well-being

- **Student Voice and Choice:** Students identify issues in their community that matter to them
- **Reflection:** Students reflect on how their projects impact their community and their sense of place
- **Critique and Revision:** Local experts and community members provide authentic feedback
- **Public Product:** Students present solutions to community stakeholders and implement changes in their local environment

KEY POINTS FROM RESEARCH ON PLACE-BASED EDUCATION (PBE)

Place-Based Education (PBE) is an educational approach that utilizes the local community and environment as a primary resource for learning. Here are some key points from research on PBE:

1. Enhanced Engagement and Motivation:

- PBE has been shown to increase student engagement and motivation by making learning relevant and meaningful through real-world applications (Sobel, 2004).
- Students are more likely to be invested in their learning when it is connected to their local environment and community.

2. Improved Academic Performance:

- Studies indicate that PBE can lead to improved academic performance across various subjects, as students apply theoretical concepts to practical, local issues (Gruenewald, 2003).
- This approach helps students see the relevance of academic content to their everyday lives.

3. Development of Community Responsibility:

- PBE fosters a sense of community responsibility and civic engagement by involving students in local projects and issues (Gruenewald, 2003).
- Students develop empathy and understanding of local challenges, leading to more active citizenship.

4. Environmental Awareness and Stewardship:

- PBE encourages environmental awareness and stewardship by engaging students with local ecosystems and conservation efforts (Sobel, 2004).
- This helps students understand the interconnectedness of human and natural systems.

5. Interdisciplinary Learning:

- PBE naturally integrates multiple subjects, such as science, social studies, and language arts, as students address real-world problems (Gruenewald, 2003).
- This interdisciplinary approach promotes deeper understanding and retention of knowledge.

6. Community Partnerships:

- Effective PBE involves strong partnerships with local organizations, businesses, and community members, providing authentic learning experiences and mentorship (Sobel, 2004).
- These partnerships enrich the educational environment and offer students diverse perspectives.

7. Cultural Awareness and Appreciation:

- PBE helps students develop cultural awareness and appreciation by exploring local histories and traditions (Gruenewald, 2003).
- This fosters a more inclusive and respectful community environment.

EXAMPLE OF PLACE-ENHANCED PBL UNIT: "WATERSHED GUARDIANS"

Driving Question: How can we as environmental stewards improve the health of our local Menifee watershed?

Place-Based Elements:

- Students conduct water quality testing at local streams and ponds
- Local environmental experts mentor student teams
- Field visits to water treatment facilities and natural watershed areas
- Interviews with long-time residents about historical changes in local waterways
- Research on native plants and their role in watershed health

Integrated Subject Areas:

- Science: Ecosystem functions, water cycle, pollution impacts
- Math: Data collection and analysis, measurement, statistical representation
- Social Studies: Local history, community development, policy issues
- Language Arts: Research writing, persuasive communication, documentation

Authentic Outcome:

Students design and implement small-scale watershed restoration projects in partnership with the City of Menifee Parks Department, presenting their findings to the city council.

ASSESSMENT FRAMEWORK

Assessment of place-based learning elements will include:

- **Community Impact Evaluation:** Measuring the real-world effects of student projects on the local community
- **Environmental Stewardship Rubric:** Assessing students' understanding of local ecosystems and their personal responsibility toward them
- **Place Knowledge Assessment:** Evaluating students' understanding of local geography, history, and cultural context
- **Community Connection Portfolio:** Documenting students' interactions with community mentors, experts, and organizations
- **Civic Engagement Reflection:** Self-assessment of students' growth as active, contributing community members"

IMPLEMENTATION ACROSS GRADE LEVELS

K-2 students will engage with place through:

- School garden exploration and seasonal observations
- Neighborhood walks to observe natural and built environments
- Local storytelling from community elders and cultural bearers
- Simple mapping activities of their school and neighborhood
- Adoption of small campus spaces for stewardship projects

Grades 3-6 Place-Based Experiences

For older elementary students, place-based education deepens to include more complex investigations and community action. For example, grades 3-6 students will engage with place through:

- Community needs assessments and service projects
- Local ecosystem studies and environmental monitoring
- Partnerships with local businesses and organizations
- Investigation of local governance and civic participation
- Documentation of community oral histories and cultural practices

Grades 7-8 students will engage with place through:

- Youth participatory action research addressing community challenges
- Environmental justice investigations in the local region
- Career exploration with local professionals and industries
- Design and implementation of community improvement projects
- Peer mentoring of younger students in place-based activities

Social Emotional Learning (SEL)

Components of the Framework:

- Social Emotional Learning (SEL)

OVERVIEW

At BPA, social-emotional learning (SEL) is a cornerstone of our educational philosophy for TK through sixth grade. To support our mission of guiding students toward holistic development and fostering emotional intelligence, we will integrate the Wayfinder SEL curriculum into our project-based learning (PBL) framework. This integration will ensure that students develop the emotional and social skills necessary to thrive both academically and personally (See **Exhibit 2**, Sample Scope and Sequence).

KEY ELEMENTS

Wayfinder's SEL curriculum is designed to help students navigate the complexities of their social and emotional lives. **Figure A.6.** depicts Wayfinder's six core competencies:

1. **Self-Awareness:** Understanding one's own emotions, strengths, and limitations.
2. **Adaptability:** Being able to adjust to new conditions and handle change effectively.
3. **Empathy:** Understanding and sharing the feelings of others.
4. **Agency:** Taking initiative and being proactive in one's own learning and life.
5. **Collaboration:** Working effectively with others towards a common goal.
6. **Purpose:** Choices and engagement with the world are rooted in your core values.

Figure A.6.

KEY POINTS FROM RESEARCH

The Wayfinder SEL curriculum is backed by extensive research, demonstrating its effectiveness in boosting student engagement, social awareness, and purpose. For instance, a study conducted by Dr. Heather Malin found that students experienced significant growth in measures of purpose—nearly 75%, which is 11 times greater than a control group enrolled in a mindfulness class. Additionally, students showed increased engagement in their school community (55%) and social awareness (64%) ([Wayfinder](#)).

Wayfinder has conducted several CASEL-aligned evaluations, further affirming its positive impact on student well-being and academic success. These evaluations indicate that implementing comprehensive SEL and purpose learning supports students in thriving academically and personally, helping them navigate life's complexities ([Wayfinder](#)). Additional evidence-based outcomes include:

- **Improved Social-Emotional Skills:** Research indicates that students participating in Wayfinder's SEL programs show significant improvement in their social-emotional skills. These include enhanced self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Increased Academic Performance:** Studies have shown a positive correlation between SEL programs like Wayfinder and improved academic performance. Students often exhibit better grades, higher test scores, and greater overall engagement in their academic work.
- **Reduction in Behavioral Issues:** Implementation of the Wayfinder curriculum has been linked to a decrease in behavioral problems within the classroom. Students demonstrate improved behavior, reduced instances of bullying, and lower rates of disciplinary actions.

- **Enhanced Emotional Well-being:** Participants in Wayfinder's SEL programs often report higher levels of emotional well-being. They exhibit greater resilience, reduced stress levels, and a more positive outlook on life.

Independent Research Findings: Malin's study found that students who engaged with the Wayfinder curriculum showed significant improvements in social awareness, empathy, and emotional regulation. (Malin, H., 2022, *Stanford researcher finds SEL + purpose learning program boosts student outcomes*. Retrieved from: <https://www.k12dive.com/spons/stanford-research-finds-sel-purpose-learning-program-wayfinder-boosts-s/621853/>)

IMPLEMENTATION IN THE LEARNING FRAMEWORK

Wayfinder SEL curriculum aligns with BPA's goals of fostering self-motivated, competent, lifelong learners. By embedding SEL into daily activities and projects, we support students in developing resilience, empathy, and collaborative skills—key qualities for success in the 21st century.

In the classroom, a teacher might begin a unit on Purpose Exploration by having students complete a "Purpose Profile" where they list their strengths, interests, and values. Over the course of several weeks, students would participate in various activities such as goal-setting workshops, community service projects, and reflective journaling. The teacher would facilitate discussions on how these experiences help students understand their purpose and the impact they can have on others.

Additionally, Wayfinder curriculum will be implemented through:

- *Daily Check-Ins:* Short, daily activities that help students reflect on their emotions and set positive intentions for the day.
- *Weekly Lessons:* More in-depth lessons focused on specific SEL competencies, integrated into the PBL framework.
- *Project Integration:* SEL lessons will be tied to ongoing projects, allowing students to practice these skills in real-world contexts.
- *Weekly Themes:* Each week might focus on a different SEL theme, such as resilience, empathy, or leadership. The teacher integrates these themes into daily activities and discussions.
- *Family Engagement:* Wayfinder includes materials and suggestions for involving families in SEL practices at home, reinforcing the skills learned in the classroom.

INTEGRATION THROUGHOUT THE DAY

Morning Circle (TK-6)

- *Activity:* "Check-In and Gratitude"
- *Purpose:* Build a sense of community and emotional awareness.
- *Implementation:* Students gather in a circle. The teacher leads a brief mindfulness exercise, followed by a "check-in" where students share how they are feeling using a

feelings chart. Each student also shares something they are grateful for, fostering a positive classroom atmosphere.

Sample SEL Lesson

- *Activity:* "Exploring Values and Strengths"
- *Purpose:* Help students identify personal values and strengths.
- *Implementation:* The teacher introduces the concept of values and strengths. Students engage in a guided discussion about different values (e.g., kindness, courage) and identify which ones resonate with them. They then complete a worksheet where they list their strengths and values, and how these can help them in their daily lives.

Core Academic Integration

- *Activity:* "Collaborative Problem-Solving"
- *Purpose:* Apply SEL skills to academic tasks.
- *Implementation:* During a group project in a subject like science or social studies, students are assigned roles that play to their identified strengths. The teacher emphasizes the importance of communication, cooperation, and empathy as they work together to solve a problem or complete a task.

Reflection Time

- *Activity:* "Wayfinder Journals"
- *Purpose:* Encourage self-reflection and goal setting.
- *Implementation:* Students spend time writing in their Wayfinder journals. They reflect on the day's activities, how they applied their strengths, and set goals for personal growth. The teacher may prompt them with questions like, "How did you show kindness today?" or "What is one thing you want to work on tomorrow?"

Closing Circle

- *Activity:* "Celebrations and Appreciations"
- *Purpose:* Afternoon activity to end the day on a positive note.
- *Implementation:* Students and the teacher gather again in a circle. They share positive moments from the day, celebrate successes, and express appreciations for their classmates. This reinforces a supportive and respectful classroom environment.

By embedding these practices into the daily routine, Wayfinder helps create a classroom environment where students feel supported and empowered to grow both academically and personally.

EXAMPLE OF SEL AND A PBL ACTIVITY

Project Overview: Students will plan and implement a community garden, integrating SEL and core subjects through the following activities:

Mathematics:

- Calculating the area and layout of the garden plots.
- Budgeting for materials and resources.

Science:

- Studying plant biology and ecosystems.
- Investigating sustainable farming practices.

Language Arts:

- Researching and writing proposals for the garden.
- Creating informational brochures and presentations.

Social Studies:

- Exploring the history of community gardens and their social impact.
- Examining local agricultural policies and community needs.

SEL Integration:

- **Self-Awareness:** Students reflect on their strengths and how they can contribute to the project.
- **Self-Management:** Setting goals and managing time effectively during the project.
- **Social Awareness:** Understanding community needs and the importance of sustainability.
- **Relationship Skills:** Collaborating with peers and community members.
- **Responsible Decision-Making:** Making informed decisions about garden design and resource use.

ASSESSMENT OF SEL OUTCOMES

Assessments will be both formative and summative to monitor student progress and growth called Waypoints:

- **Formative Assessment:** Daily check-ins and reflection activities will help teachers gauge student engagement and emotional well-being, providing opportunities for immediate support and intervention. The digital component of the curriculum allows the students to

complete check-in surveys daily and provides immediate feedback on teachers' dashboards.

- **Summative Assessment:** At the end of each term, students will participate in self-assessments and teacher evaluations based on SEL competencies. These assessments will measure students' development in areas such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

By integrating the Wayfinder SEL curriculum within our PBL framework, BPA ensures that students not only achieve academic success but also develop the social-emotional competencies essential for lifelong learning and personal growth. This holistic approach prepares students to navigate the complexities of the 21st century with confidence and empathy.

HOMEROOM FOR MIDDLE SCHOOL STUDENTS

As part of its SEL program, the BPA founders recognize the importance of a comprehensive advisory program in supporting the holistic development of our middle school students. In conjunction with Wayfinder, our advisory program is designed to integrate social-emotional learning, academic support, community building, and career exploration, aligning with our mission to foster well-rounded, engaged, and future-ready individuals.

Program Components:

- **SEL Integration:** Weekly themes focusing on self-awareness, empathy, and relationship skills through activities like group discussions and mindfulness exercises.
- **Academic Support:** Regular progress monitoring and goal setting, with strategies for effective studying and time management.
- **Community Building:** Team-building activities and peer support initiatives to foster a sense of belonging and teamwork.
- **Career Exploration:** Guest speakers and guided research to introduce students to various career paths and develop career plans.

Implementation:

- **Daily Advisory Sessions:** 30 minutes dedicated to SEL, community building, and academic support.
- **Weekly Themes:** Rotate through SEL competencies, academic skills, and personal development topics.
- **Monthly Workshops:** Deeper dives into specific topics with guest speakers or specialized activities.

Assessment and Evaluation:

- **Formative Assessments:** Regular feedback and self-assessments to monitor student growth.
- **Summative Assessments:** End-of-term evaluations of student progress in SEL competencies and academic achievement.

By integrating this advisory program into our middle school curriculum, BPA will provide students with a supportive environment that enhances their academic success, social-emotional development, and preparation for future challenges.

Rigorous, Standards-Based Core Curriculum

Components of the Framework:

- Rigorous, Standards-Based Core Curriculum

OVERVIEW

BPA is dedicated to delivering a comprehensive and engaging educational experience that aligns with our vision of fostering lifelong learners and future leaders. Our chosen K-8 core curricula—Savvas enVision Mathematics K-8, myWorld Interactive Social Studies K-8, myView ELA K-5, myPerspectives ELA Grade 6-8, and Elevate Science K-8—support our mission of holistic development through personalized interaction, technology integration, and a focus on character building. Each curriculum includes robust assessment components and provides tools for teachers to scaffold and differentiate learning, ensuring all students receive the support they need to succeed. (See **Exhibit 1: Savvas Scope and Sequence Samples**) These curricula are aligned with the following California Standards:

- English Language Arts (ELA): California Common Core State Standards for English Language Arts & Literacy, (CCSS)These standards were adopted in August 2010 and modified in March 2013. They focus on reading, writing, speaking, and listening skills across multiple subjects.
- Mathematics: California Common Core State Standards for Mathematics (CCSS). These standards were adopted in August 2010 and modified in March 2013, and emphasize focus, coherence, and rigor in mathematics instruction and learning.
- Science: California Next Generation Science Standards (NGSS). These standards were adopted in 2013 and cover grades Kindergarten through Grade Twelve. They focus on a three-dimensional approach to science education, integrating scientific practices, crosscutting concepts, and disciplinary core ideas.
- Social Science: California History-Social Science Standards (CA HSS) focus on developing critical thinking and cultural awareness through history and social studies.
- English Language Development (ELD): California English Language Development Standards (CA ELD Standards). These standards were adopted in November 2012 and are designed to

support English learners in using English purposefully and interacting meaningfully in school and beyond.

MIDDLE SCHOOL CURRICULUM (GRADES 7-8)

BPA's middle school core curriculum builds upon the Savvas materials used in our elementary program:

- English Language Arts: Savvas myPerspectives for 7th and 8th grades, emphasizes literary analysis, argumentative writing, research skills, and media literacy.
- Mathematics: Savvas enVision Mathematics for middle school, with differentiated pathways, includes grade-level math, accelerated math, and Algebra I for qualified 8th graders.
- Science: Savvas Elevate Science for Middle School, aligned with Next Generation Science Standards, covers life science (7th grade) and physical science (8th grade).
- Social Studies: Savvas myWorld Interactive for Middle School, covers medieval and early modern world history (7th grade) and U.S. history (8th grade).

All core middle school curricula will be implemented within the block scheduling framework, with teachers utilizing the extended instructional time for deeper exploration of content, hands-on activities, and project-based approaches.

All 7th and 8th grade students will participate in two elective courses each semester. These electives will develop specialized skills, explore potential interests, and broaden students' educational experiences. Elective offerings may include:

- **World Languages:** Students will meet California World Language Standards, demonstrating proficiency in communication, cultures, connections, comparisons, and communities.
- **Visual and Performing Arts:** Students will meet California Visual and Performing Arts Standards, focusing on creating, performing/presenting/producing, responding, and connecting.
- **Technology and Design:** Students will meet California Computer Science Standards, emphasizing algorithms, data, and programming.
- **Leadership and Community Service:** Students will develop skills aligned with CASEL Social-Emotional Learning Standards, focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- **Financial Literacy and Entrepreneurship:** Students will meet National Standards for Financial Literacy, covering earning, saving, spending, investing, and managing risk.
- **Career Exploration:** Our Personal Achievement and Career Exploration (PACE) program is designed to engage 7th and 8th grade students in a comprehensive career discovery

process. In addition, the California Career Resource Network (CalCRN) program provides career development resources and training materials for middle school students, counselors, educators, and administrators. It includes tools like the California Career Center and CareerZone to help students explore careers and create career action plans.

Grades 7-8 students will complete at least one semester each of Visual/Performing Arts, Technology/Design, World Language, and Career Exploration during their middle school years. Parenting curriculum will be integrated into the eighth-grade science program. All elective courses will incorporate project-based approaches and contribute to students' digital portfolios.

TRANSITION KINDERGARTEN (TK) CURRICULUM

For its TK program, BPA will incorporate the Savvas Three Cheers for TK – a curriculum which is aligned with the California Preschool Learning Foundations. This alignment ensures that the curriculum meets the state's guidelines for early childhood education, providing a comprehensive and developmentally appropriate learning experience for preschool children. This is a balanced Pre-Kindergarten curriculum supporting the development of key skills and concepts in literacy, mathematics, science, social studies, health, and the arts. The curriculum includes skills-based experiences and purposeful play, which are key components of the California Preschool Learning Foundations (See **Exhibit 3: Scope and Sequence**). Here are the five core components of the curriculum:

1. *Skills-Based Experiences*: The curriculum includes structured activities that focus on developing key academic skills in literacy, mathematics, science, and social studies. These experiences are designed to be engaging and developmentally appropriate, helping children build foundational knowledge and skills.
2. *Purposeful Play*: Purposeful play is a central element of the curriculum, allowing children to learn through exploration and interaction. Activities are designed to be fun and interactive, promoting cognitive, social, and emotional development.
3. *Social-Emotional Learning (SEL)*: The program emphasizes the development of social-emotional skills, such as self-awareness, self-regulation, empathy, and relationship-building. Tools like Mood Meter Posters and Social Emotional Learning Cards are used to help children understand and manage their emotions.
4. *Family Engagement*: The curriculum includes resources and tools to engage families in their children's learning. The Family Engagement Portal provides access to learning games, narrated books, and other resources that parents and caregivers can use to support their children's education at home.
5. *Digital Resources*: Savvas Realize®, the program's digital platform, offers a range of interactive tools and resources, including fully narrated books, interactive games, and customizable content. This platform supports both in-class and at-home learning, making it easy for teachers to integrate digital resources into their instruction.

Assessment Tools: The program includes various assessment tools to monitor children's progress and inform instruction. These assessments help teachers identify areas of strength and areas needing additional support, ensuring that all children are on track for kindergarten readiness.

These components work together to create a rich, engaging, and developmentally appropriate learning environment for preschool children, ensuring they are well-prepared for the transition to kindergarten.

SAVVAS CORE K-8 CURRICULUM

Savvas enVision Math K-8 Description: Savvas enVision Math is a comprehensive mathematics curriculum designed for students in kindergarten through 8th grade. It emphasizes project-based learning and visual learning strategies, helping students develop a deep understanding of math concepts through interactive lessons, visual models, and personalized learning pathways.

Assessment Components:

- Diagnostic Assessment: Administered at the beginning of the school year and at the start of a new topic to test what the students know and are ready to learn.
- Formative Assessments: Frequent check-ins and quizzes to monitor understanding.
- Summative Assessments: End-of-topic tests and performance tasks to evaluate mastery.
- Diagnostic Assessments: Tools to identify strengths and areas for improvement.

myWorld Interactive K-8 Description: myWorld Interactive is a social studies curriculum for grades K-8 that focuses on inquiry-based learning. It connects students with real-world concepts through stories, primary sources, and interactive activities, covering history, geography, economics, and civics.

Assessment Components:

- Diagnostic Assessment: Administered at the beginning of the school year and at the start of a new topic to test what the students know and are ready to learn.
- Formative Assessments: Journal entries and class discussions.
- Summative Assessments: Projects, presentations, and written tests.
- Performance-Based Assessments: Real-world tasks and projects.

myView K-5 Description: myView is an integrated literacy program for K-5 that combines reading, writing, speaking, and listening. The curriculum features diverse texts and genres, fostering effective communication skills and a love for reading through collaborative learning and critical thinking.

Assessment Components:

- Diagnostic Assessment: Administered at the beginning of the school year and at the start of a new topic to test what the students know and are ready to learn.
- Formative Assessments: Running records, reading logs, and writing samples.
- Summative Assessments: Unit tests, essays, and projects.
- Performance-Based Assessments: Book reports, presentations, and creative projects.

Elevate Science K-8 Description: Elevate Science is a hands-on, inquiry-based science curriculum for grades K-6. It encourages students to explore scientific concepts through experiments, investigations, and real-world applications across life, physical, and earth sciences.

Assessment Components:

- Diagnostic Assessment: Administered at the beginning of the school year and at the start of a new topic to test what the students know and are ready to learn.
- Formative Assessments: Lab reports, observation checklists, and science journals.
- Summative Assessments: Chapter tests, cumulative exams, and science projects.
- Performance-Based Assessments: Hands-on experiments and investigations.

myPerspectives Grades 6-8 Description: myPerspectives is an English Language Arts program for grade 6 that integrates reading, writing, speaking, and listening. It features a variety of texts and multimedia resources to build literacy skills, emphasizing critical thinking, collaboration, and self-reflection.

Assessment Components:

- Diagnostic Assessment: Administered at the beginning of the school year and at the start of a new topic to test what the students know and are ready to learn.
- Formative Assessments: Reading comprehension quizzes, writing prompts, and discussion participation.
- Summative Assessments: Essays, projects, and exams.
- Performance-Based Assessments: Multimedia presentations, debates, and creative writing assignments.

Note: All Savvas assessments may be administered digitally or paper and pencil. Assessment results will be available to teachers immediately, when administered digitally, and become part of each student's progress monitoring.

K-8 CORE CURRICULUM FAMILY ENGAGEMENT COMPONENT

The Savvas curriculum emphasizes robust family engagement as a core component of its educational programs. This engagement is crucial in creating a supportive and collaborative environment that enhances student learning and development. Here are the key aspects of how family engagement is integrated into the Savvas curriculum:

Communication and Collaboration - Savvas provides multiple avenues for effective communication between teachers and families. This includes regular updates on student progress, resources for at-home learning, and platforms for parents to interact with teachers. The curriculum incorporates tools like online portals where parents can access their child's assignments, grades, and feedback, fostering transparency and ongoing dialogue.

Resources and Support - The curriculum offers various resources to help families support their children's learning at home. This includes instructional videos, practice exercises, and reading materials aligned with classroom activities. These resources are designed to be user-friendly, ensuring that parents can easily engage with their children's education at home.

Workshops and Training - Savvas often includes opportunities for parents to attend workshops and training sessions that equip them with the skills and knowledge to effectively support their children. These sessions may cover topics such as understanding the curriculum, helping with homework, and strategies for encouraging a positive learning environment at home.

Cultural and Linguistic Inclusivity - Understanding the diverse backgrounds of students, Savvas ensures that family engagement practices are culturally and linguistically inclusive. This means providing materials and communications in multiple languages and being sensitive to cultural differences in educational expectations and practices.

Encouraging Parent Participation - The curriculum actively encourages parents to participate in school activities and decision-making processes. This could involve volunteering in classrooms, attending school events, or being part of parent-teacher associations. By fostering a sense of community and collaboration, Savvas helps build a supportive network around each student.

KEY POINTS FROM RESEARCH

Research supports the use of Savvas curriculum for its effectiveness and alignment with educational standards and practices. Savvas's myView and myPerspectives Literacy programs, for example, have received high ratings from independent organizations like EdReports.org, which reviews educational programs to identify the highest-quality instructional materials. These programs have been praised for their alignment with the Science of Reading, which is crucial for developing strong literacy skills in students ([eSchool News](#)) ([Savvas Learning Company](#)).

Furthermore, educators have highlighted the benefits of Savvas's curriculum in diverse classroom settings. For instance, Savvas Literacy programs are designed to meet the needs of all learners, including those who require additional support. The program's comprehensive content and targeted support strategies help accelerate language development for emergent bilingual students and provide robust literacy foundations ([eSchool News](#)).

Overall, the evidence suggests that Savvas curriculum can effectively support student achievement at BPA by providing high-quality, research-based instructional materials that cater to diverse learning needs and align with educational standards.

PERFORMING ARTS CURRICULUM FOR GRADES 7-8

At BPA, our performing arts program will be guided by the California Visual and Performing Arts Content Standards. We will integrate these standards into our curriculum to ensure students develop artistic literacy and creative expression skills.

- **Music:** We will use the Orff Schulwerk approach to foster creativity and movement in music education.
- **Dance:** The National Dance Education Organization (NDEO) standards will guide our dance curriculum.
- **Theater:** Our theater program will follow the Educational Theatre Association (EdTA) framework, emphasizing acting, playwriting, and production skills.

Assessment Tools:

- Rubrics will evaluate performance skills, creativity, and understanding of artistic concepts.
- Peer feedback and self-assessment will be encouraged to foster critical thinking and improvement.

VISUAL ARTS CURRICULUM

Our visual arts program will align with the California Visual and Performing Arts Content Standards, emphasizing artistic literacy, creativity, and critical thinking. We will implement a studio-based learning approach, allowing students to explore various art mediums and integrate art history and appreciation into our curriculum.

- **Studio-Based Learning:** Students will engage in hands-on projects using mediums like painting, drawing, sculpture, and digital art.
- **Art History and Appreciation:** We will study diverse art movements and styles to foster cultural awareness and understanding.

Assessment Tools

- Portfolios will be used to document student progress and artistic growth.
- Rubrics will assess technical skills, creativity, and understanding of artistic concepts.

PERSONAL ACHIEVEMENT AND CAREER EXPLORATION (PACE) FOR GRADES 7-8

At BPA, we recognize the critical importance of supporting middle school students as they navigate personal identity, social-emotional development, academic growth, and future aspirations. Our **PACE (Personal Achievement and Career Exploration)** program will provide a comprehensive

framework for Grades 7 and 8 that blends **social-emotional learning (SEL), academic support, advisory, and structured career exploration** into one cohesive experience. The PACE program will be tailored based on the needs of our student population.

Program Overview:

PACE is designed to foster **self-awareness, goal setting, personal agency, and exposure to real-world pathways**. By integrating advisory-based SEL instruction, focused student achievement time, and project-based career exploration, the program will empower students to understand who they are, what they value, and how to connect their strengths and interests to future opportunities.

The PACE block will be embedded into the weekly schedule and facilitated by advisors who serve as trusted adults and guides through students' personal and academic journeys.

Core Components:

- **Advisory & SEL:** Weekly sessions focus on relationship building, emotional regulation, communication skills, identity exploration, and belonging.
- **Student Achievement Time:** A structured period that provides time for academic support, organization, reflection, and personalized learning.
- **Career Exploration:** A scaffolded experience that introduces students to career fields, real-world challenges, and future planning through project-based learning and community engagement.

Scope and Sequence:

PACE follows a four-unit structure across the school year:

- **Unit 1: Career Awareness & Identity Building**
Students explore career clusters while reflecting on their own identities, interests, and values. SEL themes include self-awareness and responsible decision-making.
- **Unit 2: Self-Assessment and Goal Setting**
Students complete interest and skills inventories, identify personal and academic goals, and begin to explore alignment with career pathways.
- **Unit 3: Career Research & Community Engagement**
Students conduct in-depth research into specific careers and participate in experiences such as career panels, interviews, site visits, or virtual job shadows. Emphasis is placed on social awareness and relationship skills.
- **Unit 4: Project-Based Career Applications**
Students apply what they've learned in a culminating project that simulates or engages with a real-world career challenge, integrating communication, collaboration, and critical thinking.

Assessment and Evaluation:

Students are assessed through a variety of measures, including:

- Participation in advisory discussions and SEL reflection journals
- Formative feedback on goal setting and achievement tracking
- Summative presentations of personalized career plans or capstone projects
- Rubrics evaluating teamwork, problem-solving, and real-world application

By embedding the PACE program into our middle school model, BPA ensures that students receive meaningful support during a pivotal stage of their development, equipping them with the skills, confidence, and clarity they need to thrive in high school and beyond.

IMPLEMENTATION: K-8 INSTRUCTIONAL AND ASSESSMENT STRATEGIES

One of the primary instructional strategies BPA teachers will be expected to employ is the Instructional Shifts required for achieving academic rigor and for preparing students for success in the 21st century. In mathematics, for example, Core Action 1 of the Shifts will include instructional focus on grade-level clusters, content standards, or a part of these. Instructional intentionality will relate new concepts to students' prior knowledge. Lessons will target conceptual understanding, procedural skills and fluency, and application of the standard(s) being taught. In Core Action 2, the teacher will provide explanations and examples for the mathematics of the lesson; allow time for practice; share a variety of students' solutions and methods; deliberately check for understanding; and summarize each lesson with reference to student work. In Core Action 3 there will be a shift towards student engagement and the use of a variety of instructional strategies to capture students' interests, attention and willingness to learn.

ELA instruction will also include the Instructional Shifts, with Core Action 1 centering around time in a given lesson spent around reading, writing, and speaking about grade-level, (or above) high quality text that provides useful information. Core Action 2 will require questions and tasks to address the text so that students: attend to structure, concepts and ideas; demonstrate understanding and support their ideas verbally or in writing; recognize meaning of academic words; and build knowledge by delving deeper into the text and graphics. As with Math, Core Action 3 will be a shift towards student engagement and the use of a variety of instructional strategies to capture students' interest, attention and willingness to learn.

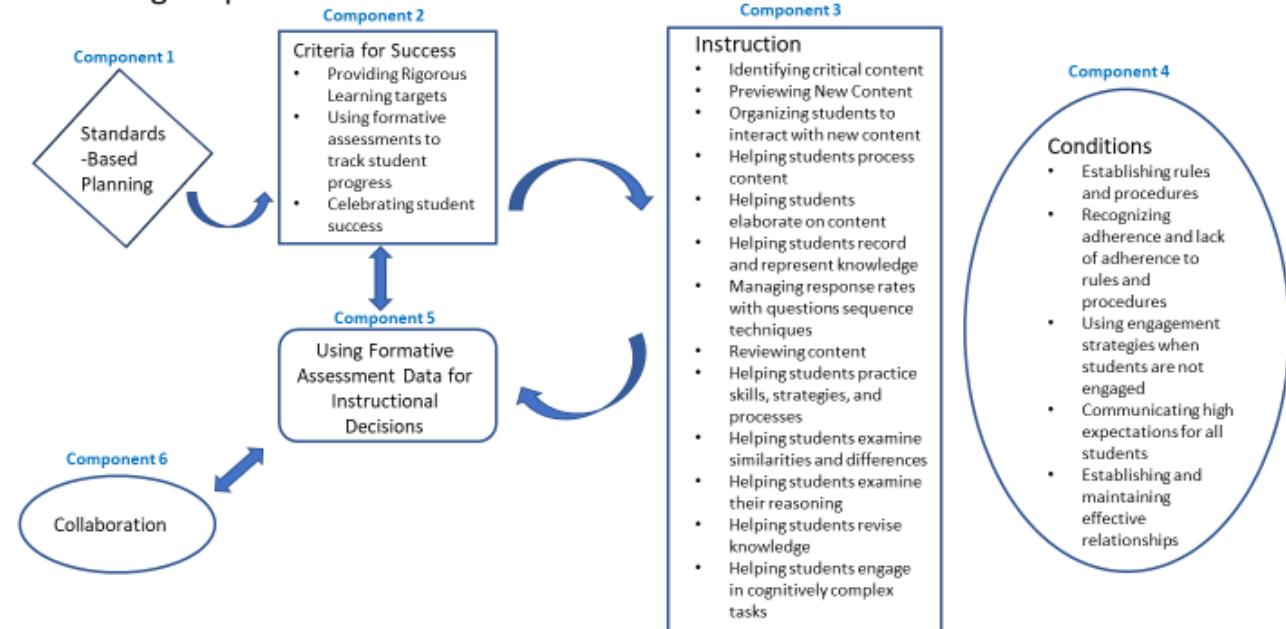
Because BPA teachers will be expected to employ strategies in keeping with a Standards-Based Classroom, they will begin with the end in mind – that is, they will begin with the standards which they expect the students to learn in a given lesson. After identifying and fully understanding the standards, the teachers will clearly present the learning targets to their students- these are the standards articulated in a student-centered, student-friendly manner. Learning targets may begin, for example like this: We (or I) will be able to... “The standards drive the learning targets, which in turn drive the learning tasks.” (Vatterott, C.: Rethinking Grading, ASCD, 2015). While teachers may need to utilize direct instruction for some learning targets, research supports instructional

strategies which foster student-ownership of, and engagement in, their learning. This includes identifying or developing learning tasks in which learning targets may be grouped together (chunked) rather than taught in isolation. In this way students can identify the relationships between learning targets and better understand their relevance. Students will be more engaged and can demonstrate their levels of mastery through, for example, rubrics. BPA teachers will be expected to utilize rubrics as they foster students' ownership of their own progress towards mastery.

That said, during the course of one instructional day, classroom-based instruction strategies will vary to accommodate content-type, standards and learning targets, as well as differentiation of student learning needs. BPA teachers' instructional strategies will ensure that students: 1) interact with content; 2) are able to work towards proficiency in each learning target of a given standard; and/or (3) practice skills, strategies, and processes. The following graphic, **Figure A.7.**, represents Standards Based instructional best practices (The Essentials for Standards-Based Classrooms, Carla Moore and Robert Marzano).

Figure A.7.

Standards-Based Classroom Teaching Map



All the Savvas curricula share a unified approach to instruction and assessment, which aligns with BPA's mission of fostering holistic development, active engagement, and lifelong learning. Here's how:

Instructional Rigor

- **Depth of Content:**
 - The curricula offer in-depth coverage of subject matter, ensuring that students develop a thorough understanding of core concepts.
 - Advanced content is included to challenge students and promote higher-order thinking skills.
- **Critical Thinking and Problem Solving:**
 - Emphasis on inquiry-based and problem-based learning encourages students to engage in critical thinking and develop problem-solving skills.
 - Projects and real-world applications help students connect academic content to practical scenarios.
- **Differentiation and Personalization:**
 - Built-in scaffolding and differentiation strategies allow teachers to tailor instruction to meet the diverse needs of all students.
 - Personalized learning pathways ensure that each student can progress at their own pace, mastering content before moving on.
- **Assessment Integration:**
 - Comprehensive assessment components provide ongoing feedback to both students and teachers, ensuring that learning objectives are met.
 - Performance-based assessments allow students to demonstrate their knowledge and skills in meaningful ways.
- **Alignment with Standards:**
 - The curricula are aligned with state and national standards, ensuring that students are prepared for standardized assessments and future academic endeavors.
 - Rigorous content standards ensure that students are equipped with the knowledge and skills needed for success in higher education and beyond.

Assessments

- **Diagnostic Assessments:** Savvas curriculum embeds diagnostic testing before beginning a new skill, concept or standard; this provides baseline data for teachers to differentiate learning. TK teachers will administer a kindergarten readiness diagnostic to rising TK students.

- **Progress Monitoring:** BPA will utilize SuccessMaker, an adaptive educational software program, for progress-monitoring and intervention. It is designed to provide personalized instruction in reading and mathematics for K-6 students. Developed by Savvas Learning Company (formerly Pearson K12 Learning), SuccessMaker focuses on individualized learning paths, targeting each student's unique needs and learning pace. SuccessMaker aligns with state and national standards, ensuring that the content meets the educational requirements for each grade level. The program provides detailed reports and analytics for educators, helping them monitor student progress, identify learning gaps, and make informed instructional decisions. SuccessMaker will be integrated with Savvas curriculum in a variety of instructional settings, including whole-class instruction, small-groups, and individual learning.
- **Formative Assessments:** Ongoing assessments are used to monitor student progress and inform instruction, allowing for timely interventions and support. These may be administered by way of the Savvas digital platform or via paper and pencil. For the primary grades, especially, teacher observation is an intrinsic aspect of formative assessment.
- **Summative Assessments:** Comprehensive evaluations at the end of units or topics measure student mastery of content and skills. All summative assessments may be administered digitally or via paper and pencil. However, the digital capabilities allow teachers to more easily gather data to inform instruction.
- **Performance-Based Assessments:** Real-world tasks and projects assess students' ability to apply what they have learned in meaningful contexts. Performance-based assessments embedded in the curriculum will assist teachers with standards alignment and assessment in their students' PBL activities.

Digital Portfolios for 7-8 Grade:

- **Purpose:** Digital portfolios will serve as a comprehensive tool for students to document their learning journey, showcasing their growth and achievements over time. This approach aligns with BPA's emphasis on project-based learning and social-emotional development.
- **Implementation:**
 - **Platform Selection:** BPA will utilize a digital platform (e.g., Google Sites, Weebly, or Seesaw) that allows students to create and manage their portfolios easily.
 - **Content Inclusion:** Portfolios will include samples of student work, reflections on projects, feedback from peers and teachers, and self-assessments of progress.
 - **Regular Updates:** Students will update their portfolios regularly, reflecting on their learning and setting goals for future projects.
- **Benefits:**

- **Personalized Learning:** Digital portfolios help students reflect on their strengths and areas for improvement, guiding personalized learning plans.
- **Communication:** Portfolios provide a platform for students to share their work with parents and teachers, enhancing communication and feedback.
- **College and Career Readiness:** Developing a portfolio helps students prepare for high school and beyond by showcasing their skills and achievements to potential colleges and employers.
- **Integration with PBL and SEL:**
 - **Project-Based Learning (PBL):** Portfolios will document students' PBL projects, highlighting their problem-solving skills, critical thinking, and collaboration.
 - **Social-Emotional Learning (SEL):** Students will reflect on their SEL growth, documenting how they apply self-awareness, empathy, and relationship skills in their projects.

Key Components of Digital Portfolios for 7-8 Grade:

- **Student Ownership:** Students will manage their portfolios, selecting work samples that demonstrate their mastery of academic standards and SEL competencies.
- **Reflective Practice:** Regular reflections will help students analyze their progress, set goals, and identify areas for improvement.
- **Feedback Loop:** Teachers and peers will provide constructive feedback, which students will incorporate into their portfolios to refine their work.

Digital Platform:

BPA will use a user-friendly digital platform that allows students to easily upload documents, videos, and presentations. This platform will be accessible to students, teachers, and parents, facilitating communication and collaboration.

By integrating Savvas Three Cheers for TK, enVision Math K-8, myWorld Interactive Social Studies K-8, myView ELA K-5, myPerspectives ELA grades 6-8, Elevate Science K-8 and middle school electives into BPA's curriculum framework, we ensure that our educational approach is comprehensive, dynamic, and aligned with our vision and mission. These curricula not only cover the core academic subjects comprehensively but also foster the development of critical thinking, collaboration, empathy, and a growth mindset. Through this well-rounded educational approach, BPA prepares students to become confident, compassionate, and innovative leaders ready to thrive in an ever-evolving society. The embedded assessment components ensure that student progress is continually monitored, providing valuable data to inform instruction and support each student's journey towards academic excellence and personal growth.

Blended Learning for K-8

Components of the Framework:

- Blended Learning for K-8

OVERVIEW

Blended learning is a dynamic instructional strategy that combines traditional face-to-face classroom instruction with online and digital learning activities. At BPA, blended learning will be implemented to create a more personalized, flexible, and engaging learning experience for students. This approach aligns with BPA's mission of fostering holistic development through personalized interaction, technology integration, and a focus on character building.

KEY ELEMENTS OF BLENDED LEARNING

• Face-to-Face Instruction:

- *Teacher-Led Lessons:* In-person instruction where teachers deliver lessons, facilitate discussions, and provide immediate feedback.
- *Collaborative Activities:* Group work and projects that encourage peer interaction and collaboration.

• Online Learning:

- *Digital Content:* Access to online resources, including videos, interactive modules, and digital textbooks.
- *Self-Paced Learning:* Students work through online activities at their own pace, allowing for differentiated instruction based on individual needs and learning styles.
- *Virtual Classrooms:* Platforms that facilitate remote instruction and virtual collaboration.

• Integration of Technology:

- *Learning Management Systems (LMS):* Platforms such as Google Classroom or Schoology to manage assignments, assessments, and communication between teachers and students.
- *Educational Apps:* Tools that support learning across subjects, such as math apps for practicing skills or language apps for building vocabulary.

BENEFITS OF BLENDED LEARNING

• Personalized Learning:

- Tailors instruction to meet the diverse needs of students.

- Provides opportunities for remediation and enrichment based on individual progress.
- **Flexibility:**
 - Allows students to access learning materials anytime and anywhere, accommodating different learning paces and schedules.
 - Enables teachers to use class time more effectively for hands-on activities and in-depth discussions.
- **Engagement:**
 - Interactive digital tools and multimedia resources enhance student engagement and motivation.
 - Varied instructional methods cater to different learning preferences, keeping students interested and invested in their learning.
- **Skill Development:**
 - Promotes digital literacy and the responsible use of technology.
 - Fosters independent learning, critical thinking, and self-regulation skills.

KEY POINTS FROM RESEARCH

Blended learning, which combines online educational materials and opportunities for interaction online with traditional place-based classroom methods, has been extensively researched and shown to be effective in enhancing student outcomes. Here is evidence supporting the use of blended learning in the classroom, which would be relevant for BPA:

Increased Student Engagement and Achievement:

- A study by the U.S. Department of Education found that blended learning models can lead to increased student engagement and improved achievement. The meta-analysis of research on online and blended learning found that students in blended learning environments performed better, on average, than those in traditional face-to-face instruction alone. U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. (2010). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Washington, D.C. Retrieved from <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>.
- Research conducted by the Clayton Christensen Institute for Disruptive Innovation highlights that blended learning can personalize student learning, increase engagement, and improve academic outcomes. The study emphasizes the importance of student control over the time, place, path, and/or pace of their learning. Horn, M. B., & Staker, H. (2015). *Blended: Using Disruptive Innovation to Improve Schools*. San Francisco: Jossey-Bass.

Enhanced Differentiation and Individualized Instruction:

- Blended learning allows for greater differentiation and personalized learning paths. According to a study published in the *Journal of Educational Technology & Society*, blended learning environments enable teachers to better cater to individual students' needs, providing personalized support and resources that align with each student's learning pace and style. Kintu, M. J., Zhu, C., & Kagambe, E. (2017). *Blended learning effectiveness: the relationship between student characteristics, design features and outcomes*. *Educational Technology & Society*, 20(1), 189-201.
- The Bill & Melinda Gates Foundation's research on personalized learning demonstrates that blended learning models can significantly enhance the ability to differentiate instruction, ensuring that all students receive the appropriate level of challenge and support necessary for their success. Bill & Melinda Gates Foundation. (2014). *Next Generation Learning*. Retrieved from <https://docs.gatesfoundation.org/Documents/nextgenlearning.pdf>.

Improved Student Motivation and Self-Regulation:

- A study by the RAND Corporation indicates that students in blended learning environments often show improved motivation and self-regulation. The research highlights that the flexibility and interactivity of blended learning can make learning more engaging and relevant to students, thereby increasing their intrinsic motivation. Pane, J. F., Steiner, E. D., Baird, M. D., Hamilton, L. S., & Pane, J. D. (2017). *Informing Progress: Insights on Personalized Learning Implementation and Effects*. RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2042.html.
- Blended learning environments often incorporate elements of gamification, immediate feedback, and interactive content, which can enhance student motivation and promote a deeper engagement with the material.

Support for Diverse Learners:

- Blended learning has been shown to be particularly effective for English Language Learners (ELLs) and students with special needs. The integration of digital tools and resources can provide targeted language support, visual aids, and scaffolding that facilitate better understanding and retention of content. *English Language Learners*. Retrieved from <https://www.edmentum.com/articles/blended-learning/>. This article discusses how blended learning, particularly the Rotation Model, can help ELLs by providing tailored educational solutions that increase motivation and allow students to control their learning pace and path.
- According to the International Association for K-12 Online Learning (iNACOL), blended learning offers the flexibility to accommodate diverse learning preferences and needs, allowing educators to provide more inclusive and equitable educational experiences. Patrick, S., Kennedy, K., & Powell, A. (2013). *iNACOL Blended Learning Teacher*

Competency Framework. International Association for K-12 Online Learning (iNACOL). Retrieved from <https://files.eric.ed.gov/fulltext/ED561318.pdf>.

In summary, extensive research supports the efficacy of blended learning in improving student engagement, achievement, and personalized learning experiences. Implementing blended learning at BPA can enhance instructional effectiveness and better meet the diverse needs of its student population.

IMPLEMENTATION OF BLENDED LEARNING AT BPA

The implementation of Blended Learning will begin with Classroom Setup and include Curriculum and Content Delivery, Project Based Learning, Personalized Learning Plans, and Assessment.

Classroom Setup

- Devices: Each student will have access to a device (laptops, tablets) to participate in online components.
- Internet Access: BPA will have reliable internet connectivity within the school and support for students needing access at home.
- Smartboards: Each classroom will have an interactive smartboard which will be used by the teachers and, under supervision, by the students.
- Technology Support: BPA will contract with a vendor for all of its tech support services.

Personalized Learning Plans: Tailor learning experiences to individual student needs, allowing them to progress at their own pace with a combination of online and in-person support using the Savvas curriculum platform.

- Differentiation of instruction based on learning needs using the Multi-Tiered System of Supports (MTSS)
- Facilitation of student interest in which the teacher relates the students' lives to the lessons or units – that is, a differentiation of the learning experiences based on student interest
- Student grouping or tutoring according to their learning needs

Curriculum and Content Delivery

Core Subjects Integration

- Savvas Language Arts and Social Studies employ a digital platform to enhance reading and writing skills, such as interactive e-books and online discussion forums.
- Savvas Math, Science incorporate simulations, virtual labs, and math practice to deepen understanding and application of concepts.

- Savvas SuccessMaker incorporates interactive lessons, multimedia elements, and gamified activities to keep students engaged and motivated.

Project-Based Learning (PBL) enhanced with Place-Based Education (PBE)

- BPA students will research and collaborate on projects Using digital platforms
- They will integrate technology seamlessly into PBL/PBE activities that may require, for example, data representations, graphics, written reports, power point presentations, and others.

Assessment and Feedback

Formative Assessments

- Real-Time Feedback: Use online quizzes and interactive activities that provide immediate feedback to students and teachers.
- Data-Driven Instruction: Analyze data from online platforms to inform instruction and provide targeted interventions.

Summative Assessments

- Blended Exams: Combine traditional testing with online assessments to evaluate student learning comprehensively.

By implementing blended learning, BPA aims to create a more flexible, engaging, and personalized learning environment that aligns with our mission of fostering holistic development and lifelong learning. This approach not only enhances academic achievement but also equips students with the skills and competencies needed to thrive in the 21st century. Through the integration of face-to-face instruction and online learning, BPA will provide a rich and supportive educational experience that meets the diverse needs of all students.

Description of Learning Setting

BPA will offer a site-based matriculation model, where students attend classes on campus. The learning environment will be dynamic and flexible, with opportunities for technology-based education, and collaborative projects. The day will begin with an SEL activity. Core academics will be taught in the morning and PBL activities will dominate the students' afternoon learning activities.

The foundational learning environment for students will be standards-based classrooms facilitated by teachers. However, the nature of classroom instruction throughout the day will vary based on content, learning objectives, and differentiation to meet diverse student needs. BPA instructional staff will structure their classrooms to enable students to 1) engage with content; 2) meet the learning objectives of a given standard; 3) participate in project-based learning; and 4) practice skills, strategies, and processes.

Teachers will optimize the learning environment to ensure students can identify critical content, preview new material, interact with content, process information, elaborate on content, and record and represent knowledge. This optimization may involve various instructional strategies such as direct instruction, pair share, read-write-think round robin, confirm-compare-revise, and cooperative problem-solving activities and projects. Interdisciplinary performance tasks and projects will be integrated into the weekly instructional schedule (see “A Day in the Lives of...” below).

In a BPA standards-based classroom, student proficiency in each standard will guide instructional decisions. Formative assessment results will inform differentiated instruction plans for entire classes, small groups within classes, and individual students. These plans will direct instructional strategies and classroom organization to maximize individual student learning, including achieving standards proficiency, skill development, and enrichment.

Technology will play a significant role in the learning environment. Teachers will use technological tools to enhance instruction and collect results from daily formative assessments. Students will use their personal technology devices to interact with new content, maintain interactive electronic notebooks (to record and represent knowledge), conduct research, and reflect on their learning. Progress monitoring will also be digitally administered using adaptive technologies. Project-based learning will ensure students deeply engage with content while developing their academic and critical-thinking skills.

Throughout the instructional day, classroom-based strategies will vary to accommodate different content types, standards, and learning objectives, as well as to differentiate instruction based on student needs. BPA teachers will employ instructional strategies that ensure students: 1) engage with content; 2) work towards proficiency in each learning objective of a given standard; and 3) practice skills.

BPA intends to be classified as a “classroom-based” charter school for apportionment purposes and does not anticipate the need to submit a “determination for funding” under Education Code Section 47612.5(d)(1)-(3).

A Day in the Life of Maria, a 3rd Grader at Bridges of Promise Academies

As the sun begins to rise, Maria eagerly prepares for another day at BPA. She loves her school and the many activities that fill her days with excitement and learning. Maria is an English Language Learner (ELL) student, receiving specialized support to help her thrive in her new language environment.

Arrival and Breakfast:

As Maria arrives at school, she heads to the cafeteria where she greets familiar faces and settles in with her classmates for a nutritious breakfast. The room hums with friendly conversation about weekend adventures and shared interests.

Morning Circle:

Maria is greeted by the warm smiles of her teachers and friends. The day continues with the Morning Circle, a cherished time where students and teachers gather to set a positive tone for the day. During this time, Maria shares her thoughts and feelings, practicing her English in a supportive environment. The circle activities help build a sense of community and connection, which is crucial for her social-emotional learning.

Language Arts & Social Studies:

Maria dives into Language Arts and Social Studies. In Language Arts, she engages in reading and writing activities that are both challenging and enjoyable. Today, they are reading a story about a young girl who travels the world, sparking Maria's imagination and expanding her vocabulary. Her teacher uses differentiated instruction to meet her language needs, providing extra support and encouraging peer collaboration. In Social Studies, they explore diverse cultures, and Maria is excited to share stories about her own heritage, enriching the classroom with her unique perspectives.

Recess:

Maria and her class go outside where she can choose unstructured games to play with old friends and new acquaintances. Sometimes she and her friends just talk.

Math, Science & Technology:

Next, Maria heads to her Math, Science, and Technology class. Today, they are working on a hands-on science experiment involving simple machines. Maria loves these interactive activities, which help her understand complex concepts in a fun and engaging way. The integration of technology, such as educational apps and interactive whiteboards, makes learning even more exciting for her.

Lunch:

Maria enjoys lunch with her friends. The cafeteria buzzes with the chatter of excited students sharing stories and laughter. Lunch is an exciting time for Maria to practice her conversational English in a relaxed environment.

Project-Based Learning (PBL) Activities:

The afternoon is dedicated to Project-Based Learning (PBL) activities, a hallmark of BPA. Today, Maria and her classmates are working on a community garden project. She loves getting her hands dirty and seeing the tangible results of their hard work. This project not only teaches her about science and the environment but also about teamwork, problem-solving, and responsibility. The interdisciplinary nature of PBL allows Maria to apply what she's learned in various subjects in a real-world context, making learning meaningful and memorable.

WIN Time:

Next, it's time for WIN (What I Need) Time, a dedicated support period. During this time, Maria receives targeted ELL services, focusing on her specific language development needs. Her ELL teacher uses tailored activities to improve her English proficiency, helping her build confidence and skills in a small group setting.

Physical Education:

The school day wraps up with Physical Education. Maria looks forward to this time to run, play, and engage in physical activities. Today, they are playing a game of soccer, and Maria's enthusiasm is infectious. PE helps her stay active, healthy, and learn about the importance of teamwork and fair play.

End of the Day

As the school day ends, Maria feels a sense of accomplishment and joy. She has learned new things, connected with her peers, and felt supported by her teachers. Each day at BPA brings new adventures and opportunities for growth, making Maria's educational journey both enriching and inspiring.

Maria heads home, eager to share her experiences with her family and looking forward to another exciting day at Bridges of Promise Academies.

A Day in the Life of Ethan, a 6th Grader at Bridges of Promise Academies

Ethan wakes up excited for another day at Bridges of Promise Academies (BPA). As a high-achieving student with a passion for robotics, he eagerly looks forward to the challenges and enrichment opportunities his school offers.

Arrival and Breakfast:

Ethan starts his day by joining his peers in the cafeteria for a quiet breakfast. The relaxed atmosphere gives him time to ease into the day, reconnect with friends, and reflect on what's ahead. As he finishes eating, he flips through his notes from yesterday, checking in on what he learned and what he's looking forward to in his morning classes.

Morning Circle:

The daily Morning Circle gathering allows Ethan and his classmates to share thoughts, set goals, and foster a sense of community. Ethan enjoys this time as it gives him a chance to set his intentions for the day and connect with his peers and teachers.

Language Arts & Social Studies:

Ethan dives into Language Arts and Social Studies. During Language Arts, he excels in reading advanced literature and crafting detailed essays. His teacher provides him with enrichment activities, such as analyzing complex texts and engaging in higher-order thinking discussions. In

Social Studies, Ethan explores historical events and their impacts on modern society, often taking on leadership roles in group projects and presentations.

Recess:

Ethan enjoys the break to socialize with friends that he has been with since TK. They are like a family in a school which feels like home.

Math, Science & Technology:

Next, Ethan heads to his favorite class: Math, Science, and Technology. His enthusiasm for robotics shines here as he engages in advanced math problems and intricate science experiments. Today, the class is working on a robotics project where they design and program robots to complete specific tasks. Ethan's skills and creativity are put to the test, and he relishes the opportunity to explore recent technologies and engineering concepts.

Lunch:

Ethan enjoys lunch with his friends. The cafeteria is abuzz with lively conversations about their morning activities. Ethan often discusses the latest advancements in robotics with his peers, sharing his excitement and knowledge.

Project-Based Learning (PBL) Activities:

The afternoon is dedicated to Project-Based Learning (PBL) activities. Ethan thrives in this environment where he can apply his learning to real-world problems. Today, his group is working on designing a smart irrigation system for the community garden. This project combines his interests in technology and environmental science, allowing him to innovate and lead. Ethan's role involves programming sensors and creating a user interface for monitoring the system, integrating his robotics skills into the project.

Recess:

Ethan welcomes the afternoon air. He and his friends take advantage of their outdoor recess to play ball and just have fun.

WIN Time:

WIN (What I Need) Time is a dedicated intervention period. In which Ethan receives enrichment activities tailored to his advanced learning needs. His teacher provides challenging puzzles and projects that challenge his critical thinking and problem-solving skills. This focused time also helps Ethan stretch his abilities and explore topics beyond the standard curriculum.

Physical Education:

The school day wraps up with Physical Education. Ethan enjoys staying active and participating in various sports. Today, they're playing basketball, and Ethan's competitive spirit and teamwork skills are on full display. PE helps him maintain a healthy balance between his academic pursuits and physical well-being.

After School: Robotics Club

After school, Ethan eagerly heads to the Robotics Club, where he spends additional time honing his skills and collaborating with like-minded peers. The club provides him with opportunities to participate in competitions, fueling his passion and ambition.

End of the Day

As Ethan heads home, he reflects on the day's accomplishments and looks forward to sharing his experiences with his family. He feels a deep sense of satisfaction from the challenges he tackled and the knowledge he gained. At BPA, Ethan's days are filled with enriching activities that cater to his high-achieving nature and foster his love for learning. Each day brings new opportunities for growth, making his educational journey exciting and fulfilling.

A Day in the Life of Pedro, an Eighth Grader at Bridges of Promise Academies

As the sun rises over the Menifee Union School District, Pedro prepares for another exciting day at Bridges of Promise Academies. He is an eighth grader with a passion for science, technology, engineering, and mathematics (STEM), and his sights are set on attending a high school that specializes in these fields. Pedro's day is filled with a mix of academic rigor, social-emotional learning, and extracurricular activities that align with his interests and goals.

Morning Routine:

Pedro wakes up early, feeling refreshed after a good night's sleep. He begins his morning routine by checking his schedule for the day, which includes a packed agenda of classes, project-based learning (PBL), and physical education. After a quick breakfast, he heads out the door, eager to start his day.

Arrival and Breakfast:

Upon arriving at school, Pedro joins his friends in the cafeteria for breakfast. They chat about their weekend activities and upcoming projects, setting a positive tone for the day. As they eat, Pedro reviews his notes from the previous day, making sure he is prepared for his morning classes.

Homeroom:

Pedro heads to his homeroom, where they focus on social-emotional learning (SEL). Today's topic is self-awareness, and the group discusses how recognizing their strengths and weaknesses can help them set realistic goals. Pedro reflects on his own strengths in STEM subjects and thinks about how he can apply these skills to his future career aspirations. He looks forward to digging deeper into better understanding future studies and careers on days that homeroom focusses on career exploration.

CORE 1:

Pedro's first core class is mathematics, where they are exploring advanced algebra concepts. He is engaged in solving equations and applying mathematical models to real-world problems. This class is crucial for his STEM interests, and he actively participates in discussions, seeking clarification on complex topics.

Nutrition/Break:

After a focused morning of learning, Pedro takes a short break to grab a snack and socialize with his peers. He uses this time to catch up on any missed conversations and share stories about his weekend.

CORE 2:

Next, Pedro attends his science class, where they are conducting experiments related to environmental science. He is fascinated by the hands-on approach and the opportunity to apply scientific principles to real-world challenges. This aligns perfectly with his interest in STEM and prepares him for more advanced courses in high school.

Lunch/Break:

Pedro joins his friends for lunch, discussing their plans for the upcoming school event. He also spends some time reviewing his schedule for the rest of the day, ensuring he is on track to meet his goals.

PE/Wellness:

After lunch, Pedro participates in physical education, focusing on team sports and wellness activities. He believes that maintaining physical health is essential for mental well-being and academic performance. Today, they play a game of soccer, which helps him relax and recharge.

PBL Projects:

In the final part of his day, Pedro engages in project-based learning activities. His group is working on a sustainable community project, integrating concepts from mathematics, science, and social studies. Pedro takes the lead in designing the community's infrastructure, applying his STEM knowledge to create efficient systems. This project not only enhances his academic skills but also prepares him for the collaborative and problem-solving aspects of STEM careers.

Place-Based Education (PBE) Integration

As part of their PBL project, Pedro's class incorporates place-based education by exploring local environmental challenges. They visit nearby parks and nature reserves to study ecosystems and develop solutions for conservation. This hands-on approach helps Pedro connect his learning to real-world issues in his community, fostering a sense of responsibility and stewardship.

Career Exploration

During lunch, Pedro meets with a guest speaker from a local tech firm as part of the school's career exploration program. The speaker shares insights into the tech industry, discussing career paths

and required skills. Pedro is inspired by the possibilities and begins to think about how his STEM interests can lead to a fulfilling career.

Reflection and Wrap-Up

As the school day ends, Pedro reflects on what he has learned. He feels satisfied with his progress and is excited about the opportunities that lie ahead. He knows that his experiences at Bridges of Promise Academies equip him with the skills and knowledge needed to succeed in a STEM-focused high school and beyond.

Pedro's day at BPA is a testament to the school's commitment to providing a holistic educational experience that combines academic rigor with social-emotional learning, real-world applications, and career exploration. As he heads home, he is already looking forward to the next day's challenges and opportunities.

A Day in the Life of Lily, a TK Student at Bridges of Promise Academies

Lily, a four-year-old starting her Transitional Kindergarten (TK) journey at Bridges of Promise Academies (BPA), is experiencing her first time away from her mother. The nurturing environment of BPA, inspired by the Reggio Emilia approach and supplemented by the SEL and TK Three Cheers for TK curriculums, ensures that Lily's transition is smooth and enriching.

Arrival and Breakfast:

When Lily arrives at school, she walks into the cafeteria with a big smile, excited to see her friends. They sit together at a little table, sharing stories about their pets and favorite cartoons while enjoying a healthy breakfast. After eating, Lily looks at her classroom picture chart and talks with her teacher about what they'll be learning today, feeling happy and ready to start her morning.

Free Play:

Lily arrives at school and is greeted warmly by her teacher. From 8:30 to 9:00 AM, she enjoys Free Play time. This period allows her to explore various play stations filled with blocks, art supplies, and sensory toys. She tentatively joins a group of children building a castle with blocks. The familiar and comforting play helps ease her separation from her mother.

Morning Circle:

The class gathers for Morning Circle. Lily sits in a cozy circle with her classmates and teacher, where they sing songs, share stories, and talk about the day's plans. This routine provides a sense of security and belonging, essential for her emotional well-being. Today, they discuss their favorite animals, and Lily shyly shares her love for bunnies.

Project Work:

Lily participates in Project Work. Inspired by the Reggio Emilia approach, this time is dedicated to child-led projects. The teacher introduces a theme—today, it's "Our Neighborhood." Lily and her

classmates use various materials like clay, paper, and markers to create models and drawings of houses, parks, and stores. Lily decides to make a colorful park with swings and slides, expressing her creativity and learning through play.

Snack & Outdoor Play:

It's time for a snack and outdoor play. Lily enjoys a healthy snack and then heads outside to the playground. The fresh air and physical activity are invigorating. She climbs, runs, and plays games with her new friends, which helps develop her motor skills and social interactions.

Inquiry & Exploration:

Lily engages in Inquiry & Exploration. This time is dedicated to hands-on learning and discovery. Today, they are exploring nature and the seasons. The teacher sets up a sensory table with leaves, acorns, and other natural items. Lily curiously examines the textures and colors, asking questions and making observations, which fosters her inquisitiveness and understanding of the world.

Lunch & Quiet Time:

In the afternoon, Lily and her classmates sit down for lunch. The communal meal provides a chance for socializing and practicing manners. After lunch, they have Quiet Time. Lily rests on a comfy mat with a soft blanket, listening to soothing music. This time allows her to recharge and relax, ensuring she is ready for the afternoon activities.

Group Arts Activities:

Lily participates in Group Arts Activities. This creative period includes painting, drawing, and crafting. Today, they are making butterfly masks with colorful paper and glitter. Lily loves artistic expression and proudly shows off her beautiful creation to her teacher.

Outdoor Exploration:

The class goes outside for Outdoor Exploration. The Reggio-inspired approach emphasizes the importance of nature and the environment in learning. Lily explores the garden, helps water the plants, and observes bugs and birds. These activities encourage her connection with nature and enhance her observational skills.

Reflection & Sharing:

The day concludes with Reflection & Sharing. The class gathers in a circle again to reflect on their day. Lily listens as her friends share their favorite activities and experiences. When it's her turn, she proudly talks about the park she created and the butterflies she saw in the garden. This sharing time helps Lily articulate her thoughts and reinforces her learning experiences.

As Lily's mother picks her up, Lily excitedly recounts her day. BPA's nurturing environment, with its blend of Reggio Emilia inspiration and structured curricula, ensures that Lily's first steps into the world of education are filled with joy, discovery, and growth.

Instructional Approaches and Strategies

Kindergarten through Eighth Grade Instructional Approaches and Strategies

Integrated Project-Based Learning (PBL)

BPA has chosen to integrate Project-Based Learning (PBL) into its rigorous academic program based on research from the Buck Institute, which demonstrates that PBL effectively engages students from all socio-economic backgrounds and enhances their academic success rates (Buck Institute, www.bie.org/about/what_pbl). Research indicates that PBL encourages students to learn deeply, think critically, and strive for excellence. When students work on meaningful and relevant projects related to their culture, lives, and future, they become more engaged, inquisitive, and successful in acquiring knowledge and skills. Public presentations, discussions, and critiques of their work develop higher-order thinking skills essential for higher education and the workplace. Collaborating with peers and receiving guidance from adult mentors and experts further elevates student achievement. PBL's project management process, which guides students from initiation to completion, fosters strong time management skills. Reflecting on their work and learning throughout a PBL project helps students develop self-evaluation skills, ensuring a growth mindset and lifelong learning.

Place-Based Education (PBE)

Place-Based Education (PBE) will significantly enhance Bridges of Promise Academies' existing Project-Based Learning (PBL) framework by connecting students more deeply to their local community, environment, and cultural context. This integration supports BPA's mission of guiding students toward holistic development while providing authentic, meaningful learning experiences that foster a strong sense of place and community responsibility. Integrating Place-Based Education into Bridges of Promise Academies' existing PBL framework creates a powerful educational approach that combines the best of project-based pedagogy with deep community connections. This integration supports BPA's mission of holistic development while fostering environmental stewardship, civic engagement, and a strong sense of place and belonging. By grounding abstract learning in local contexts, BPA will provide students with authentic, meaningful experiences that prepare them to be engaged citizens and lifelong learners within their communities and beyond. The place-enhanced PBL approach aligns perfectly with BPA's core values of excellence, integrity, empathy and compassion, parent and community engagement, empowerment, collaboration, innovation, and adaptability. This integration will strengthen the educational program while maintaining the charter's fundamental vision and purpose. Research by the National Environmental Education Foundation (NEEF) highlights the effectiveness of place-based education in enhancing student engagement and academic performance. A study found that students participating in place-based learning showed significant improvements in their environmental knowledge and attitudes, as well as increased motivation and engagement in learning (Sobel, 2004). This study underscores the potential of PBE to foster deeper connections between students and their local environments, leading to more meaningful educational experiences.

Blended Learning

BPA's approach to blended learning supports tiers of Instruction and Intervention Systems (RTI), blending pedagogies, practices, and strategies (including computer-based) to create environments where differentiation, individualization, and personalization are the norm for all instruction levels. This approach ensures that all students' learning needs are addressed, resulting in significant learning gains each year.

Rigorous, Standards-Based Learning

To ensure mastery of the California State Standards, BPA's instructional design incorporates Marzano's "Essentials for Achieving Rigor." (See **Figure A.7.**, above) Teachers plan using a scope and sequence based on these standards, identifying rigorous learning targets and developing performance rubrics or scales as appropriate. Incorporating real-world content increases student interest and engagement. A standards-based curriculum ensures students do not experience gaps in their knowledge and skills. BPA leadership monitors standards instruction both horizontally (within disciplines) and vertically (across grade levels). Formative assessments track student progress and inform instructional decisions, ensuring all students make adequate progress.

Personalization of Learning

At BPA, Differentiated Instruction results from:

- Intentional progress monitoring at the classroom level
- Consistent work of Professional Learning Communities (PLCs) at the grade level
- Efficacy of Multi-Tiered System of Supports (MTSS) at the school level

Teachers monitor learning in the classroom through common formative assessments, collaborate in PLCs to develop professionally and share best practices, and BPA leadership monitors the MTSS processes. This team-based approach uses school-wide data to assess and address the overall health of the school, emphasizing proactive and preventative solutions for academic underachievement and challenging behaviors. Differentiated instruction helps all students learn, especially those who may be frustrated with their challenges. Teachers adjust their plans daily based on quick checks on student learning, using formative assessments embedded in the digital Savvas platforms of the core curriculum. SuccessMaker continuously assesses student performance and adjusts the difficulty and type of content, accordingly, ensuring that each student receives instruction tailored to their specific strengths and weaknesses.

Curriculum and Instructional Strategies

BPA's curriculum, textbooks, and supporting materials include embedded scaffolding strategies to ensure students at grade level make adequate yearly progress, while those below grade level achieve more than a year's worth of learning. Gifted and talented students above grade level will be challenged by rigorous, diverse curriculum and instructional strategies. Instructional strategies will include opportunities for all students to engage in the curriculum while strengthening their foundational skills and standards proficiencies. Varied approaches to instruction, such as direct

instruction, small groups, teacher conferencing, student choice, and hands-on problem-solving tasks, provide opportunities for students at every level to engage and succeed.

Formalized Multi-Tiered Levels of Supports

BPA provides formalized multi-tiered levels of support for students performing below grade level. Baseline data will provide initial information about student tier levels. However, daily instruction and assessment cycles will give teachers a better understanding of student tier levels by standard. For example, a student struggling with an ELA standard on cause and effect might excel in a science standard. The student will continue to receive Tier 1 instruction in science but may need Tier 2 instruction in ELA. If foundational skill issues prevent the student from understanding cause and effect despite Tier 2 strategies, the teacher (and perhaps PLC colleagues) will identify the root cause and plan Tier 3 instruction—intentional, sometimes one-on-one, foundational skills instruction. BPA teachers will know the tier levels required by their students for all standards. Students who do not respond to Tier 3 strategies will be brought before the MTSS BPA leadership team for further analysis. Tier 3 intervention time is built into the ELA and mathematics instructional day.

School Community and Belonging

Social and emotional factors can be barriers to learning. A positive social and emotional learning environment using school-wide Positive Behavior Interventions and Supports (PBIS) as part of MTSS will provide the safety students need to reach their potential as learners and responsible citizens. PBIS improves social, emotional, and academic outcomes for all students, including those with disabilities and from underrepresented groups. Morning community circles, after-school activities, and family events will foster responsible, ethical behaviors and build a sense of belonging.

BPA will offer extra-curricular clubs such as Robotics, Brain Bowl, Sports, Chorus, and Dance. These will be developed over the initial year of opening and be reflective of the learning community's preferences. Students, families and staff will be surveyed to determine what kinds of clubs will be most popular. Middle school students' extracurricular activities will be separate from those of the lower school. Sixth grade students may be eligible for elementary or middle school activities depending on their interests and maturity.

External Community

Developing partnerships with external organizations brings real-world relevance and rigor to instruction. Community leaders offer outside perspectives and opportunities for students to apply their learning to community projects, such as service-learning activities. These partners provide mentoring opportunities for students in need of positive adult role models.

Transitional Kindergarten Instructional Approaches and Strategies

The Transitional Kindergarten (TK) program is designed to embrace the principles of the school's philosophy, influenced by Reggio Emilia, and underpinned by Project-Based Learning (PBL) and

Social-Emotional Learning (SEL). The instructional strategies and approaches adopted by BPA's TK teachers are thoughtfully crafted to foster a nurturing and stimulating environment that supports the holistic development of young learners.

The Reggio Emilia influence is evident in the way teachers view children as competent, resourceful, and active participants in their own learning journey. Classrooms are designed to be inviting and inspiring, with a strong emphasis on creating an aesthetically pleasing and organized environment. The learning spaces are filled with natural light, open-ended materials, and provocations that invite curiosity and exploration. Teachers act as facilitators, guiding students through their inquiries and encouraging them to express their thoughts and ideas through various forms of communication, such as drawing, storytelling, and dramatic play.

In alignment with the Reggio Emilia approach, the TK curriculum is highly responsive to the interests and needs of the children. Teachers closely observe and listen to the students, using their insights to design meaningful and engaging learning experiences. This emergent curriculum allows for flexibility and spontaneity, ensuring that the learning is relevant and captivating for each child.

Project-Based Learning (PBL) is seamlessly integrated into the TK program, providing students with opportunities to engage in deep, inquiry-based investigations. For instance, a project might begin with a child's fascination with insects, leading the entire class on a journey to explore the characteristics, habitats, and roles of various bugs. Throughout the project, children are encouraged to ask questions, conduct research, collaborate with peers, and present their findings. This hands-on, experiential approach not only enhances content knowledge but also develops critical thinking, problem-solving, and teamwork skills.

Social-Emotional Learning (SEL) is a cornerstone of the TK program, woven into the fabric of daily interactions and activities. Teachers prioritize building strong, trusting relationships with each child, fostering a sense of belonging and safety. Morning circles and group activities provide structured opportunities for students to practice skills such as empathy, cooperation, and self-regulation. Teachers model and explicitly teach strategies for managing emotions, resolving conflicts, and building positive relationships, creating a supportive and respectful classroom community.

In addition to these core instructional strategies, BPA's TK teachers utilize a variety of approaches to support the diverse needs of their students. Differentiated instruction ensures that each child receives the appropriate level of challenge and support, whether they are working on foundational literacy and numeracy skills or engaging in complex problem-solving tasks. Play-based learning is also a fundamental component, recognizing that play is a powerful medium for young children to explore, experiment, and make sense of the world around them.

To ensure the successful implementation of these methodologies, BPA invests in ongoing professional development for TK teachers, focusing on the principles of Reggio Emilia, PBL, and SEL. Teachers collaborate regularly, sharing best practices, reflecting on their experiences, and refining their instructional strategies. This commitment to continuous improvement ensures that the TK program remains dynamic, responsive, and effective in meeting the needs of all students.

Process for Developing or Adopting Curriculum and Teaching Methods

BPA will follow the scope and sequence of the Savvas curriculum as outlined in **Exhibit 1**. However, with respect to PBL and place enhanced PBL (activities that integrate the PBE frameworks) activities, BPA will adopt a collaborative approach involving teachers, administrators, and experts in the field. Optimally BPA will design and implement four school-wide PBLs each academic year. The process will include:

Needs Assessment: Identifying the needs and strengths of the student population.

Curriculum Alignment: Ensuring the curriculum aligns with state standards and BPA's educational philosophy.

Common Vision and Goals

- *Shared Vision:* Align on the educational goals, core values, and desired outcomes of the PBL activities. This ensures that all team members are working towards the same objectives.
- *Goal Setting:* Define clear, measurable goals for what students should achieve through the PBL activities, both in terms of content knowledge and skills development.

Planning and Designing Projects

- *Brainstorming Sessions:* Hold regular brainstorming meetings to generate ideas for projects. Encourage open communication and the sharing of diverse perspectives.
- *Interdisciplinary Teams:* Form teams with teachers from different subject areas to create interdisciplinary projects that integrate multiple subjects and provide students with a more holistic learning experience.
- *Project Templates:* Use or create templates for project plans that outline essential elements such as objectives, standards alignment, timelines, resources, and assessment methods.

Defining Roles and Responsibilities

- *Role Assignment:* Clearly define and assign roles and responsibilities for each team member. This might include roles such as project lead, content specialist, resource manager, and assessment coordinator.
- *Collaboration Tools:* Utilize collaboration tools like shared documents, project management software (e.g., Trello, Asana), and communication platforms (e.g., Slack, Microsoft Teams) to coordinate efforts and keep track of progress.

Developing Project Resources

- *Resource Sharing:* Share resources such as articles, videos, lesson plans, and tools that can be used in the project. Create a shared repository where all team members can access and contribute materials.
- *Community and Industry Partnerships:* Engage with community members, local businesses, and industry experts to provide additional resources, real-world connections, and expertise for the projects.

Continuous Communication and Feedback

- *Regular Meetings:* Schedule regular check-ins to discuss progress, address challenges, and make necessary adjustments to the project plans.
- *Feedback Loops:* Establish mechanisms for providing and receiving feedback. This could include peer reviews, student input, and reflective practices to continuously improve the PBL activities.

Professional Development and Support

- *Training Sessions:* Organize professional development sessions focused on PBL methodologies, best practices, and tools. This can help build capacity and confidence among teachers.
- *Peer Mentoring:* Pair experienced PBL practitioners with those new to the approach to provide mentorship and support.

Assessing and Reflecting

- *Collaborative Assessment:* Develop and use common assessment rubrics and tools to evaluate student work. Ensure assessments align with the project goals and learning standards.
- *Reflective Practice:* After completing a project, hold reflective sessions to evaluate what worked well and what could be improved. Use these insights to refine future projects.

Sharing Successes and Challenges

- *Showcase Events:* Organize events where students can present their projects to the school community, parents, and other stakeholders. This not only celebrates student success but also highlights the collaborative efforts of the teaching team.
- *Documentation and Sharing:* Document the process, outcomes, and lessons learned from each project. Share these documents with the broader educational community through presentations, publications, or online platforms.

By working together, teachers can leverage their collective expertise and creativity to design and implement high-quality PBL activities that engage students and promote deep learning.

Meeting the Needs of English Learners (ELs)

BPA is dedicated to supporting the English Language Development (ELD) of its students. Although the District typically has a low percentage of English Language Learners (ELLs), BPA is prepared to meet the needs of ELL students regardless of their numbers.

ELL Program Overview

BPA's ELL program includes processes for student identification, curriculum, assessments, reporting, redesignation, professional development, and teacher qualifications. BPA will adhere to federal and state laws regarding ELL education and will ensure equal access to the curriculum for English Language Learners. Our program is designed to support students in acquiring English proficiency while ensuring they meet grade-level academic standards. The following is a summary description of our ELL program

Step 1: Identification

BPA will determine the Home Language of each student upon enrollment using a Home Language Survey. The purpose is to identify who may need English language support. The survey will be administered to all students upon enrollment. If a language other than English is indicated, the student is flagged for further assessment.

Step 2: Assessment and Designation

To determine the English proficiency level of students identified through the HLS the Initial English Language Proficiency Assessments for California (ELPAC) will be administered within 30 calendar days of enrollment. The domains assessed shall be Listening, Speaking, Reading, and Writing. Students receive an overall proficiency level of Novice, Intermediate, or Initial Fluent English Proficient (IFEP). Those scoring at the Novice or Intermediate levels are designated as English learners (ELs).

Step 3: Notification

Parents or guardians must be notified of their child's initial ELPAC results and the child's designation as an English learner within 30 calendar days of enrollment.

Parents receive annual updates on their child's progress in learning English, including results from the Summative ELPAC, which is administered each spring to all continuing EL students.

The notification includes the child's English proficiency level, program placement, and information about the instructional program options available. Parents are also informed about their right to decline specific EL services, although they cannot opt out of the ELPAC test itself.

Step 4: Program Placement

BPA will design individualized support and instruction for ELL students based on their individual proficiency levels in tandem with the California ELD Standards to support language development in math, science, and social studies. They will receive language support integrated into regular

content area instruction. If students need protected time during the school day, they will receive it during What I Need (WIN) time, during which they will receive focused instruction on English language skills.

Step 5: Ongoing Assessment, Monitoring, and Redesignation

ELL students will take the ELPAC annually until they are reclassified. BPA will follow state guidelines for reclassification, which include ELPAC proficiency levels and other assessments such as the SBAC in ELA. Teachers will also assess students to ensure they meet the necessary criteria for reclassification.

Integrated English Language Development Strategies

BPA's ELD program aligns with the California ELD Standards, offering both Integrated and Designated English Language Development. This combination ensures ELL students' progress optimally and achieves the school's exit outcomes.

BPA will use research-based methodologies to support ELLs in acquiring language and content. Teachers will use specific strategies to help students engage with the content, including:

Total Physical Response (TPR): TPR involves using physical movement to reinforce the meaning of words and phrases. This method helps ELLs by associating language with physical actions, making it easier to remember and understand new vocabulary.

Language Experience Approach (LEA): LEA involves students participating in a shared activity and then discussing and writing about it. This approach allows students to use their own experiences to create meaningful language connections, which can be particularly effective for mixed-level classes.

Scaffolding: Scaffolding involves providing temporary support to students as they learn new concepts. This can include using visuals, sentence frames, and graphic organizers to help ELLs understand and produce language.

Differentiated Instruction: Differentiated instruction tailors teaching methods and materials to meet the diverse needs of students. This can involve modifying assignments, providing additional resources, and using flexible grouping strategies to support ELLs at different proficiency levels.

Culturally and Linguistically Responsive Teaching: This approach involves recognizing and valuing the cultural and linguistic backgrounds of ELLs. Teachers can connect new content to students' prior knowledge and experiences, making learning more relevant and accessible.

Peer Learning and Collaboration: Encouraging peer interactions and collaborative learning activities can help ELLs practice language skills in a supportive environment. Techniques such as think-pair-share, jigsaw activities, and group projects promote language use and build social connections.

Use of Technology: Integrating technology, such as language learning apps, online resources, and interactive tools, can provide additional practice and support for ELLs. Technology can also offer personalized learning experiences and immediate feedback.

Explicit Vocabulary Instruction: Teaching vocabulary explicitly, including academic language and subject-specific terms, is crucial for ELLs. Strategies such as pre-teaching vocabulary, using visual aids, and providing multiple exposures to unfamiliar words can enhance vocabulary acquisition.

Formative Assessment: Regular formative assessments help monitor ELLs' progress and identify areas where they need additional support. Informal assessments, such as exit slips, thumbs up/thumbs down, and quick writes, can provide valuable insights into students' understanding.

Project-Based Learning (PBL): PBL engages ELLs in hands-on, meaningful projects that require the use of language in authentic contexts. This approach promotes active learning, critical thinking, and collaboration, helping ELLs develop both language and content knowledge.

These methodologies are supported by research and have been shown to be effective in enhancing the language development and academic success of English Language Learners.

Designated English Language Development

In addition to Integrated ELD, students will receive Designated ELD tailored to their proficiency level during the Intervention block. This protected What I Need (WIN) time will focus on teaching language skills essential for academic learning and real-life purposes.

Teacher Qualifications and Professional Development

All BPA teachers will be authorized to serve English Language Learners, typically through a Cross-cultural, Language and Academic Development (CLAD) Certification. BPA will provide ongoing professional development on effective SDAIE (Specially Designed Academic Instruction in English) strategies. If there are more than 20 ELL students enrolled, BPA will hire a dedicated ELL teacher.

Program Assessment

BPA will assess the progress of ELL students through various metrics, including:

- Strong academic progress as measured by school-based assessments.
- Proficiency in English within five years.
- Proficiency in English Language Arts as evidenced by standardized exams.
- Meeting promotion standards and graduation rates comparable to native English-speaking students.

If students are not making sufficient progress, BPA will modify its ELL program as needed to ensure all students achieve academic success.

Schoolwide Expectations:

- *Cultural Competency:* Training staff to support ELs effectively.
- *Parental Involvement:* Engaging parents in their children's education through regular communication and involvement opportunities.
- *Professional Development:* Offering ongoing training for teachers in ELD strategies and best practices.

Meeting the Needs of Students with Disabilities

BPA acknowledges its responsibility to enroll and support students with disabilities who can benefit from its programs and who meet the enrollment criteria.

Unless and until such time as BPA elects to become its own LEA, it shall be deemed a public school of the District for purposes of special education, and the parties shall comply with the terms of this Charter Petition and any Special Education MOU to support the educational needs of students with disabilities enrolled in BPA. A child with disabilities at BPA shall receive special education instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of the District. The District shall ensure that all children with disabilities enrolled in BPA receive designated instruction and services in compliance with the Individuals with Disabilities Education Act ("IDEA").

Should BPA wish to become its own LEA for purposes of providing special education services, rather than being deemed a school of the District for such purposes, it must provide verifiable, written assurances to the District with at least one-year and one-day notice. The written notice will include information establishing BPA's ability and capacity to serve as its own LEA and provide special education services in accordance with Federal and State law and proof of BPA's acceptance as a member of a SELPA for the fiscal year in which it will become its own LEA. At any time that BPA becomes its own LEA for purposes of special education, the District shall have no further responsibility for the coordination or provision of special education services for BPA's students, and BPA shall be exclusively responsible for the coordination and provision of special education services to its students and for any and all other obligations of a school or school district relative to services for students with special needs.

Services for Students under IDEA

BPA intends to provide special education instruction and related services for special education students enrolled in BPA in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA and District. BPA will follow applicable SELPA and District policies and procedures and shall utilize SELPA and District forms in seeking out, 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 District or SELPA inquiries, to comply with reasonable directives, and to allow the District or SELPA access to BPA students, staff, facilities, equipment,

and records as required to fulfill all District obligations under this charter petition or imposed by law.

Search and Serve

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

BPA will follow applicable District or SELPA child-find procedures 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 a free appropriate public education (FAPE) to the student in question.

Students possibly in need of special education can be screened from already available data (i.e. school tests, progress-monitoring, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. BPA shall follow the MTSS model outlined in this Element to support students who are not making progress. If after at least eight weeks of formal Response to Intervention (RtI) the child is not improving, and it is the recommendation of the MTSS team that the pre-intervention plan is not sufficient to meet the student's needs, it may refer a student for services through the provisions of a Section 504 Plan. Or it may recommend the student for a formal special education assessment. Parents will be informed that special education and related services will be provided, if the student qualifies, at no cost to them.

Interim and Initial Placements

If a student enrolls at BPA with an existing IEP, BPA will notify the District, consistent with District or SELPA policies. 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 District with a current IEP within the same academic year, BPA shall provide the pupil with a 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-operated program 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.

For students transferring to BPA with an IEP from outside of California during the same academic year, BPA shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP in consultation with the parents, until BPA conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by BPA, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Referral and Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. BPA will 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.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. BPA’s internal method for referral for assessment will be the MTSS Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by BPA within 15 days in accordance with applicable legal requirements. BPA will notify the District or SELPA (where applicable according to District/SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed that special education and related services are provided at no cost to them, should the student qualify for such services.

If BPA concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days of their request/referral in accordance with applicable legal requirements. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed, and an Individualized Education Program (IEP) meeting will be held within 60 days of receipt of the parent’s written consent for assessment, consistent with applicable law.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. BPA will be responsible for scheduling, coordinating, and facilitating the IEP meeting. Educators, assessors, and/or service providers qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Every student who is assessed by the school will have IEP documentation identifying assessment results and eligibility determination for special education services.

IEP Meetings

BPA shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. BPA shall be responsible for having individuals required

under the IDEA in attendance at the IEP meetings, including: the Principal and/or BPA designated representative with appropriate administrative authority as required by the IDEA; a qualified special education teacher; a qualified general education teacher that does, or may instruct the student in a regular education classroom; the student's parent/guardian; the student, if appropriate; and other BPA representatives who are knowledgeable about BPA's educational program and/or about the student, including any qualified and appropriate service provider(s) and/or assessor(s) (e.g., school psychologist, speech and language pathologist, occupational therapist, behavior therapist, school counselor, etc.). BPA shall arrange for the attendance or participation of all necessary and appropriate staff to comply with the requirements of the IDEA and shall document the IEP meeting and provide notice of parental rights.

IEP Development

BPA understands that decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible BPA students in accordance with the policies, procedures, and requirements of the District or SELPA and State and Federal law.

IEP Implementation

BPA shall be responsible for all school site implementation of the IEP. As part of this responsibility, BPA shall provide 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 general education students. BPA shall provide all coordination and information exchange between home and school. BPA shall be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Non-Public Placements/Non-Public Agencies

In the event that BPA is unable to provide an appropriate placement or services for a student with special needs, BPA will first explore placement in a more appropriate District setting, if available and appropriate. If a suitable District placement is not available, BPA will seek an appropriate alternative, such as non-public placements or non-public agencies in compliance with state and federal law.

Procedural Safeguards/Due Process Hearings

BPA shall comply with all federal and state laws regarding procedural safeguards and due process hearings. BPA shall fully inform parents and guardians of their rights and procedures in accordance with state and federal law and SELPA policies and procedures. BPA shall also include information about the existence of the Procedural Safeguards in the Notice of Parent Rights given to parents upon initial referral or parental request for assessment, upon IEP notification, and upon notification of an IEP meeting. BPA will ensure that the parents receive the Annual Notice of Parent Rights, as required by state and federal law.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, BPA shall immediately notify the District to jointly determine how to respond to the request in compliance with applicable policies and procedures.

Complaint Procedures

BPA shall adopt policies and procedures for the investigation and resolution of complaints regarding special education, including allegations of violations of applicable state and federal law, and will seek advice and guidance from the District or SELPA in resolving such complaints. BPA will also work with the District or SELPA to address such complaints and provide information regarding the appeal process to parents to ensure that complaints are appropriately addressed in a timely manner. Parents will be provided with a complaint form for disputes regarding special education services. This requirement is in line with ensuring that parents have a clear process to follow when they have concerns or grievances related to the provision of special education services to their children.

Parents can file a complaint using the Special Education Complaint Investigation form provided by the California Department of Education (CDE). The completed complaint form should be submitted to the CDE's Special Education Division. The CDE is responsible for investigating these complaints and ensuring that the charter school complies with special education laws and regulations.

BPA will provide the District or SELPA with all notices of complaints, reports, and written findings within 30 days of receiving written notification of the complaint.

Funding

In accordance with Education Code Section 47646, as a public school of the District for purposes of special education, BPA shall participate in state and federal funding for special education in the same manner as any other public school of the District.

Staffing

All special education services at BPA will be provided by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. BPA staff shall participate in District or SELPA in-service training relating to special education.

BPA will be responsible for the hiring, training, and employment of all special education staff necessary to provide special education services to its students. All teaching staff will possess a valid California credential and English Learner authorization. Special education instructional and related services staff will be credentialed and/or licensed in accordance with California laws and regulations, and applicable District or SELPA policies.

Section 504 of the Rehabilitation Act

BPA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). All facilities of the school shall be accessible for all students with disabilities in accordance with the ADA.

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

A 504 team will be assembled by the principal and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for determining whether an evaluation for 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, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will 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 include 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 will be made by the 504 team.

If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a 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 the school's professional staff.

The 504 Plan shall describe 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 principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

(See **Exhibit 4** for BPA's: Draft 504 Board Policy)

Meeting the Needs of Students Achieving Above or Below Grade Level

Supporting Students Achieving Below Grade Level

BPA will utilize a comprehensive range of assessment data to monitor student progress, as outlined in "Element C." If the data indicates that a socio-economically disadvantaged student is struggling, they will be referred to the MTSS team. This team, in collaboration with the student's parents as preferred, will identify academic or social-emotional challenges, review relevant data, and develop, implement, and monitor an educational intervention plan. This plan will be reviewed each reporting period to ensure the student continues to progress optimally and achieve the school's exit outcomes. Support will be provided through the Response to Intervention (RTI) program detailed below.

Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS) - Formalized multi-tiered levels of support will be provided for all students who are performing below grade level. Baseline data will provide teachers with initial information about student tier levels. However, it is in their daily instruction and assessment cycles that BPA teachers will better understand student tier levels by standard. For example, a student may be struggling in an ELA standard which refers to a student's ability to determine cause and effect; however, that same student might excel in a grade-level science standard, understanding the effect of air pressure on weather systems. On the science standard, the student is performing at grade-level and will continue to receive Tier 1 instruction and/or enrichment. However, that same student may need Tier 2 instruction in the ELA standard. At the same time, there may be some foundational skill issues preventing the student from understanding cause and effect even with Tier 2 instructional strategies. In which case, the teacher will need to identify the root cause of this struggling student's inability to grasp the concept and then plan for Tier 3 instruction – a very intentional, sometimes one-on-one, plan for instruction of foundational skills. ELA teachers will be expected to know the tier levels of instruction required by their students on all standards. Students who do not respond to Tier 3 instructional strategies will be brought before the MTSS team (made up of the school director, student's teacher, and any other academic or behavior support specialist) for further analysis of root causes. Tier 3 intervention time is built into the ELA and mathematics instructional day.

BPA will utilize SuccessMaker, an adaptive educational software program, for progress-monitoring and intervention. It is designed to provide personalized instruction in reading and mathematics for K-6 students. Developed by Savvas Learning Company, SuccessMaker focuses on individualized learning paths, targeting each student's unique needs and learning pace. SuccessMaker aligns with state and national standards, ensuring that the content meets the educational requirements for each grade level. The program provides detailed reports and analytics for educators, helping them monitor student progress, identify learning gaps, and make informed instructional decisions. SuccessMaker will be integrated with Savvas curriculum in a variety of instructional settings, including whole-class instruction, small-groups, and individual learning – thus supporting the RtI process.

Supporting Students Achieving Above Grade Level/Gifted Students

BPA believes that all students can succeed, progressing at their optimal rate and achieving the school's exit outcomes. The educational program is designed to meet the diverse needs of students, with a focus on Project-Based Learning and mastery-based assessment, allowing for the extension of all learning tasks. The school is confident in its ability to support all students, including those achieving above grade level.

Students achieving above grade level will be identified based on a variety of assessment data outlined in "Elements B and C" of this petition. If a student is determined to be performing above grade level, the teacher will implement modifications similar to those in the RtI system and may refer the student to the MTSS team. The team will consider Tier 1, 2, and 3 accommodations, which may include additional programs for the student. In Tier 1, teachers will differentiate and accelerate student learning within the classroom. In Tier 2, teachers will provide small group targeted instruction to further accelerate learning. Tier 3 may include extension activities that push the student to explore concepts or skills more deeply.

Parents will be notified when a student is considered for advanced interventions and will participate in a meeting to determine the best resources for the student. Parents will receive quarterly updates on their child's progress in accelerated instruction and curriculum, as part of the regular progress report and report card cycle.

By implementing these strategies, BPA aims to create an inclusive and supportive learning environment that meets the diverse needs of its student population, ensuring that all students have the opportunity to succeed academically and develop into well-rounded individuals prepared for the challenges of the 21st century.

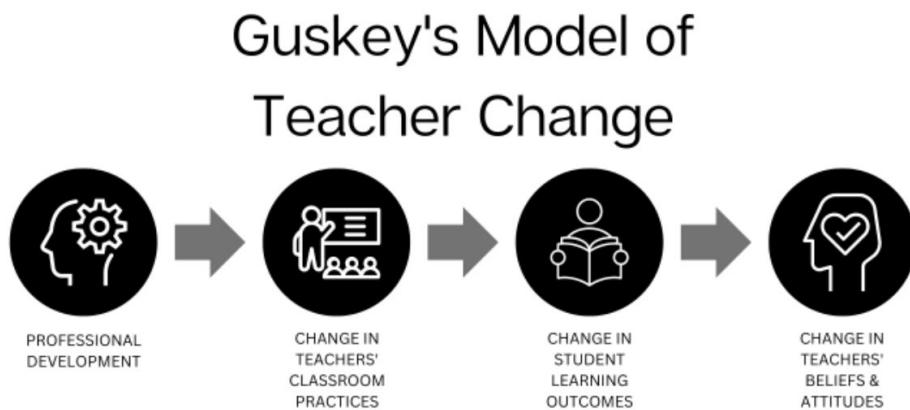
Professional Development

BPA is dedicated to providing professional development that empowers teachers to continually enhance their skills. Our professional development program includes the following key components:

Intentional Methodology for Professional Development

BPA, we are committed to employing Guskey's Model of Teacher Change to drive continuous improvement and enhance student outcomes. (See **Figure A.8.**, below) This model outlines a clear, sequential process that begins with professional development and culminates in lasting changes in teachers' beliefs and attitudes through evidence of improved student performance. Guskey, T. R. (2002). *Professional Development and Teacher Change*. Teachers and Teaching: Theory and Practice, 8(3), 381-391.

Figure A.8.



Components and Steps of Guskey's Model at BPA:

Professional Development: The process starts with high-quality professional development activities designed to introduce teachers to new instructional strategies, tools, and practices. At BPA, we will ensure that our professional development sessions are comprehensive and tailored to meet the needs of our educators. These activities will provide teachers with the necessary knowledge and skills to implement innovative approaches in their classrooms effectively.

Implementation:

- *Workshops and Training Sessions*: Regularly scheduled workshops and training sessions focusing on the latest educational strategies and technologies.
- *Collaborative Learning*: Teachers will engage in collaborative learning communities to share insights and develop their practices collectively.
- *Expert-Led Sessions*: Bringing in educational experts to provide specialized training and insights into innovative instructional strategies.

Change in Teachers' Classroom Practices: Following professional development, teachers will be expected to implement the new strategies in their classrooms. This step is crucial as it involves putting theory into practice and adapting new methods to real-world teaching environments.

Implementation:

- *Classroom Support*: Continuous support from instructional coaches who will assist teachers in integrating new strategies into their teaching.
- *Peer Observations*: Encouraging peer observations and feedback to facilitate the practical application of new techniques.
- *Resource Provision*: Ensuring that teachers have access to the necessary resources and tools to effectively implement new practices.

Change in Student Learning Outcomes: As teachers apply these new practices, the next step is to observe changes in student learning outcomes. This involves assessing whether the new instructional strategies are leading to improvements in student performance, engagement, and overall learning.

Implementation:

- *Regular Assessments*: Conducting regular formative and summative assessments to measure student progress and the impact of new teaching methods.
- *Data Analysis*: Utilizing data analytics to track and analyze student performance, identifying areas of improvement and success.
- *Student Feedback*: Gathering feedback from students to understand their learning experiences and outcomes.

Change in Teachers' Beliefs and Attitudes: The decisive step in the model is the change in teachers' beliefs and attitudes. Guskey posits that significant changes in these areas occur only after teachers see evidence of improved student outcomes. When teachers witness the positive impact of new practices on their students, they are more likely to adopt and sustain these practices, leading to a lasting change in their professional beliefs and attitudes.

Implementation:

- *Reflective Practice:* Encouraging teachers to engage in reflective practice, reviewing the impact of their teaching on student outcomes.
- *Celebrating Success:* Recognizing and celebrating successes and improvements in student performance to reinforce positive changes in beliefs and attitudes.
- *Ongoing Professional Development:* Providing continuous opportunities for professional growth and development to sustain and build on the changes.

Ensuring Successful Implementation:

Experience Shapes Beliefs: At BPA, we understand that changing teachers' attitudes and beliefs directly is rarely effective. Instead, we focus on providing experiential evidence of improved student outcomes to drive meaningful change.

Gradual and Supportive Process: Change is gradual and requires ongoing support. BPA will provide both encouragement and necessary pressure to ensure persistence and commitment to the change process.

Follow-Up and Continuous Improvement: Follow-up is crucial for successful professional development. BPA will offer continuous support and opportunities for reflection and adjustment, helping teachers refine their practices and sustain improvements over time.

By embracing Guskey's Model of Teacher Change, BPA aims to create a dynamic and effective teaching and learning environment that evolves continuously to meet the needs of our students and prepares them for future challenges. This model underscores our commitment to experiential evidence, gradual change, and ongoing support as the cornerstones of our educational philosophy.

Dedicated Time for Professional Growth

BPA recognizes that exceptional teachers and instruction are essential to fulfilling our mission. Therefore, we allocate time weekly and throughout the year for teachers to engage in comprehensive planning and professional development alongside fellow teachers, administrators, content experts, and instructional specialists (e.g., ELD, SPED). Professional development topics may cover understanding and implementing the CCSS, NGSS, other California State Standards (CSS), and American Council on the Teaching of Foreign Languages (ACTFL) Performance Benchmarks; integrating academic and social-emotional curricula; creating Project-Based Learning Activities; using data to inform instruction; differentiating for students who are not meeting outcomes, have special needs, or are English Language Learners; understanding school systems and operations; and fostering professional collaboration.

Professional development at BPA is ongoing and structured in various formats, including but not limited to:

- **Professional Development Days:** Held before, during, and after the school year, these days allow teachers and staff to build community, explore new learning, analyze data, and develop action plans. This includes four days annually for all teachers, plus an additional

four days for new teachers at BPA. In the first year, staff will attend an additional two-week professional development institute which will focus on Core Academic and Social-emotional Curriculum, Project-Based Learning, Systems and Operations, and Collaboration and Planning.

- **Weekly Early Release for Professional Development:** Every Wednesday, teachers and staff participate in two hours of professional development, including new learning, data analysis, collaborative planning, and community building (professional learning communities).
- **Flexible Release Time:** Coverage is provided for teachers to facilitate peer observation both on-site and in the field.
- **Annual Pre-Planning Institute**

At the beginning of each school year, BPA staff will participate in a two-week intensive training session. This training will cover essential aspects of the BPA program design, ensuring that all teachers are equipped with the necessary skills and knowledge to thrive in the BPA educational environment. The training will include:

- *Project-Based Learning (PBL):* Teachers will learn the principles and practices of PBL to create engaging, real-world learning experiences for students.
- *Place Based Education (PBE):* Teachers will learn community mapping, field-based teaching, how to develop a community resource directory, and how to integrate PBE into their PBL activities.
- *Wayfinder Social-Emotional Learning (SEL):* Training on the Wayfinder SEL program will help teachers support students' emotional and social development.
- *Savvas Core Curriculum:* Teachers will receive training on the Savvas core curriculum to effectively deliver high-quality instruction in all subject areas.
- *Data-Driven Instruction:* Educators will learn to use assessment data to inform and improve their instructional practices.
- *Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS):* Teachers will be trained in RtI and MTSS frameworks to provide targeted support and interventions for all students, ensuring their academic and social-emotional success.

Professional Learning Communities (PLCs)

The BPA daily school schedule will include PLC and planning time for each grade level teacher. The work of the PLCs, as depicted in **Figure A.9.**, is to collaborate using a problem-solving model of inquiry and action research to achieve better results for their students by answering the four instructional guiding questions –

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we respond when some students do learn it?

Figure A.9.

The Work of PLC	
Standards-Based Planning	<ul style="list-style-type: none">• Unpacking standards• Studying test specifications and standards clarification• Building units of instruction• Developing common student performance scales on standards• Developing and revising common assessments (formative and summative)• Planning for increased use of student-centered instructional strategies
Criteria for Success	<ul style="list-style-type: none">• Creating learning targets and performance scales• Creating common assessments• Scoring work• Collective tracking of student progress
Instruction	<ul style="list-style-type: none">• Co-teaching
Conditions for Learning	<ul style="list-style-type: none">• Establishing whole-school learning environments• Intervention support teams• Establishing shared resources and materials• Schoolwide attendance and behavior analysis

Data Reflection and Action

- Examining student work
- Data analysis meetings
- Common student scoring
- Problem solving for students struggling to meet learning targets
- Action research
- Collecting, examining, and scoring student evidence
- Strategizing enrichment and interventions for students

“The role of the PLC is to gather leading data, analyze the outcomes of lessons, and plan instructional strategies aligned to the cognitive demands of the standards.” Moore, C., & Marzano, R. J. (2019). *The essentials for standards-based classrooms*. Marzano Resources.

In line with our educational philosophy, BPA's professional development is centered around inquiry. Using the Professional Learning Community model, teaching staff will select a focus for professional learning each year based on student achievement data, staff and parent surveys, and evaluations. Once a theme is selected, teachers will set individual professional learning goals related to the theme. Throughout the year, professional development and collaboration will focus on these goals, with staff evaluation incorporating these professional learning goals. Teachers will also take on leadership roles in planning and presenting professional development.

Individual Professional Growth Plans (PGPs)

Each staff member will develop an individualized Professional Growth Plan (PGP) that includes the goals mentioned above. Using a common template, the plan will be created with input and approval from the principal and finalized collaboratively. The plan will outline goals, actions and strategies to achieve these goals, and measures to evaluate progress. The observation and coaching process, aligned with each individual's PGP, is supportive and collaborative, aimed at helping staff reach their highest potential. This yearlong process includes observations, discussions, examination of student work (as appropriate for the job type), and informal and formal observations, fostering open communication in an atmosphere of mutual trust and respect.

Materials, Including Technology

Core Curriculum Resources

- **Savvas Core Curriculum and Assessments:** Comprehensive textbooks and digital resources for subjects like Math, Science, Language Arts, and Social Studies, aligned with Common Core State Standards (CCSS).
- **Wayfinder SEL Curriculum and Assessments:** Materials and activities designed to support social-emotional learning, including lesson plans, student workbooks, and digital content.

Project-Based Learning (PBL) and Place Based Education (PBE) Tools

- **Project Kits and Supplies:** Hands-on materials for various projects, including art supplies, science experiment kits, math manipulatives, building materials, and technology kits.
- **Collaboration Platforms:** Tools like Google Workspace for Education to facilitate collaborative work on projects, including Google Docs, Sheets, Slides, and Google Classroom.

Classroom Technology Integration

- **Interactive Whiteboards:** Smartboards in each classroom to enhance interactive learning and presentations.
- **Student Devices:** Tablets or Chromebooks for each student to support digital learning, research, and project work.
- **Document Cameras:** To display student work and instructional materials during lessons.
- **Audio-Visual Equipment:** Projectors and sound systems to support multimedia presentations and enhance the learning environment.
- **Assistive Technology:** Devices and software to support students with special needs, including speech-to-text programs and specialized communication devices.

Schoolwide Technology Integration

- **Communication:** Cloud-based applications such as PowerSchool will facilitate communication between parents, teachers, administrators and students.
- **Student Information and Data Analysis Systems:** PowerSchool will also house student information and manage student enrollment and data.
- **Digital Portfolio:** BPA will use a user-friendly digital platform that allows students to easily upload documents, videos, and presentations. This platform will be accessible to students, teachers, and parents, facilitating communication and collaboration.

Response to Intervention (RtI) and Multi-Tiered System of Supports (MTSS)

- **Intervention Programs:** Software and materials for targeted interventions, such as SuccessMaker for reading and Math support as well as those provided in the Savvas core curriculum.
- **Progress Monitoring Tools:** Platforms like SuccessMaker as well as those provided in the Savvas core curriculum.
- **Norm-Referenced Assessment Platforms:** Tools like NWEA MAP Growth to regularly assess student progress and inform instruction.

Professional Development Resources

- **Online Training Platforms:** Access to online professional development courses through Savvas and Wayfair synchronous and asynchronous trainings.
- **In-House Training Materials:** Manuals, guides, and resources for ongoing teacher training sessions on PBL, SEL, data-driven instruction, and technology integration.

By integrating these materials and technologies, Bridges of Promise Academies will create a dynamic, engaging, and supportive learning environment that caters to the diverse needs of all students.

Annual Goals

At BPA, in accordance with Education Code Section 47605(c)(5)(A)(ii), we have established annual objectives aimed at fulfilling the state's overarching priorities and addressing all student subgroups, as outlined in Education Code Section 52060(d). These objectives encompass:

1. **Basic Services:** Ensuring all teachers are appropriately assigned and fully credentialed, every student has access to standards-aligned instructional materials, and school facilities are maintained in good repair.
2. **Implementation of State Standards:** Enabling students, particularly English learners, to access the Common Core academic content standards and the English language development standards.
3. **Parental Involvement and Family Engagement:** Actively seeking parent input in school district decisions and promoting parental participation, especially for unduplicated pupils (e.g., low-income, foster youth, and English learners) and those with exceptional needs.
4. **Pupil Achievement:** Measured by statewide assessments, completion rates of courses required for promotion, progress of English learners, and reclassification rates.
5. **Pupil Engagement:** Measured by school attendance rates and chronic absenteeism rates.

6. **School Climate:** Evaluated through pupil suspension and expulsion rates, and surveys measuring the sense of safety and connectedness among students, parents, and teachers.
7. **Access to a Broad Course of Study:** Ensuring all students have access to a comprehensive curriculum that includes all required subject areas and provides appropriate programs and services for unduplicated pupils and those with exceptional needs.
8. **Pupil Outcomes:** In the subject areas outlined in the state's educational standards.

Bridges of Promise Academies will use a range of data sources to assess progress towards these objectives as outlined in this, "Element A," and further discussed in "Elements B and C". As mandated by Education Code Section 47606.5, we will produce an annual Local Control Accountability Plan (LCAP) before July 1st to update and implement strategies aligned with these objectives and state priorities. This plan will utilize the approved LCAP template provided by the State Board of Education, in accordance with Education Code Section 47604.33. The school will ensure full compliance with all aspects of the Local Control Accountability Plan, and will:

1. **Review Progress and Effectiveness:** Conduct an annual review of their goals and the effectiveness of specific actions taken to achieve those goals, making necessary adjustments based on this assessment.
2. **Detail Expenditures:** Provide a listing and description of expenditures related to the specific actions implemented.
3. **Consider Qualitative Information:** Take into account qualitative information from school quality reviews or other reviews.
4. **Consult Stakeholders:** Engage teachers, principals, administrators, school personnel, parents, and students in the development and annual update of the LCAP.
5. **Public Reporting:** Present a report on the LCAP update and budget overview at a public meeting before February 28 each year, including midyear outcome and expenditure data.
6. **Public Hearing:** Hold at least one public hearing to solicit feedback on the proposed actions and expenditures in the LCAP.
7. **Submit and Post:** Submit the adopted or revised LCAP to the District and the county superintendent of schools and prominently post it on the school's website.

BPA will submit all reports under Education Code Section 47604.33 in a timely manner as follows:

1. **Preliminary Budget:** Due by July 1.
2. **Local Control and Accountability Plan (LCAP) and Annual Update:** Due by July 1.
3. **Interim Financial Report:** Due by December 15, reflecting changes through October 31.

4. **Second Interim Financial Report:** Due by March 15, reflecting changes through January 31.
5. **Final Unaudited Report:** Due by September 15 for the full prior year.

The LCAP table outlining annual goals, actions, and measures can be found detailed in “Element B” of this petition.

Element B: Measurable Student Outcomes

Governing Law: 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. Education Code Section 47605(c)(5)(B)

Measurable Pupil Outcomes for All Groups

BPA emphasizes the development of essential knowledge and skills, fostering conceptual understanding, nurturing positive attitudes, and empowering students to take responsible actions. Our goal is to cultivate the following academic and personal qualities in each of our graduates.

Student Learning Outcomes at BPA

Aligned with our mission and vision, BPA's program is designed to integrate project-based learning, social-emotional learning, and leadership development. This foundation prepares students for success in their future educational endeavors and beyond.

1. Academic Qualities

BPA ensures that all students acquire the literacy, numeracy, and critical thinking skills necessary to navigate the complexities of the 21st century. Our curriculum aligns with California Common Core Standards (CCCS), California State Standards (CSS), and Next Generation Science Standards (NGSS), ensuring age or grade level mastery in the following areas:

- Mastery of Core Subjects Through Project-Based Learning:
 - *Proficiency in Core Subjects:* Students will demonstrate proficiency in core subject standards such as math, science, language arts, and social studies, achieved through rigorous instruction and engaging, real-world projects aligned with the CCCS, CSS, and NGSS.
 - *Practical Applications:* Students will connect academic knowledge to practical applications, showcasing understanding and innovation.
- Critical Thinking and Problem-Solving Skills:
 - *Analytical and Creative Problem-Solving:* Students will develop strong analytical and creative problem-solving skills through complex, hands-on projects.

- *Curiosity and Resilience:* Students will approach challenges with curiosity, resilience, and a solutions-oriented mindset.

2. Social-Emotional

- Emotional Intelligence:
 - *Key Skills:* Students will cultivate self-awareness, self-regulation, social awareness, and relationship management skills.
 - *Empathy and Compassion:* Students will develop empathy and compassion, fostering positive interactions and collaborative relationships.
- Growth Mindset and Resilience:
 - *Embracing Challenges:* Students will embrace challenges and view failures as opportunities for learning and growth.
 - *Perseverance:* Students will persevere in overcoming obstacles and adapt to new situations with a positive attitude.

3. Personal Development

- Leadership and Character Building:
 - *Integrity and Ethics:* Students will cultivate integrity, honesty, and ethical behavior in personal and academic endeavors.
 - *Leadership Skills:* Students will develop leadership skills, inspiring and motivating others with a vision for positive change.
- Self-Directed Learning and Empowerment:
 - *Ownership of Learning:* Students will take ownership of learning goals, setting personal and academic objectives, and pursuing them independently.
 - *Reflection:* Students will reflect on their work to assess progress, strengths, and areas for improvement.

4. Community and Global Engagement

- Social Responsibility and Citizenship:
 - *Community Service:* Students will participate actively in community service and initiatives that promote social good.
 - *Diversity and Inclusivity:* Students will understand and value diversity, contributing to a culture of inclusivity and respect.
- Collaboration and Teamwork:

- *Effective Communication:* Students will demonstrate effective communication and teamwork skills, including active listening, respectful dialogue, and conflict resolution.
- *Diverse Perspectives:* Students will recognize the importance of diverse perspectives and the power of collective efforts.

5. Technology and Innovation

- Technological Literacy and Digital Citizenship:
 - *Competent Technology Use:* Students will use technology competently, responsibly, and effectively for learning, collaboration, and problem-solving.
 - *Responsible Digital Citizenship:* Students will understand the ethical implications of technology use and practice responsible digital citizenship.
- Creativity and Innovation:
 - *Exploration and Experimentation:* Students will explore, experiment, and develop innovative ideas and solutions.
 - *Real-World Problems:* Students will apply creative thinking to real-world problems, fostering innovation and an entrepreneurial spirit.

6. Health and Wellness

- Physical and Mental Well-being:
 - *Health Practices:* Students will have knowledge and practices for maintaining physical health through proper nutrition, exercise, and hygiene.
 - *Mental Well-being:* Students will be aware of strategies for mental well-being, including stress management and mindfulness.
- Balanced Lifestyle:
 - *Balanced Approach:* Students will demonstrate a balanced approach to academics, extracurricular activities, and personal time.
 - *Healthy Habits:* Students will exhibit habits that support overall well-being and a healthy lifestyle.

Charter School Outcomes and State Priorities

In accordance with Education Code Section 47605(c)(5)(B), BPA's outcomes align with state priorities and will inform the LCAP. Our goals and actions are designed to meet these priorities, with an emphasis on academic excellence, social-emotional development, and leadership skills.

The following outlines our methods for measuring success and will be maintained at the school site, ensuring continuous improvement and alignment with state standards.

By focusing on these comprehensive qualities and outcomes, BPA aims to develop well-rounded individuals ready to make meaningful contributions to society.

How Pupil Outcomes Align with State Priorities & Consistent with LCAP

The Bridges of Promise Academies TK-6 proposed pupil outcomes align well with California state priorities LCAP as described in EC 52060(d). Here is how they address each priority:

1. *Basic Services*: The Charter School ensures qualified teachers, state-aligned curriculum, and safe facilities. It measures this through student schedules, curriculum alignment reviews, and facility inspections.
2. *State Standards*: The curriculum is aligned with CCSS, NGSS, and CSS. This is measured through assessments, lesson plans, classroom observations, and surveys.
3. *Parental Involvement*: The Charter School encourages active parental involvement through conferences, events, PBL presentations, and a parent advisory committee. Family attendance at conferences and levels of satisfaction are tracked through surveys.
4. *Pupil Achievement*: The Charter School aims for high academic achievement, measured by state assessments (SBAC, California Science Test), NWEA tests, and other metrics like PBL rubrics and portfolios.
5. *Pupil Engagement*: The Charter School implements Project-Based Learning, Service Learning, and extracurricular activities. It measures engagement through PBL outcomes, attendance rates, and discipline data.
6. *School Climate*: A positive school climate is fostered through Social-Emotional Learning programs and a culture of respect. This is measured through surveys and discipline data.
7. *Course Access*: The Charter School provides a broad curriculum including core subjects, arts, and physical education. It tracks student retention and completion rates.
8. *Other Pupil Outcomes*: The Charter School aligns outcomes with state standards and college/career readiness. It measures progress through regular assessments and tracks IEP goal completion rates.

This comprehensive approach ensures that the school addresses all eight state priorities, using a variety of measures to track progress and outcomes across academic achievement, engagement, and school climate.

The following chart (**Figure B.1.**) highlights the alignment between BPA's student learning outcomes and California's student outcome priorities, showcasing BPA's comprehensive approach

to education that covers academic proficiency, social-emotional development, personal growth, community engagement, technological literacy, creativity, health, and wellness.

Figure B.1.

California Student Outcome Priorities	BPA Student Learning Outcomes
Basic Services	<p>Mastery of Core Subjects Through Project-Based Learning: Proficiency in core subject standards such as math, science, language arts, and social studies, achieved through rigorous instruction and engaging, real-world projects.</p> <p>Technological Literacy and Digital Citizenship: Competent, responsible, and effective use of technology for learning, collaboration, and problem-solving.</p>
Implementation of State Standards	<p>Mastery of Core Subjects Through Project-Based Learning: Proficiency in core subject standards (aligned with CCCS, CSS, and NGSS).</p> <p>Critical Thinking and Problem-Solving Skills: Analytical and creative problem-solving through hands-on projects.</p>
Parental Involvement and Family Engagement	<p>Community and Global Engagement: Participation in community service and initiatives that promote social good, understanding and valuing diversity, contributing to a culture of inclusivity and respect.</p> <p>Collaboration and Teamwork: Effective communication, teamwork skills, active listening, respectful dialogue, and conflict resolution, recognizing the importance of diverse perspectives.</p>
Pupil Achievement	<p>Mastery of Core Subjects Through Project-Based Learning: Proficiency in core subjects, connecting academic knowledge to practical applications.</p> <p>Critical Thinking and Problem-Solving Skills: Analytical and creative problem-solving through hands-on projects.</p> <p>Technological Literacy and Digital Citizenship: Competent, responsible, and effective use of technology for learning, collaboration, and problem-solving.</p>
Pupil Engagement	<p>Growth Mindset and Resilience: Embracing challenges, viewing failures as learning opportunities, perseverance in overcoming obstacles.</p> <p>Self-Directed Learning and Empowerment: Taking ownership of learning goals, setting personal and academic objectives, pursuing them independently.</p>
School Climate	Emotional Intelligence: Cultivating self-awareness, self-regulation, social awareness, relationship management skills, empathy, and compassion.

California Student Outcome Priorities	BPA Student Learning Outcomes
	<p>Growth Mindset and Resilience: Embracing challenges, viewing failures as learning opportunities, perseverance in overcoming obstacles.</p> <p>Leadership and Character Building: Integrity, honesty, and ethical behavior, developing leadership skills, inspiring and motivating others for positive change.</p>
Access to a Broad Course of Study	<p>Mastery of Core Subjects Through Project-Based Learning: Proficiency in core subjects (math, science, language arts, and social studies).</p> <p>Technological Literacy and Digital Citizenship: Competent, responsible, and effective use of technology for learning, collaboration, and problem-solving.</p> <p>Health and Wellness: Knowledge and practices for maintaining physical and mental well-being.</p> <p>Arts Integration: Exploring and using visual and performing arts, dance, and music, fostering creativity and collaboration within the context of the school's PBL program.</p>
Pupil Outcomes	<p>Mastery of Core Subjects Through Project-Based Learning: Proficiency in core subjects, connecting academic knowledge to practical applications.</p> <p>Critical Thinking and Problem-Solving Skills: Analytical and creative problem-solving through hands-on projects.</p> <p>Technological Literacy and Digital Citizenship: Competent, responsible, and effective use of technology for learning, collaboration, and problem-solving.</p> <p>Leadership and Character Building: Integrity, honesty, and ethical behavior, developing leadership skills, inspiring and motivating others for positive change.</p>

Annual Actions and Measurable Student Outcomes for All Groups

In chart, **Figure B.2.**, Bridges of Promise Academies (BPA) outlines the following Goals, Annual Actions, and Measures to align its Educational Program with State Priorities:

Figure B.2. School Outcomes Aligned to State Priorities, Annual Actions, Measures, and Methods

State Priorities	Goals	Annual Actions	Measures and Methods
1. Quality Teachers, Curriculum, and Facilities	Ensure students receive instruction from qualified teachers using a well-rounded, state-aligned curriculum in safe, well-maintained facilities.	<ul style="list-style-type: none"> Recruit and retain qualified teachers. Implement a rigorous and integrated curriculum aligned with CCSS, NGSS, and CSS. Ensure facilities are safe, clean, and conducive to learning. 	<ul style="list-style-type: none"> 100% of students engage in a curriculum covering core subjects and enrichment opportunities as measured by student schedules. 100% of curricula are rigorous and aligned with CCSS, NGSS, and CSS. 100% of students will participate in Project Based Learning activities, as measured by PBL rubrics. Facilities are safe and clean as measured by the California Facilities Inspection Tool (FIT).
2. Alignment to the Common Core State Standards (CCSS)	Foster academic excellence through a curriculum aligned with CCSS, NGSS, and State Standards, with particular attention to the needs of English Language Learners (ELLs), Students with disabilities, and other subgroups.	<ul style="list-style-type: none"> Integrate literacy and numeracy standards across the core curriculum. Integrate literacy and numeracy standards across the PBL/PBE activities.. Ensure curriculum is adaptive to the learning needs of ELLs, students with disabilities, and other subgroups such that standards are accessible. Provide training as needed to teachers such that they 	<ul style="list-style-type: none"> Standards based formative and summative assessments, which monitor progress and inform instruction, are administered according to publishers' recommendations 100% of the time as measured by the instructional leader's and teachers' digital dashboards. Teacher lesson plans and student work indicate standards are foundational to teaching and learning 100% of the time, as measured by instructional leaders' review. Teachers implement standards-based classrooms 100% of the time, as measured by instructional leader's classroom observations.

State Priorities	Goals	Annual Actions	Measures and Methods
		implement a standards-based classroom	<ul style="list-style-type: none"> Annual surveys show increasing agreement that the program supports state standards mastery, aiming for 80% overall and across subgroups.
3. Parental Involvement Parental Involvement and Family Engagement	Encourage active parental involvement and robust family engagement in the educational process.	<ul style="list-style-type: none"> Host regular parent-teacher conferences and family engagement events. Establish a parent advisory committee. Communicate regularly with families through various platforms. Encourage families to participate in the community aspects of the school's Project Based (PBL) activities. 	<ul style="list-style-type: none"> Family attendance at student-led conferences will increase by 5% every year until 80% participation is achieved overall and for all numerically significant student groups. Parent and family degree of belonging as measured by satisfaction surveys will increase by 5% every year until 80% satisfaction is achieved overall and for all numerically significant student groups. Family participation in PBL activities will increase by 5% every year as measured by PBL community involvement outcomes until 70% participation is achieved overall and for all numerically significant student groups.
4. Pupil Achievement	Promote high academic achievement, ensuring students meet or exceed grade-level expectations.	<ul style="list-style-type: none"> Use standards-based, data-driven instruction to differentiate learning. Create school-wide PBL/PBEs that imbed and assess standards. Provide academic support through scaffolding, progress-monitoring and intervention. Implement RTI intentionally with a robust MTSS process. 	<ul style="list-style-type: none"> Grades 3-8 students meeting or exceeding state standards in ELA and Math, as measured by the Smarter Balanced Assessment Continuum (SBAC), will match or exceed District averages overall and for all numerically significant student groups. Percentage of students K-8, who are at grade level in ELA and Math, as measured by the Northwest Evaluation Association (NWEA), will increase by 5% every year until 75% of students are above grade-level norm.

State Priorities	Goals	Annual Actions	Measures and Methods
		<ul style="list-style-type: none"> Set high expectations for all students and celebrate academic successes. 	<ul style="list-style-type: none"> Fifth and 8th grade students meeting or exceeding state standards in Science, as measured by California Science Test (SBAC), will match or exceed District averages. BPA will support student physical well-being through the California Physical Fitness Test (PFT) for 5th and 7th graders by monitoring and encouraging growth across its five fitness components, fostering lifelong fitness habits. Rising Kindergarten students will meet or exceed the District targets in kindergarten readiness each year as measured by the Desired Results Developmental Profile (DROP) Percentage of students projected to reach their target level by the end of the school year will increase by 5% each year until the goal of 90% is reached, as measured by the adaptive progress monitoring tool SuccessMaker K-8 students will demonstrate continuous grade-level mastery in all subjects as measured by PBL/PBE projects, rubrics and portfolios – 70% in years one and two, increasing to 80% by year five. BPA English Language Learners (ELL) will meet or exceed District ELLs progress towards English Language Proficiency as measured by the English Learner Progress Indicator (ELPI) Reclassification BPA will achieve an annual increase of at least 5% in the reclassification rate of ELL, as measured by students meeting the state-determined criteria for

State Priorities	Goals	Annual Actions	Measures and Methods
			<ul style="list-style-type: none"> Students with disabilities will demonstrate continuous progress or goal completion by 5% annually, as measured by end-of-year IEP Goal Reports until a target of 80% is reached.
5. Pupil Engagement	Cultivate a learning environment that actively engages students in their education.	<ul style="list-style-type: none"> Ensure rigor is part of curriculum and instruction Implement PBL and PBE activities Integrate Service-Learning Activities into the PBL/PBEs. Offer a variety of extracurricular activities. Nurture student voice, leadership, and ownership of learning through PBL/PBE and SEL activities. 	<ul style="list-style-type: none"> Rigor is part of curriculum and instruction 90% of the time as measured by classroom observations 100% of students will engage in PBL and PBE activities as measured by PBL outcomes 100% of students will engage in Service Learning within their PBL/PBE activities as measured by PBL /PBE outcomes Percentage of students engaging in extracurricular activities and leadership roles will increase by 5% each year until 60% participation is achieved. Student voice, leadership, and ownership of learning will increase 5% each year as measured by teacher observation within the context of PBL/PBEs, as well as periodic check-ins and pre- and post- surveys administered in the Wayfair SEL assessment system until a target of 95% is met. The attendance rate, as evaluated through attendance data audits, will aim to meet or exceed that of the District, targeting at least 95% attendance overall and for all

State Priorities	Goals	Annual Actions	Measures and Methods
			<p>numerically significant student groups.</p> <ul style="list-style-type: none"> The annual Chronic Absentee Rate, based on attendance data audits, will be maintained at 16% or lower overall and across all numerically significant student groups. The yearly suspension rate, as monitored through discipline audits, will be kept at or below 3% overall and for all numerically significant student groups. The annual expulsion rate, tracked via discipline audits, will be maintained at or below 0.25% overall and across all numerically significant student groups.
6. School Climate	Develop a positive and inclusive school climate that supports the emotional and social well-being of all students.	<ul style="list-style-type: none"> Implement Social-Emotional Learning (SEL) program (Wayfinder). Foster a culture of respect, empathy, and inclusion. Monitor and address issues related to student behavior and school safety. 	<ul style="list-style-type: none"> Surveys show increasing percentages of students and families agreeing that the school supports 21st-century citizenship skills, aiming for 70% overall and across all numerically significant student groups. The yearly suspension rate, as monitored through discipline audits, will be kept at or below 3% for all numerically significant student groups. The annual expulsion rate, tracked via discipline audits, will be maintained at or below 0.25% across all numerically significant student groups. Frequency of Office Discipline Referrals (ODRs) that track student behavior issues will remain below 100 annually – or 10 per month.

State Priorities	Goals	Annual Actions	Measures and Methods
7. Broad Course of Study	Provide a comprehensive and diverse curriculum that includes core academic subjects and enrichment opportunities.	<ul style="list-style-type: none"> Ensure all students have access to a broad range of subjects, including the arts (integrated into the PBL/PBEs), 7-8 grade electives, and physical education. Integrate technology into the curriculum. Provide opportunities for interdisciplinary learning and real-world applications through PBLs. 	<ul style="list-style-type: none"> Student course enrollment data will show an increase of 5% each year until a 90% target is met overall for all numerically significant student groups as measured by student enrollment data.
8. Pupil Outcomes	Equip students with the knowledge, skills, and attitudes necessary for lifelong success.	<ul style="list-style-type: none"> Align student learning outcomes with state standards and college and career readiness benchmarks. Implement PACE (7-8) Conduct regular assessments to measure progress. Prepare students for successful transitions to the next educational level by ensuring vertical alignment of standards. 	<ul style="list-style-type: none"> 100% of curricula are rigorous and aligned with CCSS, NGSS, and CSS. 95% of students will participate in Statewide assessments annually. 95% of students will participate in pre, mid, and post NWEA norm-referenced testing. 100% of students will participate in curriculum-based formative assessments 90% of the time. Students prescribed time spent on SuccessMaker, progress monitoring tool, will increase 5% each year such that a rate of 90% is achieved. 100% of students will have access to curriculum which is vertically aligned across grade levels such that course mastery data will show an increase of 5% each year until a 90% target is met for all numerically significant student groups.

Specific Annual Actions Designed to Achieve the Stated Goals

Please see **Figure B.2.** above for BPA's annual actions to achieve stated goals.

Additional School Priorities Related to Unique Aspects of BPA

At Bridges of Promise Academies (BPA), several unique priorities are essential to our educational approach, designed to foster a dynamic and supportive learning environment.

First and foremost, our emphasis on **Project-Based Learning (PBL)** in conjunction with **Place-Based Education (PBE)** is a continuous priority. We are dedicated to developing and enhancing PBL curricula to stay in sync with evolving educational standards and best practices. This commitment is brought to life by establishing partnerships with local businesses, non-profits, and higher education institutions, providing students with real-world project opportunities and valuable mentorship.

Equally important is our integration of **Social-Emotional Learning (SEL)** into every aspect of the school environment. SEL is woven into classroom instruction, extracurricular activities, and community engagement. To support this, all staff members receive training in SEL practices and ongoing professional development resources to ensure they are well-equipped to nurture students' social and emotional growth.

Technology integration is another cornerstone of our educational strategy. We prioritize ensuring that technology seamlessly enhances the curriculum, preparing students for the digital world. This involves maintaining an up-to-date technology infrastructure and providing both students and teachers with access to the latest digital tools and resources.

Community and family engagement play a critical role in supporting student learning and well-being. We strive to build strong relationships with families and the broader community by organizing regular events and workshops that encourage active participation in school activities and decision-making processes.

Creating a **diverse and inclusive environment** is fundamental to our school's culture. We respect and celebrate diversity by implementing programs and policies that promote equity and inclusion. Professional development for staff in cultural competence further supports this priority.

The **physical and mental health** of our students is a top priority. We promote comprehensive wellness programs that include a variety of physical activities and mental health resources, ensuring students have access to counselors and wellness programs.

Leadership development is integral to our mission. We provide numerous opportunities for students to develop leadership skills through both curricular and extracurricular activities. This includes initiatives that encourage students to take active roles in their communities.

Sustainability and environmental stewardship are also key priorities. We incorporate sustainability and environmental education into the curriculum and operations, implementing eco-

friendly practices within the school and engaging students in projects that promote environmental awareness and responsibility.

Finally, we are committed to a culture of **continuous improvement and innovation** in teaching and learning. Regularly reviewing and updating our educational practices based on feedback from students, parents, and staff, as well as the latest educational research, ensures we remain at the forefront of educational excellence.

Through these priorities, BPA aims to create an enriching and supportive environment that empowers students to thrive academically, socially, and emotionally.

How Pupil Outcomes Will Address State Content & Academic Standards

At Bridges of Promise Academies (BPA), student outcomes are designed to align with California's state content and core academic performance standards, utilizing the Savvas curriculum as an essential tool. The implementation of Project-Based Learning (PBL) methodologies ensures that students not only meet but exceed these standards, preparing them for academic success and holistic development.

Mastery of Core Subjects Through Project-Based Learning

Mathematics:

Students at BPA achieve proficiency in mathematics through the Savvas enVision Mathematics curriculum, which is meticulously aligned with the California Common Core State Standards (CCSS). The curriculum emphasizes real-world applications of mathematical concepts, enabling students to develop critical thinking and problem-solving skills. Through engaging, real-world projects, students learn to apply mathematical practices in practical contexts, fostering a deep understanding of the subject matter. Students achieve proficiency in CCSS for Mathematics through regular assessments and project evaluations that measure their understanding and application of mathematical concepts.

Science:

The Savvas Elevate Science curriculum ensures that students meet the Next Generation Science Standards (NGSS). By engaging in inquiry-based learning, students grasp core scientific principles through hands-on experiments and data analysis. Projects such as renewable energy challenges allow students to apply their scientific knowledge creatively, promoting both analytical and critical thinking. Meeting NGSS standards is ensured by inquiry-based projects and science assessments that evaluate students' grasp of scientific principles and their ability to apply them in practical contexts.

Language Arts:

In language arts, the Savvas myView Literacy for K-5 and myPerspectives 6-8 curriculum helps students master reading, writing, speaking, and listening skills as outlined by the

CCSS. Integrated literacy projects within PBL/PBE units enhance students' comprehension and communication abilities. For instance, research projects and presentations enable students to explore various themes, improving their literacy skills through active engagement and collaboration. Mastery in CCSS for ELA is assessed through literacy projects, writing assignments, and reading comprehension tests that measure students' skills in reading, writing, speaking, and listening.

Social Studies:

The Savvas myWorld Interactive curriculum aligns with California History-Social Science Standards, ensuring that students understand and analyze historical and cultural contexts. Through thematic projects, students explore significant events, geographic concepts, and cultural studies, fostering a comprehensive understanding of social studies content. Understanding of California History-Social Science Standards is evaluated through projects, presentations, and assessments that test students' knowledge and critical analysis of historical and cultural contexts.

Critical Thinking and Problem-Solving Skills

At BPA, students develop strong analytical and creative problem-solving skills through complex, hands-on projects across all core subjects. Interdisciplinary learning, a hallmark of PBL, allows students to connect concepts from different subjects and apply them to solve complex problems. This approach cultivates curiosity, resilience, and a solutions-oriented mindset, essential for navigating real-world challenges.

Social-Emotional Learning and Personal Development

Social-emotional learning (SEL), Wayfinder, is integral to BPA's educational approach. Students cultivate self-awareness, self-regulation, empathy, and resilience, which are crucial for personal and academic success. Character education projects focus on leadership, emotional intelligence, and personal development, helping students build positive relationships and foster a supportive learning environment.

Community and Global Engagement

BPA emphasizes social responsibility and citizenship, encouraging students to actively participate in community service and initiatives that promote social good. Collaborative projects teach students effective communication, teamwork, and respect for diverse perspectives. These experiences help students understand and value diversity, contributing to a culture of inclusivity and respect.

Technological and Innovative Skills

Students at BPA develop technological literacy through projects that incorporate technology for learning, collaboration, and problem-solving. The curriculum promotes responsible digital citizenship and ethical technology use. By exploring and experimenting with new ideas, students apply creative thinking to real-world problems, fostering innovation and an entrepreneurial spirit.

By integrating the Savvas curriculum with PBL methodologies enhanced by PBE, BPA ensures that students are not only academically proficient but also well-rounded individuals equipped with the skills needed to thrive in an ever-changing world. This approach prepares students for future academic success and lifelong learning, addressing state content and core academic performance standards comprehensively.

How Exit Outcomes Align to the Mission and Instructional Design of BPA

Bridges of Promise Academies (BPA) has a clear mission to guide students toward holistic development, emphasizing emotional intelligence, active engagement, and timeless skills essential for navigating a dynamic world. The school's instructional design is deeply rooted in Project-Based Learning (PBL) enhanced by Place-Based Education (PBE) and a strong emphasis on social-emotional learning (SEL). The exit outcomes for BPA students align seamlessly with this mission and instructional framework, ensuring that graduates are well-prepared for future challenges and opportunities.

Mastery of Core Subjects Through Project-Based Learning and Place-Based Education

Mission Alignment: BPA's mission includes fostering academic excellence through rigorous instruction and engaging, real-world projects. This aligns with the exit outcome of students achieving proficiency in core subjects such as math, science, language arts, and social studies. The use of PBL and PBE ensures that students connect academic knowledge to practical applications, demonstrating understanding and innovation.

Instructional Design: The integration of the Savvas curriculum supports this outcome by providing standards-aligned instructional materials that emphasize critical thinking and problem-solving. PBL and PBE methodologies encourage students to explore, inquire, and apply their learning in meaningful contexts, aligning with BPA's instructional design.

Critical Thinking and Problem-Solving Skills

Mission Alignment: BPA's mission to cultivate adaptability and resilience is reflected in the exit outcome of students developing strong analytical and creative problem-solving skills. This includes approaching challenges with curiosity and a solutions-oriented mindset, which are essential traits for lifelong success.

Instructional Design: PBL and PBE fosters these skills by engaging students in complex, hands-on projects that require them to think critically and creatively. The Savvas curriculum further supports this by incorporating inquiry-based learning and real-world problem-solving activities.

Emotional Intelligence and Social-Emotional Learning

Mission Alignment: The focus on emotional intelligence in BPA's mission aligns with the exit outcome of students possessing self-awareness, self-regulation, social awareness, and relationship management skills. These skills are critical for fostering positive interactions and collaborative relationships, which are key components of BPA's vision for holistic development.

Instructional Design: BPA's emphasis on SEL is integrated into the instructional design through dedicated SEL programs and character education projects. These initiatives, as supported by the Wayfinder curriculum, help students develop empathy, compassion, and effective communication skills, supporting their emotional and social growth.

Leadership and Character Building

Mission Alignment: BPA aims to inspire students to embrace challenges with a growth mindset, cultivating leadership and character. The exit outcome of students demonstrating integrity, honesty, and ethical behavior, along with leadership skills, aligns with this mission.

Instructional Design: Leadership and character-building activities are embedded in the curriculum through PBL and PBE activities, the Wayfinder curriculum, and extracurricular opportunities. Students are encouraged to take ownership of their learning and contribute positively to their communities, reflecting BPA's commitment to nurturing responsible and motivated individuals.

Technological Literacy and Innovation

Mission Alignment: Preparing students to thrive in an ever-evolving society is a key aspect of BPA's mission. The exit outcome of students achieving technological literacy and fostering creativity and innovation aligns with this goal.

Instructional Design: The use of technology is integrated into the instructional design through digital tools and resources provided by the Savvas curriculum. PBL/PBE projects often incorporate technology, encouraging students to use it competently and ethically while exploring new ideas and solutions. Middle school students (7-8) maintain a digital portfolio.

Community and Global Engagement

Mission Alignment: BPA's mission includes promoting social responsibility and global citizenship. The exit outcome of students actively participating in community service and understanding the value of diversity aligns with this aspect of the mission.

Instructional Design: Community and global engagement are fostered through collaborative PBL and PBE projects, service-learning initiatives, and cultural studies. These experiences help students develop a sense of social responsibility and an appreciation for diverse perspectives, aligning with BPA's vision of creating compassionate and innovative leaders.

Career Exploration and Awareness for Middle School

Mission Alignment: Career exploration supports our mission by helping students develop essential skills, connect academic work to real-world applications, and foster a sense of purpose and direction. This approach ensures that students are well-prepared for high school and beyond, equipped with the knowledge and skills needed to pursue their career aspirations.

Instructional Design: Students engage in career-related projects that explore different career fields, applying academic skills to real-world scenarios. Regular interactions with industry professionals and opportunities for job shadowing or internships provide practical insights into various careers. We utilize digital platforms to facilitate academic and career planning, ensuring students are informed about career options and educational pathways. Students reflect on their career interests and set goals for future educational and professional pursuits, with regular assessments to evaluate progress.

The exit outcomes at BPA are designed to ensure that students are not only academically proficient but also emotionally intelligent, socially responsible, and equipped with essential life skills. By aligning these outcomes with the school's mission and instructional design, BPA prepares students to navigate and positively transform the world, embodying the values and goals set forth in their educational framework.

“Benchmark” Skills and Specific Classroom Level Skills will be Developed

At Bridges of Promise Academies (BPA), the development of benchmark skills and specific classroom-level skills is a central focus of our educational approach. These skills are essential for ensuring that students achieve the expected learning outcomes aligned with our mission and instructional design.

Benchmark Skills Development

Academic Benchmarks: Benchmark skills in core subjects such as math, science, language arts, and social studies are systematically developed through the use of standards-aligned instructional materials and methodologies, particularly the Savvas curriculum. This curriculum is designed to align with the Common Core State Standards (CCSS), California History-Social Science (CA HSS); and Next Generation Science Standards (NGSS), ensuring that students meet or exceed grade-level expectations.

- **Math:** Students develop proficiency in mathematical concepts and problem-solving through structured lessons that build on prior knowledge and introduce increasingly complex topics. The Savvas curriculum includes hands-on activities and real-world applications to solidify understanding.

- **Science:** Inquiry-based learning and experimentation are key components of the science curriculum. Students engage in hands-on projects that encourage them to apply scientific principles and think critically about their observations and data.
- **Language Arts:** Proficiency in reading, writing, and communication is developed through a balanced literacy approach, integrating reading comprehension, vocabulary development, writing practice, and oral language skills.
- **Social Studies:** Students gain a deep understanding of historical events, cultural diversity, and civic responsibility through thematic units that connect past and present, fostering a sense of global citizenship.

Social-Emotional Benchmarks: BPA emphasizes the development of social-emotional skills, including emotional intelligence, empathy, and resilience. These skills are cultivated through dedicated SEL programs and character education projects.

- **Emotional Intelligence:** Activities and lessons are designed to help students recognize and manage their emotions, develop self-awareness, and build healthy relationships.
- **Resilience:** Through challenges and growth mindset exercises, students learn to persevere and adapt, viewing setbacks as opportunities for learning.

Specific Classroom-Level Skills

In the classroom, specific skills are targeted to ensure students are on track to meet the broader benchmark goals. Teachers use differentiated instruction and formative assessments to address the diverse needs of learners.

- **Critical Thinking:** Students engage in activities that require analysis, evaluation, and synthesis of information. Problem-based tasks and open-ended questions are common practices to enhance critical thinking skills.
- **Collaboration:** Group projects and cooperative learning strategies are used to teach students how to work effectively with others, communicate clearly, and resolve conflicts.
- **Technology Use:** Digital literacy is integrated into daily lessons. Students learn to use technology responsibly and effectively for research, collaboration, and presentation of their work.
- **Self-Directed Learning:** Students are encouraged to set personal learning goals, track their progress, and reflect on their achievements. This fosters independence and a sense of ownership over their education.

Affirmation

BPA is committed to ensuring that both benchmark and specific classroom-level skills are developed systematically and effectively. The structured use of the Savvas curriculum, combined with project-based learning and a strong emphasis on social-emotional learning, provides a

comprehensive framework for student success. Our approach ensures that students are well-prepared to meet state content and core academic performance standards, as well as to thrive in an ever-changing world.

Through continuous assessment, reflective practices, and a supportive learning environment, BPA affirms its dedication to nurturing well-rounded individuals who are academically proficient, emotionally intelligent, and socially responsible. These efforts are aligned with our mission to empower students to become confident, compassionate, and innovative leaders.

School-Wide Performance Goals Students Will Achieve

At Bridges of Promise Academies (BPA), our commitment to student achievement is reflected in a comprehensive set of performance goals designed to ensure every student thrives academically, socially, and emotionally. We have established these goals to guide our instructional strategies, foster student engagement, and promote a safe, inclusive, and supportive learning environment.

Please see **Figure B.2.** for BPA's school-wide performance goals that students will achieve.

Element C: Student Progress Measurement

Governing Law: 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. Education Code Section 47605(c)(5)(C)

Assessment Tools, Timetable, and Performance Levels

Below is a chart, **Figure C.1.** detailing the assessment tools, timetables, minimum performance levels, grade levels, and subject areas for BPA, incorporating state and federal assessments as well as additional assessments used within the BPA program.

Figure C.1. Assessment Tools, Timetables, and Performance Levels

Assessment Tool	Timetable	Minimum Performance Level	Grade Levels	Subject Areas
Smarter Balanced Assessment System (SBAC)	Annual (Spring)	Met or Exceeded Standards	Grades 3-8	ELA, Mathematics
California Science Test (CAST)	Annual (Spring)	Met or Exceeded Standards	Grade 5 & 8	Science
California Alternate Assessments (CAA)	Annual (Spring)	Individualized for students with significant cognitive disabilities	Grades 3-8	ELA, Mathematics, Science
English Language Proficiency Assessments for California (ELPAC)	Initial and Annual (Spring)	Intermediate or higher	K-8	English Language Development
Physical Fitness Test (PFT)	Annual (Spring)	Healthy Fitness Zone (HFZ)	Grade 5 & 7	Physical Education
Benchmark Assessments (e.g., NWEA MAP)	Fall, Winter, Spring	Grade-Level Expectations	K-8	ELA, Mathematics
Savvas Realize Assessments	Ongoing (end of units/terms)	Proficiency as defined by curriculum standards	K-8	ELA, Mathematics, Science
Desired Results Developmental Profile (DRDP)	Beginning of Kindergarten	Kindergarten readiness across multiple developmental domains.	K	Self-regulation, social-emotional development, language and literacy, cognition, physical development, history-social science, and visual and performing arts

Assessment Tool	Timetable	Minimum Performance Level	Grade Levels	Subject Areas
Project-Based Learning (PBL) & Place-Based (PBE) Assessments	End of Projects	Proficiency in project criteria	K-8	Interdisciplinary (varies)
Social-Emotional Learning (SEL) Surveys	Biannual (Fall, Spring)	Positive Growth Indicators or Waypoints	TK-8	Self-awareness, Adaptability, Empathy, Agency, Collaboration, and Purpose
ELA Progress Monitoring - SuccessMaker	Fall, Winter, Spring	On or Above Grade Level	K-8	Reading
Math Progress Monitoring - SuccessMaker	Ongoing	On or Above Grade Level	K-8	Mathematics

Chosen Assessments are Appropriate for Standards and Skills to be Measured

- **SBAC:** The Smarter Balanced Assessment System measures students' proficiency in English Language Arts (ELA) and Mathematics. These assessments are conducted annually in the spring for students in grades 3-8. The goal is for students to meet or exceed the state standards.
- **CAST:** The California Science Test assesses fifth-grade students' understanding of science concepts as per the Next Generation Science Standards (NGSS). It is conducted annually in the spring, with a goal for students to meet or exceed the standards.
- **CAA:** The California Alternate Assessments are designed for students with significant cognitive disabilities. These assessments are conducted annually in the spring, covering ELA, Mathematics, and Science. The performance level is individualized based on the student's IEP.
- **ELPAC:** The English Language Proficiency Assessments for California measure the English language proficiency of TK-8 students whose primary language is not English. There are initial assessments for new students and annual assessments every spring, with a goal for students to score at least intermediate.
- **PFT:** The Physical Fitness Test measures the physical fitness of fifth-grade students, typically conducted in the spring. The goal is for students to achieve the Healthy Fitness Zone (HFZ) across various fitness areas.

- **Benchmark Assessments:** These assessments, such as the NWEA MAP, are conducted three times a year (fall, winter, and spring) to monitor student progress in ELA and Mathematics. The goal is for students to meet or exceed grade-level expectations.
- **Savvas Realize Assessments:** These curriculum-based assessments are integrated into the daily instruction and are conducted at the end of units or terms. They measure proficiency as defined by the curriculum standards in ELA, Mathematics, and Science for TK-8 students.
- **PBL/PBE Assessments:** These are conducted at the end of project cycles and measure students' ability to apply academic knowledge to real-world scenarios. The goal is for students to demonstrate proficiency in the criteria set for each project, which varies across grade levels and subjects.
- **SEL Surveys:** Social-Emotional Learning surveys are administered twice a year to assess students' social-emotional development. The goal is to see positive growth indicators in areas such as self-awareness, self-regulation, and social skills.
- **SuccessMaker ELA and Math Progress Monitoring:** An adaptive and personalized learning program designed to support reading and math instruction for students in grades K-8 students, SuccessMaker supports BPA's Response to Intervention (RTI) and Multi-Tiered System of Supports (MTSS) models. Providing immediate feedback to students and real-time data to teachers, SuccessMaker delivers appropriate differentiation for students performing at grade level, targeted intervention for those below grade level, and enrichment for high achievers and gifted students.

By employing these varied assessments, BPA aims to provide a comprehensive evaluation of student progress and readiness, ensuring alignment with state and federal standards while addressing the unique aspects of its educational program.

Plan for Collecting, Analyzing, Utilizing, and Reporting Data

Assessment data will play a crucial role in maximizing BPA student learning, informing teacher practices, and improving educational programs. The school will collect, analyze, and disseminate data to various stakeholders to collaboratively work towards its mission. Here are the key uses of BPA's assessment data:

- *Goal Setting and Monitoring:* Establish and track measurable school and grade-level goals and achievement targets.
- *Identifying Strengths:* Recognize areas of excellence in the school and individual classes, along with the effective practices that contributed to these successes.
- *Addressing Challenges:* Pinpoint areas needing improvement, investigate potential causes, and develop action plans for remediation and professional development.

- *Personalized Learning:* Identify students who require additional enrichment or support to maximize their potential.
- *Intervention Planning:* Recognize students who may need extra accommodations or modifications under the Response to Intervention Model.
- *Individual Progress Tracking:* Determine individual students' strengths and weaknesses to inform personalized goal setting in collaboration with families.

To support these data practices, we will utilize a student information management system like PowerSchool to generate and analyze performance reports.

Formal Data Reporting to Stakeholders: Below is a chart, **Figure C.2.**, detailing the types, purposes, and frequencies of formal reporting to various stakeholders:

Figure C.2. Types, Purposes, and Frequencies of Formal Data Reporting

Type	Purpose	Frequency	Stakeholders
Mailings & Information Sessions	Share key assessment data and provide support in understanding results	Ongoing	Families
Online Grade Book and Report Card	Offer continuous access to attendance, assessment data, and subject mastery levels	Ongoing	Students, Families
Student-led Conferences	Review progress, set goals, and develop student presentation skills	Twice per year	Students, Families, Teachers
Local Control Accountability Plan (LCAP)	Update goals and annual actions to achieve state priorities	Annually (by July 1)	District and County Superintendent of Schools
School Accountability Report Card (SARC)	Compile and report school data, including disaggregated student achievement data	Annually	Authorizing Agency, Parents, Board of Directors, Community
Standardized Test Results	Compare student performance to peers and inform instruction	Annually	Students, Families, Teachers, Administrators
Formative and Progress Monitoring Results	Informs the RtI and MTSS process	Ongoing	Students, Families, Teachers, Administrators

We believe effective use of assessment data can lead to:

- Informed instruction and curricular planning
- Guided decisions for effective resource allocation

- Insights for strategic planning
- Enhanced marketing collateral for the school
- Improved reports to families and the broader school community

To make the most of assessment data, BPA will:

- Share access to data across the institution while maintaining the privacy of individual students and families
- Communicate the rationale for using assessment data
- Use data to inform instruction and curricular planning
- Guide resource allocation decisions
- Incorporate key points into marketing materials

By effectively utilizing assessment data, BPA will create a data-driven culture that supports continuous improvement in teaching and learning outcomes.

School, County, and State Use of Data

Local Control Accountability Plan (LCAP):

The Charter School will use collected data to assess progress toward goals outlined in its charter. As per Education Code Section 47606.5, the school must produce an annual LCAP by July 1st each year.

This plan:

- Updates goals and annual actions to achieve state priorities
- Uses the LCAP template adopted by the State Board of Education
- Is submitted to the District and County Superintendent of Schools annually

School Accountability Report Card (SARC):

The Charter School compiles data annually to produce a SARC, which:

- Disaggregates student achievement data by subgroups (e.g., ethnicity, gender, English Learners, socioeconomically disadvantaged students, students with disabilities, etc.)
- Includes required school data for the District, parents, Board of Directors, and community at large

These reports serve multiple purposes:

- *Accountability*: They provide transparency about school performance and progress towards goals.
- *Compliance*: They fulfill legal requirements set by state education codes.
- *Communication*: They inform stakeholders about various aspects of school performance.
- *Planning*: They help identify areas for improvement and guide resource allocation.

By regularly compiling and analyzing this data, BPA will maintain a cycle of continuous improvement, ensuring we meet both internal goals and external accountability requirements.

Element D: Governance Structure

Governing Law: 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.

Education Code Section 47605(c)(5)(D)

Evidence of Incorporation as a Nonprofit Benefit Corporation

BPA shall be a directly funded independent charter school operating as a California non-profit public benefit corporation, pursuant to California law. The corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code. BPA qualifies and is applying for tax-exempt status from both the State of California and the Internal Revenue Service. Bridges of Promise Academies, Inc. shall operate within the terms and conditions of this charter, its governing documents, and applicable law.

The Charter School shall operate autonomously from the District, with the exception of supervisory oversight as required by statute and any contracted services as may be negotiated from time to time. The District shall not be liable for the debts and obligations of BPA or for claims arising from the performance of acts, errors, or omissions by BPA as long as the District has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code Section 47604.32.

The Articles of Incorporation of Bridges of Promise Academies, Inc. are provided as **Exhibit 5**.

Names and Relevant Qualifications of Governing Board

Figure D.1. Board

Members Name	Board Position	Term
Adriana Gonzalez	Board Member and Secretary	Through June 30, 2026
Brandon Franklin	Board Member and President	Through June 30, 2027
Ruben Rivera	Board Member and Treasurer	Through June 30, 2025

Bridges of Promise Academies Board of Directors

Adriana Gonzalez: With a decade of experience in business development and media relations, Ms. Gonzalez serves as the Western Regional Vice President of Nestpoint Associates, where her expertise has been instrumental in the expansion of a major business. She also leverages her skills building supportive, collaborative environments as a community director of a dynamic coworking space – an emerging new concept that is meeting the evolving needs of a changing workforce.

Adriana's expansive background reflects her commitment to enhancing a sense of individual and community well-being.

A devoted mother of four, Adriana is actively involved in her children's education and dedicated to their academic success. She brings that same passion to her role as the Bridges of Promise Academies' Board director.

Adriana graduated from California State University at San Bernardino with a Bachelor of Science in Social Work and possesses a strong foundation in understanding and addressing the needs of diverse communities. She is working toward a Master's in School Psychology from California Baptist University.

Brandon Franklin: Mr. Franklin has a unique background that combines professional sports with the psychology of child development. As a former athlete who spent over a decade in professional basketball on three continents, Brandon now leverages his expertise to promote the physical and mental wellness of young people. Brandon's leadership, vision, and ability to inspire others are all evident in his unwavering commitment to his community. As the founder of a youth development organization, he channels his energy into nurturing the growth and development of the next generation. His belief in the power of teamwork, whether in business, sports, education, or life, is a source of inspiration in his role as a member of the Board of Directors of Bridges of Promise Academies.

Brandon studied psychology with a concentration in child development at Pacific Union College and exercise science at Chaffey College.

Ruben Rivera: Mr. Rivera career is a testament to his dedication to serving some of our most troubled and misdirected teens. For the past 17 years, he has served as a supervising probation officer at a Riverside County juvenile detention facility, responsible for training and overseeing staff, developing community treatment programs, and administering specialized programs.

Ruben has become a role model to the young people he works with, inspiring them through leadership and teamwork, imparting the importance of education and perseverance, and creating an environment of respect and care.

Ruben's journey is deeply rooted in his personal experiences and values. Inspired by his parents' strong work ethic and values, he attended college on a baseball scholarship. It was during an internship at Spring Mountain Youth Camp in Nevada that he discovered his true calling – to work with troubled youth. This personal connection fuels his commitment to their rehabilitation through education, work programs, and social services.

Ruben holds a Bachelor of Science in Criminal Justice and Sociology from Abilene Christian University. He resides with his family in Riverside County, where he continues his commitment to service throughout his work in his community.

Bylaws and Basic Policies

BPA shall ensure that, at all times throughout the term of the charter, the bylaws of the nonprofit corporation, included in **Exhibit 6**, will remain consistent with the provisions of this charter. In the event that the bylaws are amended, BPA shall provide a copy of the amended bylaws to the District.

At all times throughout the term of this charter, all governing board members and officers shall comply with the applicable ethics and conflict of interest standards set forth in federal and state law, including the California Corporations Code for nonprofit corporations, the Political Reform Act, and Government Code Section 1090 et seq., as they may be amended from time to time.

A majority of the actual number of directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the directors at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws.

The Board has adopted a Conflict of Interest Code in accordance with the Political Reform Act. The Conflict of Interest Code is included as **Exhibit 7**.

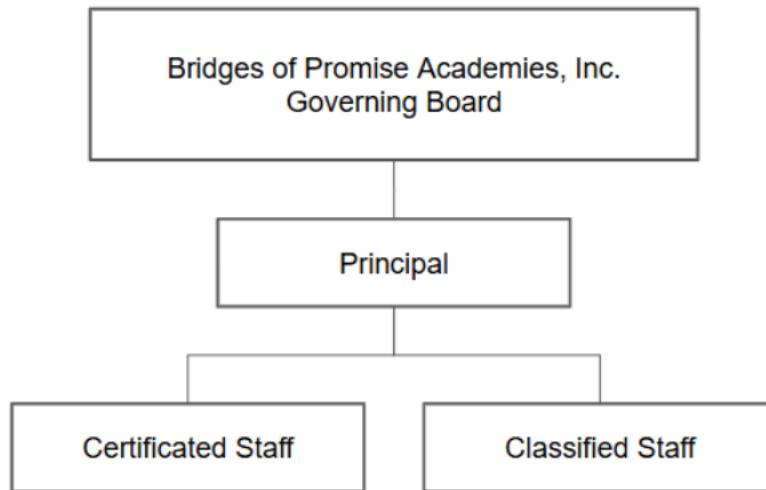
The Board will adopt a comprehensive set of policies required by applicable law before the first day of school.

Governance Structure Reflects a Viable Enterprise

Bridges of Promise Academies, Inc. is governed by a non-profit Board of Directors (“Board”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board shall have no fewer than three and no more than fifteen directors, unless and until changed by amendment to the bylaws. All directors shall be designated by the existing Board for terms of three years and until a successor director has been elected by the Board. There shall be no limitation on the number of consecutive terms to which a director may be reelected. The District shall be entitled to a single representative on the Board in accordance with Education Code Section 47604(c). At all times throughout the term of this charter, BPA shall be subject to the Ralph M. Brown Act, the California Public Records Act, Government Code Section 1090 et seq., and the Political Reform Act.

The Organizational Chart represents the organization’s internal structure.

Figure D.2., Org Chart

The Board will be responsible for the following, in addition to any other duties required by law for the successful operation of BPA:

- Carrying out the mission, vision, and values of BPA.
- Upholding the legal and financial obligations of BPA.
- Establishing policy that is consistent with BPA's mission and federal and state law and regulations.
- Ensuring the school's programs and operations adhere to the terms of this charter and comply with applicable legal requirements.
- Monitoring student academic performance.
- Approving and monitoring the school's annual budget and receiving regular financial reports.
- Approving contracts and purchases exceeding the threshold in BPA's fiscal policies and procedures.
- Reviewing the annual independent financial audit.
- Engaging in strategic planning and monitoring its progress in implementing the plan.
- Hiring and evaluating the principal.
- Providing ongoing oversight of the operation of BPA.

Additional responsibilities of the Board are identified throughout Element D. Governance Structure.

The Board will delegate the day-to-day operational authority to the principal and may delegate other authority to other employees or contractors as appropriate. However, the Board remains fully responsible to carry out its fiduciary duties to the non-profit corporation and to the students, staff, and parents of BPA. BPA shall comply with Education Code Section 47604(b)(1) and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Bridges of Promise Academies Principal

The principal will report directly to the Board and shall be responsible for the day-to-day operations of the School. To effectively carry out the role of school leader, the Board shall grant certain decision-making authority to the principal.

(The specific role and responsibilities of the principal are defined in Element E: Employee Qualifications.)

A Seriousness of Purpose

The Board is comprised of community members with diverse backgrounds and a broad range of expertise necessary to ensure the long-term stability and success of Bridges of Promise Academies. Each member is passionate about providing innovative educational opportunities to the students in their community and fully support the mission, vision and goals of the Charter School.

The Board recognizes the importance of establishing strong community relationships and partnerships with businesses, service-related organizations, and community members that is essential to meeting the mission, vision and goals of the Charter School and will accomplish this objective by forging strong community partnerships with companies, businesses, and service-related organizations.

As the “fiduciaries of the organization’s resources and guardians of its mission,” the Board’s primary responsibilities will be financial oversight, policy making, monitoring student achievement, and strategic planning.

Assurance of Compliance with Brown Act

Bridges of Promise Academies shall comply with the Brown Act and applicable provisions of Education Code Section 47604.1(c). BPA shall post its Board meeting agendas in a publicly accessible location and on the website at least 72 hours in advance of regular meetings and at least 24 hours in advance of special meetings. Any member of the public may attend Board meetings and provide public comment in accordance with the Brown Act. BPA shall establish a two-way teleconference location at each school site. Board members may participate in meetings through the use of teleconference or similar communications equipment as long as all requirements of the Brown Act are followed. Board meeting agendas, agenda packets, and minutes are public records and shall be publicly accessible.

The Board intends to meet monthly, except for July. Meetings may be adjusted to accommodate holidays. The annual meeting schedule will generally be created in advance of the fiscal year and will be aligned with the needs of the organization, including mandatory deadlines to meet applicable District, state, and federal requirements.

Key features of governance structure include, but are not limited to, the following:

The Bridges of Promise Academies, Inc. framework:

- Demonstrates a commitment to the mission and vision of the Charter School.
- Delineates the roles and responsibilities of governance from management.
- Defines the authority for decision-making powers.
- Promotes a culture of transparency and communication.
- Ensures that strategic planning is ongoing.
- Identifies and articulates the top priorities and communicates the priorities to all stakeholders – academic achievement/student outcomes, fiscal health, policy development and enforcement, and legal and regulatory compliance.

Figure D.3 outlines the Roles and Responsibilities of the Governing Board and School Staff.

Figure: D.3 Roles and Responsibilities of the Board vs. Staff

Governing Board	School Staff
Selects, supports, and evaluates the principal.	Operates the school in line with the Board's policies.
Makes high level strategic decisions that support the organization's achievement of the school's mission long-term.	Implements the Board's strategic initiatives.
Diligently performs their fiduciary responsibilities to protect the organization.	Follows the Board's example of quality leadership by setting an example for school staff, students, parents, and the community.
Sets sound policy that adheres to federal and state law, best practice, and ethical considerations.	Carries out the Board's policies through the development and implementation of sound procedures.
Protects the charter school's assets through due diligence and continuous oversight.	Keeps the Board informed of unexpected adjustments in funding and unplanned expenditures and gets Board approval of budget amendments in accordance with BPA's fiscal policies and procedures.

Governing Board	School Staff
Ensures effective organizational planning.	Provides the Board with sufficient documentation to support oversight responsibilities.
Builds and maintains a competent Board dedicated to ensuring the school has a strong, sustainable future.	Ensures the right staff are in place to meet the goals and objectives of the school.
Enhances the school's benefit to the community.	Fosters positive relationships with community partners.
Budgets the organization's resources effectively.	Carries out the day-to-day education and operations of the school.
Ensures legal and ethical integrity and federal and state compliance for the non-profit corporation.	Follows all federal and state laws and regulations.

Committees

The Board may create one or more committees, each consisting of two or more Directors appointed by the Board, as specified in the bylaws. From time to time, the Board may create ad hoc committees and/or advisory councils to report on specific issues, make recommendations, or carry out special projects.

Committees will serve at the pleasure of the Board. Meetings of standing committees shall be held in compliance with the Brown Act.

Meetings and actions of Board committees shall be governed by, held, and taken in accordance with the bylaws.

Parent Involvement in Governance

BPA recognizes that parent engagement is critical to effectively meeting the needs of our students. Our educational partners are essential to student success and play a critical role to identifying needs that support strong student outcomes. The Board is fully committed to establishing a vibrant school community where parents/guardians are not just partners but pivotal contributors to the educational experience. BPA will actively promote a consensus-driven culture that prioritizes collaboration and values parental insights to maximize a positive home-school environment.

All parent groups shall meet applicable legal requirements regarding member composition and selection.

BPA will encourage parental involvement but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to or continued enrollment at the Charter School. Such notification shall be posted on the school website, new student application forms, the student intent to return form, and in the Student-Parent Handbook.

Parent Advisory Committee

BPA will form a Parent Advisory Committee (PAC) to engage parents, teachers, and community stakeholders in the LCAP process, provide opportunities to inform stakeholders about annual goals tied to the budget, and do so in clear, understandable language.

The PAC will serve in an advisory capacity. The committee will:

- Focus on improving the performance of English learners, low-income and foster youth students, and other target groups as appropriate.
- Review and comment on the LCAP.
- Ensure the LCAP reflects the input of the families.
- Review the budget and expenditures for the fiscal year to evaluate annual goals, progress, and actions.
- Advise the Board on matters related to the LCAP.
- Identify common needs and goals based on parent input.
- Provide a voice for the families with the Board in areas that include academic and operational policies, processes, and initiatives.
- Meet regularly during the school year and communicate outcomes to families and other stakeholders
- Receive training to support the implementation of their duties

All parents/guardians will be welcome to participate in PAC meetings. Nothing will preclude grandparents or aunts and uncles from stepping in on behalf of busy parents. While membership will be universal, attendance and participation will be voluntary.

English Learner Advisory Committee

Should BPA enroll 21 or more English learners, the Charter School will form an English Learner Advisory Committee (ELAC).

The ELAC shall be responsible for the following:

- Advise the principal and staff in developing a site plan for English learners and submitting the plan to the PAC (or Schoolsite Council, if one is formed separately) for consideration of inclusion in the School Plan for Student Achievement.
- Assist in the development of the schoolwide needs assessment.
- Create parental awareness of the importance of regular school attendance.

- Meet at least four times a year; include presentations on educational programs and topics of interest based on a parent survey. All parents will be encouraged to attend and participate.

Policies and Internal Controls to Prevent Fraud

BPA will establish, maintain, and implement sound fiscal policies, procedures, and practices to help prevent fraud or illegal acts, misappropriation of assets, or other fraudulent acts, including internal controls to govern all financial and business-related activities.

The Charter School will adopt a system of internal controls that will provide reasonable assurances for:

- The safeguarding of assets;
- Proper recording of transactions;
- Effective and efficient operations;
- Reliable financial information; and
- Compliance with applicable laws and regulations.

Examples of internal controls that Charter School will adopt include, but are not limited to:

- A system of checks and balances that includes procedures to identify employees responsible for initiating, approving, executing, recording, and reconciling transactions.
- Segregation of duties will ensure no single individual will have control over all phases of a transaction without compensating controls.
- Timely reconciliations of bank statements and account balances by an employee independent of the individual assigned to the original transaction and recording.
- Asset security. The School's property, including computers and equipment, will be secured. Access to supplies will be restricted to designated employees.
- Use of prenumbered documents. Checks, purchase orders, cash receipts, receiving reports, and tickets will be prenumbered, and physical control will be maintained. A reconciled log of numbers will be maintained.
- Two signatures will be required for all checks over a designated amount, to be determined by the Board.
- Board approval will be required for all purchases over a designated amount as determined by the Board.
- Staff cross-training. More than one employee will be able to perform each job.

- An annual budget will provide sufficient detail for revenue and expenditures to identify any material variances.

Board Training

The Board will engage in trainings at least annually that will focus on critical topics that include, but shall not be limited to:

- Ralph M. Brown Act
- California Public Records Act
- Fiscal oversight responsibilities, understanding financial reports, and financial reporting requirements
- Governance versus Management
- Conflicts of Interest
- Monitoring student progress
- Building community partnerships
- Other topics as needed

Board members shall receive ethics training in accordance with Government Code Section 53235.1(b)(2).

All Board members will engage in ongoing professional development to build capacity.

New Board members will participate in an orientation to be conducted by the Board chair and principal, or their designees. The orientation will cover Board member expectations, powers, duties, responsibilities, conflicts of interest, and a school tour. New members will receive a Board binder to include critical documents, such as the bylaws, articles of incorporation, approved charter, school mission and vision, board policies, annual budget and financial reports, annual financial audit, meeting schedule, strategic plan, a copy of the California charter school law, and a history of the school.

Element E: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the charter school.
[Ed. Code § 47605(c)(5)(E)]

Affirms Teachers Will Hold Appropriate Credentials

Bridges of Promise Academies affirms that all teachers will hold appropriate Commission of Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School shall maintain copies of all teacher credentials on file and make them available upon request. BPA may use local assignment options authorized in statutes and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. BPA shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Equal Employment Opportunity

Bridges of Promise Academy 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Key Positions, Qualifications, and Responsibilities

The staffing positions outlined in this petition represent the ideal organizational structure to fully support the academic, social-emotional, and operational needs of Bridges of Promise Academies. However, the actual number and type of positions hired each year will be determined based on available budget, enrollment levels, and the evolving needs of the school community. BPA is committed to aligning staffing decisions with our mission and ensuring that all core functions are effectively supported while maintaining fiscal responsibility.

Principal

Category: Certificated

As the school leader, the principal sets aspirational goals for excellence and creates a culture of high expectations for student outcomes. The principal is accountable for overall success of student outcomes, school culture, staff satisfaction, school safety, and federal, state, and local compliance. The principal supports instructional staff with targeted coaching and is accountable for quality teaching and learning, creating an environment of engaged learners in a culture of excellence. The principal builds and sustains strong family and community partnerships and ensures the health and safety of students and staff. The principal is hired and supervised by the Board.

Duties & Responsibilities:

- Site-based responsibility for student learning and success, project-based learning, student and staff safety, and compliance.
- Maintains a safe and positive school environment where students can grow and thrive.
- Creates a supportive work environment that develops and retains exceptional teachers and staff.
- Fosters an environment of collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Conducts annual teacher and staff evaluations, makes regular classroom observations and provides ongoing feedback.
- Oversees all areas related to school safety and emergency planning. Prepare employees and students for emergency situations. Meets compliance requirements for School Safety Plan and Emergency Crisis Management Plan; oversees the school safety committee; ensures the Safety Plan is updated by March 1 of each year.
- Coordinates with CFO to assist with the development of the annual budget and spending priorities.
- Provides regular status reports to the Board.
- Ensures collegial relationships with District staff.
- Other duties as assigned from time to time.

Qualifications:

- A master's degree in education, educational leadership, public administration or a related field from an accredited college or university.

- Valid California teaching credential.
- Valid California Administrative Services Credential; or in progress.
- A minimum of three years in a leadership role.
- A minimum of three years as a teacher - elementary preferable.
- Excellent communication skills, both verbal and written.

Assistant Principal

Category: Certificated

The Assistant Principal is accountable for professional growth and development of instructional staff, student and school activities, management of student discipline issues, and parent council. The Assistant Principal provides education and administrative leadership to the professional staff, including instructional mentoring, and coordinates with the principal to address discipline. The assistant principal is hired and supervised by the principal.

Duties & Responsibilities

- Supports the role of the principal.
- Provides instructional leadership.
- Responsible for student testing and reporting.
- Build and maintains strong relationships with families, students, and colleagues at the school site.
- Serves on parent council.
- Oversees special events.
- Under the direction of the principal, assists with compliance reporting.
- Tracks student progress monitoring data and work with the teachers to make adjustments.
- Assists with Project-Based Learning and SEL training and conducts teacher checks.
- Instills a positive, cooperative atmosphere within the school.
- Other duties as assigned from time to time.

Qualifications

- A master's degree in education, educational leadership, public administration or a related field from an accredited college or university preferred.
- Valid California teaching credential.

- Valid California Administrative Services Credential preferred.
- A minimum of two years in a leadership role.
- A minimum of three years as a teacher - elementary preferable.
- Excellent communication skills, both verbal and written.
- Strong leadership skills.

Teacher on Special Assignment

Category: Certificated

Under the direction of the principal, the Teacher on Special Assignment (TOSA) will provide administrative and instructional support as determined by the School's needs and specified by the principal. This position reports to the principal.

Duties & Responsibilities

- Conducts walkthroughs, classroom visits, and teacher observations to monitor effective program implementation, student engagement, and the overall effectiveness of the learning environment; identifies strengths and areas for improvement, focusing on classroom management, content knowledge, and pedagogy; delivers relevant feedback to teachers; and prepares written observations for the principal.
- Provides coaching/mentoring to support professional growth and improvement.
- Under the direction of the principal, collects, analyzes, and interprets student data to inform instruction, identify students' specific strengths and weaknesses, and improve student outcomes.
- Monitors and analyzes student attendance data; communicates with parents and teachers regarding student attendance and academic progress.
- Supports the principal and teachers in the planning, developing, and implementing of the School's PBL, PBE, and SEL initiatives.
- Represents the principal at MTSS, IEP, Section 504 meetings, and parent-teacher conferences, as requested.
- Implements the School's policies and procedures.
- Assists the principal with local, state, and federal compliance requirements and ensures timely submission.
- Builds trust and rapport with teachers.
- Identifies professional development opportunities for instructional personnel that address specific areas of need or new initiatives.

- Participated in PLCs and staff meeting; serves on committees as assigned.
- Maintains professional conduct at all times.
- Contributes to BPA's success through a commitment to the School's mission, vision, and core values.
- Perform other duties as assigned by the principal.

Knowledge & Abilities

- Demonstrated interpersonal and communication skills that promote collaborative partnerships with educators and the community.
- Develops quality training materials used to lead/facilitate professional development.
- Proficient in using technology tools to enhance teaching and learning, personalize student experiences, differentiate instruction, and streamline administrative tasks.
- Maintains confidentiality of students, staff, parents and the school community.
- Possesses working knowledge of local, state, and federal laws and regulations affecting students and public schools.
- Prioritizes activities and projects to meet tight deadlines.

Qualifications

- Bachelor's degree from an accredited college or university. Advanced degree preferred.
- Valid California Single Subject or Multiple Subject Teaching Credential with English Learner Certification
- A minimum of three years of successful teaching experience in a K-6 environment.
- PBL and PBE experience preferred.

School Counselor

Category: Certificated

The school counselor will develop, implement, and deliver a comprehensive school counseling and guidance program that promotes students' academic development; addresses students' social and emotional development; supports career exploration; and confers with the administration, instructional staff, parents, and other stakeholders to provide for the well-being of the students. This position reports to the principal.

Duties & Responsibilities

- Develops and implements strategies that effectively address the academic and social-emotional needs of students.
- Develops, implements, and delivers culturally sustaining prevention and intervention counseling programs to support students' academic and social-emotional advancement, including conflict resolution, restorative practices, and crisis intervention.
- Initiates and/or supports the planning and implementation of the School's Advisory/PACE/SEL programs and career exploration; supports student activities within the programs to connect learning to real-world experiences.
- Advocates for the high academic achievement and social development of all students.
- Consults and collaborates with teachers and other professionals to understand and meet students' social and emotional needs.
- Consults with teachers, parents, and other professionals to provide evidence-based intervention strategies and practices for improved behavioral outcomes.
- Provides consultation, training, and staff development to teachers and parents regarding students' academic progress, college/career interests, and personal and social development.
- Provides direct and indirect services to students with disabilities, as required.
- Provides individual and small group counseling through structured, goal-oriented sessions to meet students' short-term needs.
- Provides individual and small group guidance to students regarding high school courses, graduation, and college and career readiness.
- Reviews academic progress and test/assessment results with students and parents and their implications for educational and career planning.
- Coordinates and implements a comprehensive program that links community resources with students and families.
- Maintains case records and provides summaries or written referrals to appropriate agencies.
- Coordinates with the administrator on student attendance; implements strategies to improve student attendance; and collaborate with parents to address and resolve non-attendance issues.
- Implements School policies and procedures in critical situations involving students, including suicide threats, abused children, sexual offenses, assaults, and drugs, which occur or are discovered in the school setting, acting at the request of the principal to

coordinate with parents/caregivers, law enforcement, medical and mental health professionals, and others concerned.

- Coordinates with high school counselors for orientation of BPA's eighth-grade students for transition to high school.
- Develops and facilitates parent education opportunities.
- Participates in parent conferences, as required.
- Serves as a member of the MTSS and 504 teams and, as required, the IEP team.
- Serves as a member of the School's Safety Planning Committee.
- Maintains the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership, and professionalism.
- Excellent oral and written communication skills.
- Supports BPA's mission, vision, and core values.

Knowledge & Abilities

- Advocates for equal opportunity and access to quality education for all students.
- Knowledgeable of current laws and regulations specific to children in California schools, minor children's privacy and confidentiality rights, and a counselor's duty to protect students.
- Demonstrates empathy and compassion; possesses critical problem-solving skills, strong interpersonal and communication skills, and leadership capacity.
- Ability to engage community partners to identify local social-emotional support services for students and families, including trauma, health, and mental health resources.
- Ability to plan, organize, implement, and evaluate the school counseling program.

Qualifications

- A master's or advanced degree in School Counseling, Psychology, Social Work, or a related field from an accredited college or university.
- Valid California Pupil Personnel Services (PPS) K-12 School Counseling Credential
- Minimum of two years of school counseling experience or related field preferred.
- PBL and PBE experience preferred.

Learning Design Coach

Category: Certificated

The Learning Design Coach supports the professional growth of teachers through coaching and collaboration and provides effective implementation of school initiatives in order to impact teaching and learning. Along with the principal and/or assistant principal, the Learning Design Coach leads teachers in the RtI and MTSS processes, and PLCs. The Learning Design Coach is hired and supervised by the principal.

Duties & Responsibilities

- Builds instructional capacity through coaching competencies with teachers and support personnel
- Promotes strategies that enhance the teaching, learning and engagement of students while integrating instructional shifts designed to improve students' reading, writing, language, speaking and listening skills across all disciplines
- Models data decision making to guide instruction
- Mentors teachers on a year-long basis
- Provides ongoing, job-embedded professional development for instructional personnel
- Creates an environment conducive to effective teaching and learning
- Promotes 21st century learning through digital literacies and citizenship
- Provides one-on-one and small group support and coaching to teachers in the design and implementation of high-quality, student-centered lessons
- Chairs the MTSS/RtI team
- Assists with student progress monitoring and school-wide assessments, analyzes data, and shares results with teachers and administrators
- Participates in professional learning communities.
- Supports the principal and assistant principal, as needed
- Other duties as assigned from time to time.

Qualifications

- A master's degree in education or related field
- Valid California teaching credential
- A minimum of three years of experience as an academic coach

- A minimum of five years as a teacher -elementary preferable
- Excellent communication skills, both verbal and written
- Strong leadership skills

Special Education Coordinator

Category: Certificated

This position oversees and supports the academic and developmental needs of students with diverse learning abilities and is responsible for the IEP and Section 504 Plan process. The Special Education Coordinator is hired and supervised by the principal.

Duties and Responsibilities:

- Provides direct instruction and support to students with Individualized Education Programs (IEPs) in accordance with their specific needs and learning goals.
- Collaborates with general education teachers and other school staff to develop and implement appropriate accommodations and modifications for students with disabilities in the general education classroom.
- Adapts and differentiates instructional materials and strategies to meet the individual learning styles and abilities of students with special needs.
- Provides individualized and small group instruction in academic subjects, including reading, writing, mathematics, and other core curriculum areas.
- Develops and implements behavior intervention plans and strategies to address challenging behaviors.
- Communicates regularly with parents/guardians regarding students' progress, goals, and areas for improvement, and collaborates with them to support student success.
- Coordinates and facilitates student evaluations.
- Evaluates and writes Section 504 plans.
- Arranges for outside services based on a student's IEP.
- Facilitates a student's IEP.
- Monitors classroom teacher's compliance with a student's IEP or Section 504 plan.
- Attends Student Study Team (SST) meetings.
- Assumes responsibility for school-wide compliance for students with disabilities and Section 504 plans.

- Other duties as assigned from time to time.

Qualifications

- Bachelor's degree in special education or related field (master's degree preferred).
- Valid California Education Specialist Teaching Credential or equivalent.
- A minimum of three years' experience working with students with diverse learning needs, including those with disabilities or special need, and writing IEPs and Section 504 Plans.
- Thorough working knowledge of special education laws, regulations, and best practices.
- Strong communication and interpersonal skills, with the ability to collaborate effectively with students, parents, and school staff.

Elementary Classroom Teacher

Category: Certificated

Under the direction of school leadership, the Elementary Classroom Teacher provides an educational program in a safe, secure environment that promotes student learning and supports individual student growth and development. Teachers are hired and supervised by the principal.

Duties & Responsibilities:

- Provides curriculum and instruction aligned with the California Content Standards to produce 21st century outcomes for students.
- Implements the mission, goals, objectives, policies, and course of study as adopted by the Board of Directors.
- Provides balanced core curriculum, including English language arts, mathematics, science, social studies utilizing the California Content Standards in each area.
- Supports and engages students in project-based learning.
- Maintains appropriate standards of classroom behavior, using behavioral management techniques and strategies that promote citizenship and socially positive outcomes in students; establishes a climate that promotes fairness and respect; plans and implements classroom procedures and routines that support student learning.
- Utilizes a variety of instructional methodologies appropriate to the instructional level of students from diverse backgrounds and cultures.
- Delivers instruction in a variety of ways and modalities, including whole-class, individual and small group settings, in order to adapt learning to the needs of students of varying interests and abilities.

- Collaborates with the special education teacher and other personnel to provide appropriate instructional programs, accommodations, and/or modifications for special needs students based on their IEP or Section 504 Plan.
- Evaluates academic and social growth of student; communicates, counsels, and collaborates with school personnel, parents, and school support staff about student performance.
- Holds parent conferences to discuss individual student progress.
- Administers, analyzes, reports, and utilizes student assessments to support instructional.
- Maintains professional competence through continuing education; participates in PLCs.
- Utilizes technology in the classroom, as appropriate.
- Participates in professional development opportunities.
- Participates in the school's safety plan program to assure the safety of students.
- Other duties as assigned from time to time.

Qualifications:

- Bachelor's degree, including all courses needed to meet credential requirements.
- Valid California teaching credential with appropriate authorizations in grade levels and areas assigned.
- English Language Learner authorization.
- Two years of teaching experience preferred.

Special Education Coordinator

Category: Certificated

This position oversees and supports the academic and developmental needs of students with diverse learning abilities and is responsible for the IEP and Section 504 Plan process. The Special Education Coordinator is hired and supervised by the principal.

Duties and Responsibilities:

- Provides direct instruction and support to students with Individualized Education Programs (IEPs) in accordance with their specific needs and learning goals.
- Collaborates with general education teachers and other school staff to develop and implement appropriate accommodations and modifications for students with disabilities in the general education classroom.

- Adapts and differentiates instructional materials and strategies to meet the individual learning styles and abilities of students with special needs.
- Provides individualized and small group instruction in academic subjects, including reading, writing, mathematics, and other core curriculum areas.
- Develops and implements behavior intervention plans and strategies to address challenging behaviors.
- Communicates regularly with parents/guardians regarding students' progress, goals, and areas for improvement, and collaborates with them to support student success.
- Coordinates and facilitates student evaluations.
- Evaluates and writes Section 504 plans.
- Arranges for outside services based on a student's IEP.
- Facilitates a student's IEP.
- Monitors classroom teacher's compliance with a student's IEP or Section 504 plan.
- Attends Student Study Team (SST) meetings.
- Assumes responsibility for school-wide compliance for students with disabilities and Section 504 plans.
- Other duties as assigned from time to time.

Qualifications

- Bachelor's degree in special education or related field (master's degree preferred).
- Valid California Education Specialist Teaching Credential or equivalent.
- A minimum of three years' experience working with students with diverse learning needs, including those with disabilities or special need, and writing IEPs and Section 504 Plans.
- Thorough working knowledge of special education laws, regulations, and best practices.
- Strong communication and interpersonal skills, with the ability to collaborate effectively with students, parents, and school staff.

Transitional Kindergarten (TK) Classroom Teacher

Category: Certificated

Transitional Kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

The Transitional Kindergarten (TK) Classroom Teacher provides an educational program and environment which promotes learning and personal growth for transitional kindergarten students. Curriculum and instruction are aligned with California Content Standards to produce 21st century outcomes in an age-appropriate educational program. Teachers are hired and supervised by the principal.

Duties & Responsibilities

- Provides developmentally appropriate learning experiences for students to assist them in transitioning to kindergarten.
- Adapts and modifies the kindergarten curriculum by developing lesson plans, instructional materials, and teaching methods to meet the needs of the TK students.
- Evaluates academic and social growth of students and keeps appropriate records; communicates, counsels, and collaborates with school personnel, parents, and school support staff about student performance.
- Provides balanced instruction in all core areas and in project-based learning.
- Maintains appropriate standards of classroom behavior, using behavioral management techniques and strategies that promote citizenship and socially positive outcomes in students; establishes a climate that promotes fairness and respect; plans and implements classroom procedures and routines that support student learning.
- Holds parent conferences to discuss individual student progress and interpret the school program.
- Utilizes a variety of instructional methodologies appropriate to the instructional level of students from diverse backgrounds and cultures.
- Delivers instruction in a variety of ways and modalities, including whole-class, individual and small group settings, in order to adapt learning to the needs of students of varying interests and abilities.
- Collaborates with colleagues to plan and deliver articulated and consistent curriculum that promotes evidence-based student learning; confers with kindergarten teachers regarding the transition of TK students to kindergarten.
- Collaborates with the special education teacher and other personnel to provide appropriate instructional programs, accommodations, and/or modifications for special needs students based on their IEP or Section 504 Plan.
- Administers, analyzes, reports, and utilizes student assessments to provide an appropriate instructional program for all students.

- Together with students, creates an effective environment for learning through functional and attractive displays such as bulletin boards, interest centers, etc., that reflect units of study.
- Participates in professional development opportunities.
- Maintains professional competence through continuing education activities and PLCs.
- Utilizes technology in the classroom, as appropriate.
- Other duties as assigned from time to time.

Qualifications:

- Bachelor's degree, including all courses needed to meet credential requirements.
- Valid California teaching credential authorizing TK instruction.
- A credentialed teacher who is first assigned to a TK classroom after July 1, 2015 must have one of the following:
 - At least 24 units in early childhood education, or childhood development, or both
 - Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1
 - Child Development Teacher Permit issued by the Commission on Teacher Credentialing

Middle School Teachers - Core Subjects

English Language Arts, Mathematics, Science, and Social Studies

Category: Certificated

Middle School teachers assigned to teach core subjects, including English Language Arts, Mathematics, Science, and Social Studies, will provide an educational environment that promotes rigorous instruction, student engagement, critical thinking and problem-solving skills, growth mindset and resilience, and character building. Middle school teachers report to the principal.

Duties & Responsibilities

- Explicitly addresses content and instructional strategies outlined in pre-K-12 state-adopted standards, curriculum frameworks, and technology guidelines.
- Designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- Uses multiple methods to assess student learning, including diagnostic, formative, and summative; interprets and uses assessment data to inform student learning; and applies data sources for planning and differentiated learning experiences.
- Plans learning experiences for students that fosters academic and social-emotional development.
- Systematically checks for student understanding, through observation, analysis of student work, and student questions and feedback.
- Creates a safe, caring, and intellectually stimulating learning environment that promotes respect, and fosters a positive climate for learning, equity, and excellence.
- Employs culturally responsive and developmentally appropriate and relevant norms, procedures, and supports to strengthen positive behavior and celebrate success.
- Employs the necessary pedagogical practices to support quality instruction.
- Models skills for students' effective communication, emotional self-regulation, conflict resolution, and problem-solving.
- Follows students' IEP and Section 504 Plan goals with fidelity.
- Engages with families to share student strengths and areas of improvement.
- Fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the teaching profession.
- Supports BPA's mission, vision, and core values.

Qualifications

- Bachelor's degree from an accredited college or university.
- Valid California Single Subject or Multiple Subject Teaching Credential appropriate to the teaching assignment and a valid English Learner authorization.
- 2+ years' experience teaching assigned subject area in middle school preferred.
- PBL and PBE experience preferred.

Middle School Physical Education Teacher

Category: Certificated

Middle School Physical Education is an instructional priority for California schools and integral to all student's educational experience. BPA will provide 7th and 8th grade students with instruction based on the Physical Education Framework for California Public Schools. The program is designed to foster lifelong physical activity habits, develop fundamental and advanced motor skills, and contribute significantly to students' good health and overall physical and emotional well-being.

Students will gain critical problem-solving and conflict-resolution skills. The position reports to the principal.

Duties and Responsibilities

- Delivers effective instruction to provide each student with an ongoing program of physical education instruction; creates a flexible program and environment favorable to learning and personal growth by each student's ability.
- Teaches basic and advanced skills, knowledge, and strategies of sports, games, rhythm, and fundamentals of body movement.
- Implements age-appropriate health and wellness that supports academic performance, behavior, and overall well-being.
- Integrates a variety of team sports, individual sports, and fitness activities across the curriculum.
- Provides team-building exercises, healthy lifestyle choices, and proper nutrition for a healthy lifestyle.
- Coordinates and prepares students for the 7th grade physical fitness test (PFT) (FITNESSGRAM).
- Establishes and maintains standards of student behavior required to provide a safe, orderly, and positive learning environment.
- Exhibits appropriate conduct in handling student emergencies and administers first aid to provide immediate emergency care.
- Evaluates students' performance and growth in knowledge and understanding of physical fitness concepts, principles, and strategies to improve health and performance; and prepares progress reports.
- Plans, coordinates, and oversees field day.
- Selects and requisitions materials and equipment and maintains inventory control.
- Instructs students in the proper care and use of materials and equipment.
- Communicates with teachers, the counselor, and administration on student progress.
- Communicates with parents on student progress.
- Maintain confidentiality of students, families, and members of the school community.
- Serves on assigned committees and participates in the sponsorship of student activities.
- Maintains professional competence through in-service education activities and self-selected professional growth activities.

- Commitment to BPA's mission, vision, and core values.
- Communicates effectively, both orally and in writing.
- Assists in other school programs as assigned.

Qualifications

- Bachelor's degree from an accredited college or university.
- Valid California Single Subject Teaching Credential in Physical Education or Multiple Subject Teaching Credential, including Physical Education; English Learner Authorization
- 2+ years' experience teaching physical education in middle school preferred.
- Experience in a PBL/PBE learning environment preferred.
- Valid First Aid and CPR certificate.

Middle School Visual and Performing Arts Teachers

Art, Music, Theatre, and Dance

Category: Certificated

BPA's visual and performing arts programs will be guided by the state content standards. Teachers of art, music, drama, and theatre will utilize the California Arts Education Framework to support the implementation of the content standards, program development, and instructional practices.

Duties & Responsibilities

Art:

- Plans and implements art lessons, instructing students in various art mediums and techniques and art history to allow students to gain knowledge and skills in the visual arts; engages students' creativity through diverse projects; and fosters students' development of aesthetic concepts and appreciation, allowing them to make qualitative judgments about art.
- Provides instruction to allow students to gain knowledge and skills in the visual arts, which may include but are not limited to drawing, painting, design, commercial art, lettering, art history, photography, sculpture, ceramics, and three-dimensional art using a course of study guided by the California Arts Framework.
- Coordinates community resources for the school program, including artists-in-residence and guest speakers.
- Fosters a supportive and inclusive classroom environment that encourages creativity, collaboration, and respect for others.

- Plans and presents art displays and exhibitions designed to exhibit students' work for the school and the community.
- Collaborates with teachers across subject areas to integrate visual and performing arts into the curriculum to develop opportunities for interdisciplinary projects and events.
- Possesses a strong background in the visual arts combined with a solid pedagogical knowledge skills foundation.
- Evaluates each student's performance and growth in knowledge and aesthetic understanding; prepares progress reports.

Music:

Plans and executes a balanced music program with age-appropriate music instruction.

- Provides opportunities for students to explore instrumental and/or choral music and to develop an understanding and appreciation for music from multiple genres.
- Encourages students to develop individual musical interests, skills, and talents.
- Plans and directs student concerts and musical programs for school productions, ceremonies, special events, and community functions.
- Coordinates community resources for the school program, including musicians-in-residence, guest speakers and performers.
- Collaborates with teachers across subject areas to integrate visual and performing arts into the curriculum to develop opportunities for interdisciplinary projects and events.
- Fosters a supportive and inclusive classroom environment that encourages creativity, collaboration, and respect for others.
- Possesses a strong musical background combined with a solid foundation of pedagogical knowledge and skills.
- Evaluates each student's musical growth and performance, assessing their contribution to the group's performance.

Theatre:

- Develops and implements an active and engaging curriculum that incorporates acting, directing, playwriting, technical theatre, and costume design.
- Instructs students on the fundamentals of theatre techniques, improvisation, voice projection, and stage presence, providing opportunities for students to engage in learning based on interest.
- Provides instruction that reflects multiple perspectives and culturally responsive pedagogy.

- Supervises and directs school theatrical productions; responsible for play selections, casting, rehearsals, set design, and technical theatre.
- Provides enrichment opportunities, such as field trips, guest speakers, and workshops to expose students to theatre and production outside the classroom.
- Fosters a supportive and inclusive classroom environment that encourages creativity, collaboration, and respect for others.
- Collaborates with core teachers and visual and performing arts teachers to develop opportunities for interdisciplinary projects and events.
- Possesses a strong background in theatre, combined with a solid foundation of pedagogical knowledge and skills.
- Evaluates each student's growth and performance, assessing their contribution to the performance of the group.

Dance:

- Responsible for the instruction of dance through teaching techniques and skills in dance, including ballet, modern, jazz, ethnic, tap or theater, and other dance styles; choreography/performance; and the history of dance.
- Instructs students using various teaching methods including direct instruction, demonstrations, and student participation.
- Supervises and directs student performances and recitals; choreographs dance.
- Coordinates, organizes, and supervises student performances, demonstrations, and appropriate field trips.
- Coordinates community dance resources for the school program, including artists-in-residence, guest speakers and performers.
- Collaborates with teachers across subject areas to integrate visual and performing arts into the curriculum to develop opportunities for interdisciplinary projects and events.
- Fosters a supportive and inclusive classroom environment that encourages creativity, collaboration, and respect for others.
- Possesses a strong background in theatre, combined with a solid pedagogical knowledge and skills foundation.
- Evaluates each student's growth and performance, assessing their contribution to the performance of the group.

Qualifications for Middle School Art, Music, Theatre, and Dance

- Bachelor's degree from an accredited college or university.
- Credentials:
 - Art - Valid California Single Subject Teaching Credential Art K-12 or Multiple Subject Teaching Credential including Art; English Learner Authorization.
 - Music - Valid California Single Subject Teaching Credential Music K-12 or Multiple Subject Teaching Credential including Music; English Learner Authorization.
 - Theatre - Valid California Single Subject Teaching Credential Theatre or Multiple Subject Teaching Credential including Theatre; English Learner Authorization.
 - Dance - Valid California Single Subject Teaching Credential Music Dance or Multiple Subject Teaching Credential including Dance; English Learner Authorization.
- BPA Middle School teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l) and applicable federal law.
- 2+ years' teaching experience, preferably in middle school preferred.
- Experience in a PBL/PBE learning environment preferred.

Middle School Foreign Language Teacher

Category: Certificated

Duties & Responsibilities

- Provides foreign language instruction to students utilizing guidance from the World Languages Standards for California Public Schools, including but not limited to the communication, cultural, and connections standards.
- Teaches skills and knowledge in foreign language instruction, focusing on teaching aural comprehension, speaking, reading, and writing.
- Engages students through real-world activities and incorporates technology to enhance student learning.
- Develops students' understanding and appreciation of the culture of countries where the foreign language is spoken.
- Evaluates each student's progress in aural comprehension, speaking, reading, and writing the foreign language in relationship to the level being taught and prepares progress reports.

Qualifications

- Bachelor's degree from an accredited college or university.

- Valid California Single Subject in World Languages or Multiple Subject Teaching Credential including World Languages; English Learner Authorizer.
- Meet the requirements for employment as stipulated by the California Education Code section 47605(l) and applicable federal law.
- 2+ years' experience teaching in middle school preferred.
- Experience in a PBL/PBE learning environment preferred.

Instructional (Teacher) Aide

Category: Classified

Under the direction of the classroom teacher, the teacher's aide provides instructional support, assistance, and supervision to students in the classroom. This position is hired and supervised by the principal.

Duties & Responsibilities

- Assists the classroom teacher(s) in performing specific duties or undertaking specialized tasks to support student learning.
- Engages in activities that include tutoring of individuals or small groups of pupils as directed by the classroom teacher.
- Provides instructional support under the direction of the classroom teacher.
- Checks students' work for understanding and compliance with instructions.
- Assists in establishing and maintaining standards of student behavior.
- Prepares instructional materials, as requested.
- Assists in creating an environment that is conducive to learning and appropriate to the maturity, developmental needs, and interests of the students.
- Helps plan daily and long-range lessons and classroom activities.
- Alerts the classroom teacher to special needs of individual students.
- Provides any special assistance to students, as needed.
- Assists with documenting and maintaining student records. Takes all necessary precautions to protect students, equipment, materials, and facilities.
- Monitors students' on-task behavior and supports positive student interaction.
- Observes all health and safety regulations.
- Performs a variety of office and record-keeping tasks.

- Other duties as assigned from time to time.

Knowledge and Abilities:

- Basic subjects including arithmetic, grammar, spelling, language, and reading.
- Basic early education instructional methods and techniques.
- Classroom procedures and appropriate student conduct.
- Safe practices in classroom and playground activities.
- Interpersonal skills using tact, patience and courtesy.
- Excellent oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.

Qualifications:

- Any combination equivalent to graduation from high school supplemented by 48 units of college-level coursework or passing a locally approved assessment of knowledge and skills in assisting students with the instructional program preferred.
- One year of school-based experience.

Registrar/Attendance Clerk

Category: Classified

The Registrar/Attendance Clerk is responsible for information processing of student enrollments in accordance with school policy and maintaining and reporting daily student attendance. This position will also be responsible for student records under the direction of the principal. This position is hired and supervised by the principal.

Duties & Responsibilities

- Attends Open House and registration events.
- Coordinates with the principal for open enrollment, lottery, parent notification.
- Processes student applications, student enrollment packets, and incoming student records, including records for Special Education students.
- Conducts enrollment interviews with new students and parents to collect state required verification information.
- Maintains a record of all enrolled students using the student information system and other systems as may be required by the District and/or state.

- Reviews records of incoming students to ensure they are complete and in accordance with applicable legal requirements.
- Maintains the student (enrollment) wait list. Notifies the parent when an opening becomes available.
- Enters all required information into the student information database (i.e., Test scores, immunizations, court documents, records).
- Assist teachers with information for student academic planning.
- Acts as the liaison between BPA and other schools to procure relevant student records/files.
- Processes district requests for student information.
- Completes and maintains forms required by state and local agencies to ensure compliance.
- Compiles student data and prepares general, statistical, and special reports for school leadership.
- Other duties as assigned from time to time.

Qualifications

- High school diploma or GED.
- Minimum of 3 years office, public school or charter school experience.
- Understanding of public education codes, regulations & laws related to student enrollment and transfer preferable.
- Experience using student information databases.
- Experience with word processing and spreadsheets software.
- Excellent record keeping techniques.
- Effective communication, reading and writing skills.
- Effective planning and organizational skills.
- Ability to work independently with minimal supervision.
- Ability to collaborate with various levels of personnel.
- Ability to use computer technology proficiently.
- Ability to meet schedules and timelines.

- Ability to interact professionally with parents and the authorizer.

Recruitment, Selection, Development, and Evaluation

BPA's recruitment plan for teachers and other instructional personnel includes creating compelling recruitment materials and a well-designed school website, posting openings on EDJOIN and other education job boards, online job forums and social media, participating in teacher job fairs (which may include those in other areas of California and surrounding states), contacting colleges and universities, and offering competitive salaries and incentives. Moreover, the school will offer a uniquely supportive work environment that provides a mentor for every new teacher and a work buddy for new non-instructional staff.

Candidate Selection: During the interview process, the principal will consider multiple factors about the candidate, including:

1. Certification that meets the position requirements
2. Experience
3. Alignment with the Bridges of Promise Academies' philosophy and school culture
4. Classroom management skills
5. Communication and active listening
6. Collaboration and adaptability

Teacher Evaluation System

Given the mission, philosophy, and educational goals of BPA, a comprehensive teacher evaluation system will align with the school's commitment to holistic student development, rigorous standards, Project-Based Learning (PBL), Social-Emotional Learning (SEL), and continuous improvement.

BPA will utilize the Marzano Teacher Evaluation Model, the system would align with BPA's mission and educational goals by focusing on research-based instructional strategies, classroom management, and teacher professionalism. (Marzano, R. J. 2011. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD.)

Marzano Teacher Evaluation Model: This model focuses on four key domains:

- Classroom Strategies and Behaviors
- Planning and Preparing
- Reflecting on Teaching
- Collegiality and Professionalism

Implementation for BPA

Classroom Strategies and Behaviors:

- *Lesson Segments Involving Routine Events:* Teachers should establish effective routines and procedures, ensuring smooth transitions and efficient use of class time. For BPA, this includes seamless integration of PBL activities and SEL practices.
- *Lesson Segments Addressing Content:* Teachers should use various instructional strategies to help students understand new content, deepen their knowledge, and apply what they have learned. This aligns with BPA's commitment to rigorous, standards-based instruction and the integration of real-world problems through PBL.
- *Lesson Segments Enacted on the Spot:* Teachers should effectively engage students, monitor their progress, and provide feedback. This is crucial for BPA's focus on personalized learning and continuous student engagement.

Planning and Preparing:

- *Planning Effective Lessons:* Teachers should design lessons that are aligned with CCSS, NGSS, and state standards, incorporating PBL and SEL elements. For BPA, this includes planning interdisciplinary projects that connect academic concepts to real-world applications.
- *Using Resources and Technology:* Teachers should integrate technology to enhance learning outcomes. This supports BPA's emphasis on technological literacy and innovation.
- *Adapting Lessons for Diverse Learners:* Teachers should modify instruction to meet the needs of all students, including ELLs and students with disabilities. BPA's inclusive approach requires differentiation and the use of data to inform instruction.

Reflecting on Teaching:

- *Professional Growth:* Each staff member will develop an individualized Professional Growth Plan (PGP) that includes the goals mentioned above. Using a common template, the plan will be created with input and approval from the principal and finalized collaboratively. The plan will outline goals, actions and strategies to achieve these goals, and measures to evaluate progress. The observation and coaching process, aligned with each individual's PGP, is supportive and collaborative, aimed at helping staff reach their highest potential. This yearlong process includes observations, discussions, examination of student work (as appropriate for the job type), and informal and formal observations, fostering open communication in an atmosphere of mutual trust and respect.
- *Self-Assessment and Reflection:* Teachers should regularly reflect on their instructional practices, using student performance data and feedback to improve. This aligns with BPA's Reggio Emilia-inspired philosophy, which values reflective practices and continuous improvement.

Collegiality and Professionalism:

- *Collaboration and Teamwork:* Teachers should collaborate with colleagues to share best practices, co-plan lessons, and engage in professional learning communities. BPA values collaboration and community, making this an essential component.
- *Professional Responsibilities:* Teachers should fulfill their professional responsibilities, including participating in school initiatives, communicating with families, and contributing to the school community. This aligns with BPA's core values of integrity, empathy, and community engagement.

Implementation Steps

1. *Develop Clear Rubrics and Guidelines:* Create detailed rubrics based on the Marzano domains. Ensure teachers understand the evaluation criteria and expectations.
2. *Training for Evaluators:* Provide training for instructional leaders on the Marzano model, focusing on observation techniques, feedback delivery, and the use of evaluation tools.
3. *Regular Feedback and Support:* Establish a system for providing regular feedback to teachers. This can include post-observation conferences, coaching sessions, and opportunities for peer observation.
4. *Data Collection and Analysis:* Collect and analyze data from various sources, including student assessments, observation notes, and feedback surveys. Use this data to inform professional development needs and support continuous improvement.
5. *Continuous Review and Improvement:* Regularly review and refine the evaluation system based on feedback from teachers, evaluators, and other stakeholders. Ensure the system remains aligned with BPA's mission and educational goals.

By implementing the Marzano Teacher Evaluation Model, BPA can ensure that its educators are equipped with effective instructional strategies, continuously improving their practices, and contributing to a positive and collaborative school culture. This approach supports BPA's commitment to providing a nurturing and stimulating learning environment that fosters the holistic development of all students.

All new employees will be evaluated at the end of their 90-day probationary period, with a second evaluation in May.

Non-instructional staff, including clerical, will be evaluated annually based upon their job responsibilities and other indicators.

All school personnel will receive a copy of their annual performance evaluation tool at the beginning of each school year to ensure they know and understand the expectations of their position and the criteria for their evaluation.

Roles and Lines of Authority for Board and Management Positions

The following table represents Roles and Lines of Authority for Board and Management positions.

Figure E.1.

Governing Board	School Administration
Responsible for broad oversight without managing the day-to-day operations of the school.	Responsible for the day-to-day operations and health and safety for the school community.
Fiduciary responsibilities include ultimate oversight and authority for the school's financial health. Approves the annual budget and budget amendments in accordance with fiscal policies and procedures. Monitors the appropriate use of funds.	Prepares the annual budget and submits spending recommendations based on educational priorities. Submits budget amendments to the Board for approval in accordance with fiscal policies and procedures. Monitors expenditures to ensure the school stays on budget. Makes recommendations for budget amendments, as needed. Has limited spending power.
Regularly reviews dashboard reports to monitor student progress and other substantive indicators such as attendance, parent satisfaction, and employee satisfaction.	Provides school instructional leadership, tracks student progress, and reports to the Board. Uploads dashboards for Board review.
Sets and adopts policy.	Carries out Board policy through procedures.
Hires and evaluates the principal.	Hires and evaluates school staff.
Approves or denies the Principal's salary and any recommended adjustments.	Approves all other staff salaries based on budget considerations and school needs.
Engages in ongoing strategic planning and monitors goals and objectives.	Participates in setting goals and objectives for student learning. Participates in strategic planning.

Proposed Teacher to Student Ratio

The following table represents the proposed teacher to student ratio.

Figure: E.2.

Grade	Teacher to Student Ratio
TK	1:10

K	1:23
1	1:24
2	1:25
3	1:26
4	1:27
5	1:28
6	1:29
7	1:30
8	1:31

An Employee Handbook will include the school's mission, vision, and core values, legal requirements, including anti-harassment and non-discrimination policies, workplace policies, procedures and employment guidelines, code of conduct, benefits information, paid holidays, sick leave, and paid vacation, annual performance evaluations, complaints, new hire and separation procedures, and overall expectations of the organization. The Employee Handbook will be developed and formally adopted by the Bridges of Promise Academies Board of Directors prior to the first day of the charter term to ensure all staff members are informed of and aligned with organizational expectations and policies from the outset.

Element F: Health and Safety Procedures

Governing Law: 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 school shall furnish the Charter School with a criminal record summary as described in Education Code Section 44237.
- (ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282; and
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605(c)(5)(F).

Bridges of Promise Academies shall comply with all applicable federal, state, and local requirements related to school, student and staff health, safety, and emergency preparedness. To provide for a healthy and safe school environment for all students and staff, BPA shall adopt and implement full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies shall be incorporated as appropriate in the BPA Student-Parent Handbook, Employee Handbook, and School Safety Plan and shall be reviewed regularly by school staff, the Board, and safety/emergency experts. All health and safety policies and procedures will be adopted before the first day of school and made available to the District upon request.

The following is a summary of BPA's health and safety practices for school staff and students (not intended to be a comprehensive list):

Comprehensive Charter School Safety Plan

Bridges of Promise Academies will adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of each year. The plan will include, but shall not be limited to, an assessment of the current status of school crime and appropriate strategies and programs that will provide or maintain a high level of school safety.

The School Safety Plan will include policies and procedures to ensure a safe and orderly campus, instructional programs that promote equity, tolerance, safety, and health and well-being.

The School Safety Plan will include all of the topics required under Education Code section 47605(c)(5)(F)(ii), including, but not limited to:

- Child abuse reporting procedures consistent with Penal Code Section 11164, et seq.

- Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.
- Policies for students who commit an act under Section 48915 and other charter school-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations (also see Element J: Suspension and Expulsion Policies)
- Procedures to notify teachers of dangerous pupils pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with the prohibition against discrimination contained Education Code Section 200 *et seq.*
- A schoolwide dress code, pursuant to Education Code Section 35183, that prohibits pupils from wearing gang-related apparel and the definition of “gang-related apparel.”
- Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
- A safe and orderly environment conducive to learning at the School.
- Rules and procedures on school discipline will be established in alignment with the policies and practices of the District, ensuring a consistent and fair approach to student behavior expectations, interventions, and consequences. BPA will follow applicable state and federal laws while implementing a discipline framework that prioritizes positive behavior support, restorative practices, and student well-being.
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants, including drills, shall be based on the specific needs and context of BPA and the community.
- Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
- Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.
- A protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose.

All safety and emergency procedures will be developed in consultation with local law enforcement, fire rescue, and other first responders, with plan updates provided timely.

The School Safety Plan will be adopted by the governing board at a public meeting. Sensitive and confidential information will be redacted.

Practice drills and exercises will be conducted as follows:

- Fire/Evacuation: Monthly, beginning the first week of school.
- Lockdown: One drill per semester. The first drill must be conducted within the first 30 days of the start of school.
- Earthquake/Drop: Quarterly
- Shelter in Place: At a minimum, one drill per semester.

Prior to the start of the new school year, the principal will develop a calendar for emergency response drills for students and staff and maintain records at the school site.

Planning, drill exercises, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community will ensure a comprehensive, unified approach to school safety and emergency response planning. Bridges of Promise Academies commits to building relationships and community engagement that is critical to building a safe school community.

All school staff shall be required to fully participate in all training on health, school safety, and emergency response procedures, which will be held during pre-planning week and in mini training sessions throughout the school year. The participation of local law enforcement and first responders will be requested.

Background and Tuberculosis Checks

All teachers employed by Bridges of Promise Academies shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

All employees of Bridges of Promise Academies shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. All contractors who will interact with students, outside of the immediate supervision and control of the student's parent or guardian or a school employee, shall be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 45125.1.

Bridges of Promise Academies shall not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district pursuant to any provision of the Education Code because of their conviction for any crime. The principal shall monitor compliance with this policy and report to the Board of Directors quarterly.

The Charter School shall designate and always maintain at least one Custodian of Records duly authorized by the California Department of Justice to receive background clearance reports.

The Charter School, including its administrators and board of directors, shall comply with the requirements of Education Code Section 44030.5, which requires the reporting of any change in employment status of a credentialed employee to the California Commission on Teacher Credentialing not later than 30 days after the change in employment status, if the credentialed employee, as a result of misconduct, or allegations of misconduct, is dismissed, not rehired, resigns, is suspended or placed on administrative leave for more than 10 days, or is terminated.

Volunteers who will work outside of the direct supervision of a credentialed employee must be fingerprinted and receive background clearance prior to volunteering.

As a condition of employment, all employees, volunteers, and vendor/contracted employees who may have frequent or prolonged contact with students must undergo a tuberculosis risk assessment and/or be examined, as necessary, and must be determined free of active tuberculosis (TB) in accordance with Education Code Section 49406.

Suicide Prevention Policy

In accordance with Education Code Section 215, BPA shall adopt a policy on pupil suicide prevention before the opening of the school.

The policy shall be:

- Developed in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.
- Age appropriate, delivered, and discussed in a manner that is sensitive to the needs of young pupils.
- Written to ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary.

Bridges of Promise Academies will develop a suicide prevention policy aimed at protecting the health and well-being of the students and safeguarding them against self-harm while bringing attention to the importance of addressing suicide prevention in pre-adolescents.

The Charter School will contract with experts in the field to provide teachers and staff with effective suicide awareness and prevention training. Training will begin at the start of the school year and be ongoing throughout the year.

The policy and training will be updated as needed based on the California Department of Education guidance.

Role of School Staff as Mandated Child Abuse Reporters

All employees of Bridges of Promise Academies will be mandated reporters of child abuse and neglect and will receive training annually on child abuse detection and reporting in accordance with Education Code Section 44691. Training will occur within the first six weeks of each school year or the first six weeks of a person's employment if hired after the beginning of the school year. Training is mandatory.

Drug-, Alcohol-, and Smoke-Free Environment

Bridges of Promise Academies shall be a drug-, alcohol-, and smoke-free workplace and school environment. The governing board will adopt a policy that prohibits the use, abuse, sale, transfer, manufacture, or possession of illegal or controlled drugs, alcohol, marijuana, the abuse of prescribed medication, being under the influence of illegal, controlled drugs, alcohol or marijuana, or abused prescription drugs whenever the employee is on school property; performing or conducting school business at another location; operating, or responsible for the operation, custody, or care of school equipment or other property; driving a school-provided vehicle or the employee's own vehicle on school business; or responsible for the safety of others in connection with, or while performing school-related business.

The use of tobacco, including, but not limited to, cigarettes, e-cigarettes, vaping devices, electronic nicotine delivery systems, cigars, pipes, hookahs, e-hookahs, hookah pens, and paraphernalia, on school property is prohibitive. Signs will be posted for employees and visitors.

Bloodborne Pathogens

Bridges of Promise Academies will meet state and federal standards for bloodborne pathogens and other potentially infectious materials in the workplace. The Board of Directors will establish and implement a bloodborne pathogen exposure control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). All school staff will receive annual bloodborne pathogens training during pre-planning week. New employees hired after pre-planning week must undergo bloodborne pathogens training within the first week. If, at any time, school staff or students are exposed to blood or other bodily fluids through injury or accident, the latest medical protocol for disinfecting procedures will be followed.

First Aid Training and Certification

All teachers, staff and administrators will receive first aid and CPR training and be certified to respond immediately to injuries, sudden illness, and other medical emergencies.

FERPA

Bridges of Promise Academies will comply with the Family Educational Rights and Privacy Act (FERPA). All school staff will participate in mandatory training during the pre-planning week. Any new employee hired after FERPA training must participate in training within their first week of employment.

Visitors Policy

To maintain high levels of security, Bridges of Promise Academies intends to use the Raptor Visitor Management System for visitor sign-in. All visitors and guests will be required to sign-in at the Raptor Kiosk and provide proof of identification. Only those who do business with the school will be allowed on school grounds. A visitor's badge must be worn and visible at all times. The principal will have broad discretion and final authority to approve or deny a visitor's access to any area of the school grounds in accordance with applicable legal requirements.

Protections for Students Relating to Immigration and Citizenship Status

Bridges of Promise Academies shall maintain policies on protections for students relating to immigration and citizenship status that are consistent with the California Attorney General's guidance and model policies, *"Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues,"* April 2018, pursuant to Education Code Section 234.7.

Prevention of Discrimination, Harassment, Intimidation, and Bullying

Bridges of Promise Academies shall adopt a policy prohibiting discrimination, harassment, intimidation, or bullying, and procedures for preventing acts of bullying and cyberbullying.

The policy and procedures shall include various key elements, including, but not limited to:

- Statements prohibiting discrimination, harassment, intimidation, or bullying.
- Procedures for reporting and investigations, including timelines for investigating and reporting complaints.
- Resources available to support LGBTQ and other at-risk students.
- Protections for complainants from retaliation; and
- Identification of a school official responsible for ensuring district compliances with requirements under the law.

Immunizations

Bridges of Promise Academies shall adhere to all laws related to legally required student immunizations under Health and Safety Code Sections 120325 et seq., and Title 17, California Code of Regulations Section 6000 et seq. to the same extent as students attending a non-charter public school and will conduct immunization record checks for new students. The Charter School will use the California Department of Public Health student immunization website as guidelines for immunization compliance.

Student Health Screening

Bridges of Promise Academies shall adhere to all federal and state requirements related to student health examination and health screening, including vision and hearing to the same extent as students attending a non-charter public school.

Vision screening will be conducted upon school entry and every third year thereafter until the student enrolls in grade 7. Hearing screening, which is mandated in kindergarten/first grade and second, fifth, eighth, tenth/eleventh grade, and upon school entry, will be conducted by a credentialed school audiometrist.

Student immunization, health examination, and health screening records will be maintained on file at the school site.

BPA will provide information to parents/guardians regarding immunization requirements, health exams, and vision and hearing screenings in accordance with applicable legal requirements.

Student Mental Health Services

Bridges of Promise Academies will collaborate with the District and the SELPA to align with established protocols and practices for delivering mental health services. This partnership ensures that BPA will provide comprehensive and compliant mental health support, leveraging the expertise and resources available through the SELPA to meet the needs of all students effectively.

Bridges of Promise Academies shall notify students and parents or guardians no less than twice during the school year on how to access student mental health services on campus or in the community, as required by Education Code Section 49428(a). Information will be posted on the school website and in the Student-Parent Handbook.

The school will create and display a poster that identifies approaches and share resources addressing student mental health in accordance with Education Code Section 49428.5.

Notification of the Cancer Prevention Act

Families of 6th grade students will receive letters and supplemental robocalls advising them of the Cancer Prevention Act and human papillomavirus (HPV) vaccination recommendations.

Human Trafficking Prevention

Bridges of Promise Academies shall inform parents and guardians regarding human trafficking prevention resources, as required by Education Code Section 49381.

Firearm Safety Parental Notification

Bridges of Promise Academies shall distribute a notice to parents and guardians of each student addressing California's child gun access prevention laws and laws relating to the safe storage of firearms. The notice shall be informed by the most updated model language developed by the CDE and follow all other requirements set forth in Education Code Section 48986.

Medication in School

Bridges of Promise Academies shall adopt policies and procedures related to school-administered medication that adheres Education Code Section 49423. The policy shall include:

- A student who is required to take medication prescribed by a physician while at school will be assisted by the school nurse or other trained school personnel if the physician provides written instructions detailing the name of the medication, method, amount, and time schedules for the administration of the prescribed medication. Additionally, a written statement must be provided by the parent or guardian.
- The provision of emergency epinephrine auto-injectors and use of the EpiPen that is aligned with the California Department of Education guidance on training protocols, emergency care plans, stocking, storage, and documentation, and in accordance with Education Code Section 49414.
- The provision of administration of emergency anti-seizure medication in accordance with the Seizure Safe Schools Act (Education Code Sections 49468-49468.5)
- Proper training for any non-nursing staff who is designated to administer medication to students.

Feminine Hygiene Products

Bridges of Promise Academies shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom, and post the required notice, pursuant to Education Code Section 35292.6.

Student Nutrition

Under California's Universal Meals Program, Bridges of Promise Academies shall provide two nutritiously adequate meals (breakfast and lunch) free of charge during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility as required by Education Code Section 49501.5.

Freedom of Speech and Press

Under Education Code Sections 48907 and 48950, Bridges of Promise Academies will adopt a policy providing all students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

California's Preparedness Ambassadors Program

Bridges of Promise Academies will seek to participate in California's Preparedness Ambassadors program. The curriculum, which is designed to engage fourth grade students to develop and promote disaster preparedness guidelines for their homes, school, and local community, was created by the California Governor's Office of Emergency Services in partnership with the California Department of Education, CalRecycle, and the Sacramento County Office of Education.

Facility Safety

Bridges of Promise Academies will provide students and staff with healthy and safe facilities that meet or exceed local safety ordinances and applicable health and safety laws and ordinances, including the Americans with Disabilities Act.

The Charter School shall comply with Education Code Section 47610, utilizing facilities that are either Field Act compliant or compliant with the California Building Standards Code, and will test

interior sprinklers, fire alarms, and fire extinguishers annually, ensuring they are maintained in operable condition at all times.

Water Bottles

Students, teachers and staff will be encouraged to bring and carry water bottles. The governing board will develop policies regarding the type of water bottles that can be carried and the exclusion of water bottles in particular areas of the school, such as a computer lab, science lab, and nearby equipment and technology.

Element G: Demographic Balance

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils, including redesignated English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G).

Means To Achieve a Demographic Balance of Pupils

Bridges of Promise Academies will strive to ensure the School's student population is reflective of the general population residing within the territorial jurisdiction of the District.

Bridges of Promise Academies will closely monitor the racial and ethnic, English learner, and special education population of our student enrollment. As part of its enrollment monitoring process, annually, the Charter School will review its progress toward meeting our goal of a diverse population that closely mirrors the District. Based on the results of our annual evaluation, BPA will develop a comprehensive student outreach and recruitment plan rooted in best practices and designed to ensure the Charter School is targeting a diverse group of students from the surrounding communities. Adjustments will be made to our outreach and recruitment plans as necessary.

Practices and Policies to Achieve Demographic Balance

It is the policy of the Bridges of Promise Academies Board that the diversity among the District community of families, staff, and community members is integral to the Charter School's vision, mission, and goals. The Board is committed to serving the needs of all students, including those from diverse backgrounds, special education, and English learners, including redesignated English proficient students. The Board recognizes, however, that the Charter School is prohibited by law from implementing racial and ethnic, special education, or English learner enrollment practices, even to achieve a student enrollment balance reflective of the District.

All marketing materials, informational packets, student interest cards, and enrollment and application forms will be available in English and Spanish and posted on the Charter School website in both languages. The website will have translation capabilities in multiple languages. Spanish-speaking staff will be available at all outreach events, activities, open houses, information sessions, and registration to assist non-English-speaking families. Additionally, bilingual staff will be available to speak to families in person, by phone, and by email to answer questions and provide assistance with completing interest, enrollment, and application forms and at registration.

Outreach Strategies and Targeted Groups

Bridges of Promise Academies will expand its outreach efforts to the areas of the community where our targeted families live and work.

Recruitment materials and outreach information will be available in English and Spanish. Materials for any other predominant language within the community will also be available. All outreach and recruitment activities will include Charter School representatives who can converse with the targeted families. Student interest forms, recruitment materials, and enrollment forms will be in English and Spanish.

BPA will identify the areas where our targeted families live, work, shop, and worship. Marketing and student recruitment strategies will focus on identifying potential families and will include:

- Meeting with key constituents.
- Distributing bilingual flyers and brochures, ads, and information packets; mailing postcards to families in targeted zip codes.
- Distributing information to local businesses, youth and community organizations, recreation centers and parks, markets and grocery stores, churches, and other venues frequented by the targeted families.
- Building a solid online presence using social media and the school's website and enabling the website to be translated into different languages.
- Positioning banners in strategic locations.
- Participating in community events, local festivals, and celebrations.
- Post information in local markets, grocery stores, community centers, churches, recreational facilities, parks, and sports venues.
- Canvassing targeted neighborhoods, talking to families, and distributing information.
- Connecting with childcare centers, daycares, after-school program providers, and pre-K programs to identify potential families and students.
- Connecting with local community and business leaders.
- Joining local business organizations, such as the Chamber of Commerce and Rotary Club.
- Conducting informational meetings at local venues and ensuring staff is in attendance who can discuss the school's programs and services, including those for students with disabilities and English learners.
- Hosting open houses and tours. Providing opportunities for families to meet with teachers, staff, and the principal to learn about the academic program, project-based learning,

school-related programs, parent involvement opportunities, and overall student expectations.

- Hosting barbeques and outdoor activities for the kids.

General information, recruitment materials, and student forms will be available in hardcopy and online in English, Spanish, and other languages, as necessary.

Supports to Maintain Enrollment Balance

Bridges of Promise Academies is committed to building a positive climate that promotes academic excellence, student safety, family engagement, and the support necessary for students to thrive in all areas of their lives no matter their background.

To maintain a balanced enrollment representative of the District's diversity, the Board will:

- Regularly monitor the intent and impact of policies and decisions to safeguard against disproportionate or unintentional implications for access to programs and outcomes for specific populations needing services.
- Develop partnerships with community-based services to support good health and well-being and ensure the availability of necessary support services for students and families in need. These may include, for example, mobile and community-based healthcare, oral healthcare, mental health services, childcare services, meals for kids, and tutoring programs.
- Promote the employment and retention of a diverse staff that reflects the student demographics of the school community.
- Host activities and events that celebrate the cultural diversity of the student population.
- Host events to showcase project-based learning.
- Provide before and aftercare programs to support working families.

Based on the most current student demographic data available (Figurines G.1 and G.2), BPA anticipates serving a student population comprised of at least 50 percent Hispanic and Latino students, 6.5 percent English learners, and 14 percent special education students.

Figure G.1 – 2023-2024 Student Enrollment by Ethnicity by School, District, and County, Elementary and Middle Schools

School	Total Enroll.	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Bell Mountain MS	1,090	6.1%	0.2%	2.4%	4.3%	45.9%	0.6%	21.0%	6.1%	13.8%
Callie Kirkpatrick EL	689	3.2%	0.3%	1.5%	4.1%	50.1%	0.7%	27.6%	7.4%	5.2%
Chester W. Morrison EL	526	4.2%	0.0%	1.0%	2.1%	57.0%	0.0%	24.1%	7.4%	4.2%
Evans Ranch EL	803	8.1%	0.0%	2.0%	3.0%	52.8%	0.4%	23.0%	4.5%	6.2%
Freedom Crest EL	703	5.5%	0.3%	1.6%	2.1%	59.5%	1.3%	18.6%	6.1%	5.0%
Hans Christensen MS	347	8.6%	0.0%	2.0%	3.7%	55.3%	2.0%	16.7%	3.7%	7.8%
Harvest Hill S.T.E.A.M.	1,459	6.4%	0.1%	4.0%	6.9%	40.4%	0.7%	19.7%	7.7%	14.1%
Herk Bouris EL	796	5.5%	0.0%	1.8%	2.3%	53.3%	0.1%	26.3%	7.5%	3.3%
Kathryn Newport MS	926	4.5%	0.0&	1.4%	2.8%	57.2%	0.3%	22.9%	4.0%	6.8%
Menifee Valley MS	919	6.9%	0.3%	2.1%	3.2%	51.6%	0.8%	22.7%	4.5%	8.1%
Oak Meadows EL	846	5.4%	0.1%	3.1%	4.3%	50.7%	0.4%	20.6%	8.6%	6.9%
Quail Valley EL	516	2.9%	0.2%	0.6%	1.4%	71.9%	0.0%	18.6%	3.7%	0.8%
Ridgemoor EL	739	3.4%	0.0%	0.9%	2.4%	58.3%	0.0%	25.4%	4.5%	5.0%
Santa Rosa Academy	1,636	4.0%	0.4%	2.3%	3.4%	47.2%	0.1%	36.1%	6.0%	0.4%
Southshore EL	881	5.9%	0.2%	2.0%	4.8%	49.1%	0.1%	25.0%	8.2%	4.7%
Taawila EL	786	7.1%	0.4%	3.2%	5.2%	43.8%	0.4%	25.7%	8.8%	5.5%
Menifee Union SD	13,831	5.5%	0.2%	2.2%	3.8%	51.0%	0.5%	24.1%	6.3%	6.5%
Riverside Unified SD	422,332	5.6%	0.4%	3.7%	1.8%	66.8%	0.3%	16.6%	3.5%	1.1%

Figure G.2 – 2023-2024 Student Enrollment by Special Education and English Learners by School, District, and County, Elementary and Middle Schools

School	Special Education		English Language Learners	
	Special Ed % of Student Enrollment	Regular Class 80% + day	Regular Class 40% – 79% day	English Language Learners (All Languages)
Bell Mountain MS	17.3%	60.2%	21.0%	2.0%
Callie Kirkpatrick EL	15.4%	50.0%	3.8%	7.1%
Chester W. Morrison EL	11.8%	77.4%	3.2%	7.4%
Evans Ranch EL	16.5%	68.4%	9.0%	7.5%
Freedom Crest EL	15.6%	50.0%	7.3%	9.2%
Hans Christensen MS	13.5%	59.6%	21.3%	0.8%
Harvest Hill S.T.E.A.M. Academy	13.8%	75.7%	12.4%	3.8%
Herk Bouris EL	14.1%	58.0%	10.7%	7.4%
Kathryn Newport MS	15.6%	56.6%	28.3%	3.7%
Menifee Valley MS	17.7%	61.3%	25.8%	3.2%
Oak Meadows EL	14.2%	68.3%	6.7%	7.9%
Quail Valley EL	15.1%	46.2%	16.7%	36.0%
Ridgemoor EL	16.7%	54.8%	21.0%	10.0%
Santa Rosa Academy (Charter)	9.6%	98.7%	0.0%	1.2%
Southshore EL	15.4%	74.3%	2.9%	5.9%
Taawila EL	10.5%	72.0%	3.7%	4.9%
Menifee Union SD	13.8%	60.0%	13.1%	5.7%
Riverside Unified SD	13.9%	53.4%	18.8%	10.7%

Source: California Department of Education. DataQuest. 2023-24 Special Education Enrollment by Program Setting.

<https://dq.cde.ca.gov/dataquest/DOCensus/SPEDEnrLevels.aspx?cds=33671160000000&agglevel=District&year=2023-24>

Source: California Department of Education. DataQuest. 2023-24 English Language Learners by Language.

<https://dq.cde.ca.gov/dataquest/SpringData/StudentsByLanguage.aspx?Level=District&TheYear=2023-24&SubGroup=All&ShortYear=2324&GenderGroup=B&RecordType=EL&CDSCode=33671160000000>

Element H: Admissions Requirements

Governing Law: Admission policies and procedures, consistent with subdivision (e) [of Education Code section 47605]. Education Code Section 47605(c)(5)(H)

Bridges of Promise Academies shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall 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 Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state.

McKinney-Vento Homeless Assistance Act

Bridges of Promise Academies shall adhere to the applicable provisions of the federal McKinney-Vento Homeless Assistance Act and applicable state laws 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. Bridges of Promise Academies shall provide specific information in its outreach materials, on its website, at community meetings and open forums, and regional center meetings that notifies parents that the charter school is open to enroll and provide services for all students and provides a standard contact number for access to additional information regarding enrollment.

Bridges of Promise Academies shall maintain complete and accurate records of its annual enrollment and admissions processes, including but not limited to documentation of the public random drawing, student names recorded in the precise order in which they were drawn, students on the waitlist, notification to parents/guardians, and all other documentation related to the process. Documentation will be made available to the District upon request. Documentation will be made available to XYZ Unified School District upon request.

Admission Policies

All students who reside in the State of California may attend Bridges of Promise Academies subject only to the student's age and capacity at each grade level. BPA will adhere to all laws establishing minimum and maximum age. No test or assessment shall be required prior to acceptance.

Proposed Enrollment and Admission Requirements

The annual Open Enrollment period will generally be held January 1 – March 31. If a public random drawing is required, it will generally be held on April 16. If April 16 falls on a weekend, the random drawing will be held on the following weekday.

The open enrollment period will be advertised on the homepage of the school's website, on social media, and in all marketing and informational materials. During the open enrollment period, applications for enrollment submitted for all eligible students will be accepted for the following school year.

Immediately following the close of the open enrollment period, all open enrollment applications will be sorted by grade level and counted to determine if any grade level is over capacity. In accordance with Education Code 47605(e)(2)(B), if the number of students who wish to attend the charter school exceed the capacity by grade level, attendance, except for students currently enrolled, shall be determined by a public random drawing.

Information to be Collected on Application and Enrollment Forms

The following information will be collected with the Application (required to participate in the lottery) and Enrollment Form and Packet.

- Application for open enrollment (To be submitted by any student who wishes to attend the Charter School the following school year. Should a public random drawing (lottery) be required, all students who have submitted an Application will be included.)
 - Student first and last name
 - Age and grade level
 - Parent first and last name
 - Parent contact information (including telephone number and email)
 - Whether a student qualifies for an admission preference
- Enrollment Form and Packet (To be completed and submitted following acceptance.)
 - Proof of residency.
 - Authorization for BPA to request and receive student records from the school the student is currently attending or previously attended.
 - Proof of the student's age through documents such as the birth record, statement by the county in which the student was born, baptism certificate, passport, or parent/guardian declaration.
 - Proof of immunization or valid medical exemption.

- Proof of health examination.
- Parent ID.
- Home language survey.
- Housing questionnaire.
- Emergency medical information form.
- Signed Receipt of Student-Parent Handbook.
- Student Lunch Application.
- Court orders or custody documents, if applicable.
- IEP or Section 504 Plan, if applicable.
- Other information or documentation as appropriate.

Bridges of Promise Academies shall not request a student's records or require the parent/guardian to submit the student's records prior to official admission.

No Mandatory Parent Volunteer Hours

Although Bridges of Promise Academies will encourage parental involvement, the Charter School will affirmatively notify parents/guardians that, in accordance with Education Code Section 47605(n), a charter school may not require parental involvement as a condition of acceptance or continued enrollment. Additionally, the Charter School's enrollment preferences will not require mandatory parent volunteer hours as a criterion for admission.

Admission Preferences

Preferences must be approved by the District at a public hearing; must be consistent with federal law and the California Constitution and Education Code Section 220; and shall not result in limiting access for pupils with disabilities, academically low-achieving students, English learners, neglected or delinquent students, homeless students, and students who are economically disadvantaged, as determined by eligibility for any free or reduced-priced meal program, foster program, or students based on nationality, race, ethnicity, or sexual orientation.

With the exception of existing students who are guaranteed admission in the following school year, admission preferences shall be given to the following students and in the following order:

1. Siblings of currently enrolled or admitted students
2. Children of full-time employees and children of the founding families of Bridges of Promise Academies (as long as it does not exceed a combined 10% of the total enrollment)
3. Students residing within the District

Public Random Drawing Process

The rules and process of the public random drawing will be available on the school website.

All families will be welcome to attend the drawing, but attendance will not be a requirement for admission.

The public random drawing will be overseen by a disinterested third party. Representatives of the District will be notified in advance and invited to attend.

All open enrollment applications will be included in the drawing. As each student's name is randomly selected, the name will be documented by a third party in the exact order and by grade level. The number of available seats by grade level will be determined after allowing for the number of returning students, their siblings, and any students who have been granted preferential enrollment, as approved by the District in this Charter. If at any point the number of students in the preference categories exceed the grade level capacity, the BPA will do a lottery for students within that exemption category. Once all seats are filled, any remaining preference students in that category would be placed on the waiting list in the order drawn. If there are any other remaining preference categories, we would do a lottery to determine the order of the waitlist within that category.

The remaining openings will be filled by students based on the order in which their names were randomly selected until all available seats are filled based on grade level capacity. Any remaining students will be placed on the waitlist, by grade level, in the order in which their name was randomly drawn.

BPA will notify the families of applicants who are accepted via telephone and email. and they will be invited to complete the admission process. Admission packets will be available online, at the main office, or can be mailed to families. School staff will be available to assist with the admission process. A translator will be available on an as needed basis.

Families who are placed on the waitlist will be notified with an explanation of the waitlist process and their child's ranking (1st, 2nd, 3rd, etc.) on the waitlist.

A complete and accurate accounting of the annual enrollment and admission process, including all documentation, completed enrollment forms, and a full account of the public random drawing, including the drawing of each student's name or assigned number, will be maintained in accordance with record retention requirements and made available to the District upon request.

Waitlist

Students whose names are drawn after all seats are filled and the Charter School is at capacity will be placed on the waitlist by grade level and in the exact order in which each name are drawn.

When an opening becomes available before or during the school year, the next student on the waitlist for the grade level opening will be contacted by phone, email, and USPS. Upon receipt of notification that an opening is available, the parent will have five (5) business days from the date of the first notification to respond and accept the offer for admission. During the five-day period, the Charter School will attempt to contact the parent/guardian each day by phone and/or email. The parent/guardian may reply during the five-day window to accept the offer for admission. If the parent/guardian does not reply within the five-day window, the student's name will be added to the end of the waitlist and the next family on the waitlist will be contacted. If the parent/guardian refuses the offer to admit their child, the student's name will be removed from the waitlist. The waitlist will expire at the end of each school year.

Element I: Annual Independent Financial Audits

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which the audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(l)

The Manner in which the Audit will be Conducted

Bridges of Promise Academies will facilitate an independent financial audit of the Charter School's financial affairs in compliance with Education Code Sections 47605(c)(5)(l) and 47605(m) and applicable state and federal laws.

Auditor Selection Procedures, Qualifications, and Assurances

The independent auditor will be selected by the Board of Directors from the State Controller's published list of registered educational audit providers. The auditor will, at a minimum, be a CPA licensed by the California Board of Accountancy and have educational institution audit experience and approved by the State Controller.

Annual Audit Assurance

The annual financial audit will employ generally accepted accounting principles applicable to charter schools as published in the State Controller's Guide for Annual Audits of K-12 LEAs and State Compliance Reporting.

Audit Scope, Timing, and Distribution

The scope of the audit will be defined annually in the State Controller's Guide for Annual Audits of K-12 LEAs and State Compliance Reporting. The audit will verify the accuracy of Bridges of Promise Academies' financial statements, attendance and enrollment, accounting procedures, and a review of its internal control procedures. 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 Principal of Bridges of Promise Academies or designee will be responsible for ensuring the timely distribution of the final audit, and any audit exceptions or deficiencies, and corrective action, if applicable, no later than December 15 of each year to the District, Riverside County

Office of Education, the State Controller, and the California Department of Education and in the state's required format.

Process and Timelines

Should any audit exceptions or deficiencies be revealed, the Principal or designee will prepare a corrective action plan to immediately address and resolve the findings to minimize future risk. The plan, which shall include the specific actions to be taken, including new or revised policies and procedures, and the timeline for implementation, will be presented to the Board of Directors for approval. Any exceptions or deficiencies will be addressed and resolved within 30 days of the date the report is received.

Charter School will Satisfy Any Audit Deficiencies

Any audit exceptions or deficiencies will be addressed in a corrective action plan, promptly implemented, and to the satisfaction of the District.

Responsibility for Contracting with and Overseeing the Audit Process

The Bridges of Promises Academies' Board of Directors will identify the third-party independent financial auditor that meets the abovementioned criteria.

The Principal or designee will coordinate with the auditor to ensure access to all financial statements, reports, policies and procedures, and records necessary to conduct the audit.

Once the audit is complete, the auditor and the Principal or designee will meet for an exit interview. Audit exceptions or deficiencies noted will be reviewed and recommendations made. The Principal or designee will then prepare a response with a corrective action plan. Upon approval of the governing board, the steps necessary to correct the findings and mitigate the issues will be implemented prior to release of the final audit report.

The Bridges of Promise Academies' Board of Directors will have final approval of the annual financial audit.

Element J: Suspension and Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Student Suspension and Expulsion Policy

STUDENT SUSPENSION AND EXPULSION POLICY

Introduction

This Student Suspension and Expulsion Policy (“Policy”) has been established to promote learning and protect the safety and well-being of all students at Bridges of Promise Academies (“School”). The goal of this Policy is to create an atmosphere at School that is safe, supportive, and nurturing for each student by utilizing behavior interventions and supports that create a positive school culture. In creating this Policy, the School has reviewed Education Code section 48900 *et seq.* which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language in this Policy closely mirrors the language of Education Code Section 48900 *et seq.* The School is committed to an annual review of its policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When this Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. School staff will enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, referral to the Principal, use of restorative justice practices, suspension, or expulsion.

Corporal punishment will not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to School property.

A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child must receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at School or a School sponsored event, including, but not limited to: (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.

Note, a student who voluntarily discloses their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

Suspension and Expulsion Offenses

A student may be suspended and/or recommended for expulsion for any of the following acts when it is determined by the student:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Willfully used force or violence upon another person, except in self-defense.
- (c) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the student has obtained written permission to possess the item from the Principal or designee.
- (d) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (e) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (f) Committed or attempted to commit robbery or extortion.
- (g) Caused or attempted to cause damage to school property or private property.
- (h) Stole or attempted to steal school property or private property.
- (i) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, electronic cigarettes, vaporizers, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a student of the student's own prescription products.
- (j) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the California Health and Safety Code.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the California Penal Code or committed a sexual battery as defined in Section 243.4 of the California Penal Code.

- (o) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this Policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this Policy, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying as defined in subdivision (r) of Section 48900 of the California Education Code.
- (s) A student who aids or abets, as defined in Section 31 of the California Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.
- (t) Committed sexual harassment as defined in Section 212.5 of the California Education Code.
- (u) 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 California Education Code.
- (v) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- (w) Made terroristic threats, as defined in Section 48900.7 of the California Education Code, against school officials or school property, or both.

As used in this Policy, “school property” includes, but is not limited to, electronic files and databases.

Suspension Procedures

Informal Conference

Suspension shall be preceded by an informal conference conducted by the Principal or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the Principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their side of the story.

The conference may be omitted if the Principal or designee determines that an emergency situation exists, or if the student waives their right to a conference. 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 due to an emergency situation, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference. This conference shall be held within two (2) school days, unless the student 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 student for failure of the student’s parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone, by email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student and the date when the student may return to school.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspended students will be excluded from all school and school-related activities unless otherwise agreed during the period of suspension.

Upon a recommendation of expulsion by the Principal or designee, the student and the student’s parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: (1) the student’s presence will be disruptive to the education process, or (2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Homework During Suspension

Upon the request of a parent/guardian or the student, a teacher shall provide to a student who has been suspended from school for two or more school days, the homework that the student would otherwise have been assigned. If a homework assignment that is and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the School Principal or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Expulsion Procedures

Authority to Expel

A student may be expelled by a neutral and impartial Administrative Panel after a hearing and upon the recommendation of the Principal or designee. The Administrative Panel will be assigned by the Governing Board Chair as needed. The Administrative Panel will be an impartial panel comprised of three or more certificated persons, none of whom is a member of the Governing Board of the School. The Administrative Panel may expel any student found to have committed an expellable offense.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed by School, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense. The hearing shall be held in a closed setting unless the student makes a written request for a public hearing three (3) 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. The notice shall include:

- (a) The date and place of the expulsion hearing;
- (b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based;
- (c) A copy of the school's disciplinary rules which relate to the alleged violation;
- (d) Notification of the student's or parent/guardian's obligation to provide information about the student's expulsion to any other school to which the student seeks enrollment;
- (e) 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;
- (f) The right to inspect and obtain copies of all documents to be used at the hearing;

- (g) The opportunity to confront and question all witnesses who testify at the hearing; and
- (h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

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.

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 by the Administrative Panel 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 otherwise provided herein. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing, or as soon thereafter as reasonably practicable. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the specific offense committed by the student, the adopted findings of fact, and notice of the student's or parent/guardian's obligation to inform any new school in which the student seeks to enroll of the student's expulsion from School.

No Right to Appeal

Students have no right of appeal from expulsion from School as the Administrative Panel's decision to expel shall be final.

Expelled Pupils/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within their county or school district of residence.

Rehabilitation Plans

Students who are expelled from School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, 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 when the student may reapply to School for readmission.

Readmission

The decision to readmit a previously expelled student, or to admit a previously expelled student from another school, shall be in the sole discretion of the Principal following a meeting with the student and the parent/guardian to determine whether the student has successfully completed their rehabilitation plan (if applicable) and whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon School's capacity at the time the student seeks admission.

Involuntary Removal

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice 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 student is a foster child or youth or a homeless child or youth, in the native language of the student's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, of the right to request a hearing adjudicated by a neutral officer in accordance with Education Code Section 47605(c)(5)(J)(ii), before the effective date of the action. If the student's parent, guardian, educational rights holder, attorney, county social worker, or tribal social worker as applicable requests a hearing, the student shall remain enrolled and shall not be removed until the School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Students with Disabilities

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The School will follow all applicable federal and state laws, including, but not limited to, the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections.

Element K: California State Teacher Retirement System

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K) Statement of Retirement Options

Statement of Retirement Options

Bridges of Promise Academies is planning to initially offer access to a 401(k) or 403(b) retirement plan to all employees. Eligible employees may participate in the Charter School's retirement plan up to the maximum contribution limits, as may be adjusted from time to time. BPA may offer an employer match if approved by the Board. Employees will also participate in social security. The principal or designee will coordinate with a third-party plan administrator to oversee the plan and help ensure compliance with all applicable legal requirements.

At any point during the charter term, BPA may apply for eligible certificated staff to be covered under the California State Teachers' Retirement System (CalSTRS) if the budget permits and it is determined to be in the best interests of the organization. All eligible employees will be required to participate. Members of CalSTRS do not contribute to social security for their CalSTRS-covered employment.

BPA is not planning to apply for participation in the California Public Employees' Retirement System (CalPERS).

Bridges of Promise Academies shall comply with all applicable federal and state laws and regulations governing the Charter School's participation in, and/or coverage of its eligible employees by, a retirement plan and social security, or CalSTRS.

The Charter School's designated benefits supervisor will be the principal or designee. The principal or designee will be responsible for informing and enrolling qualified employees in the relevant retirement plan or system and ensuring all contributions are made timely and in accordance with applicable law.

Element L: Public School Attendance Alternatives

Governing Law: The public-school attendance alternative for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47606(c)(5)(L)

Attendance Alternatives

No student shall be required to attend Bridges of Promise Academies. Students who choose not to attend Bridges of Promise Academies may attend a school within their school district of residence or another district school in accordance with intra- and inter-district policies and agreements.

Bridges of Promise Academies shall provide notice to parents and guardians on the enrollment form and in the Student-Parent Handbook that a student has no right to admission in a particular school of a local education agency because of enrollment in Bridges of Promise Academies, except to the extent that the local education agency extends such a right.

Element M: Post-employee Rights of Employees

Governing Law: A description of the rights of an employee of the school district upon leaving employment of the school district to work in a charter school, and of any rights to return to the school district after employment at the charter school. Education Code Section 47605(c)(5)(M).

School District Employee's Return Employment Rights

No employee of the District or any other school district shall be required to work at Bridges of Promise Academies. An employee of the District who chooses to leave the employment of the District to work at the Charter School shall have no automatic rights of employment or reemployment unless expressly granted by the District through a leave of absence or other agreement.

Transfer Sick or Vacation Leave to and From the Charter School

Sick or vacation leave accrued from any school district shall not transfer to Bridges of Promise Academies. Sick or vacation leave accrued during employment with the Charter School shall not transfer to a school district.

Years of Service Credit Earned

Years of service credit earned by an employee of the District shall not transfer to Bridges of Promise Academies. Years of service credit earned while employed by the Charter School shall not be transferrable to any district.

Collective Bargaining Contracts of Authorizer

All employees of Bridges of Promise Academies shall be considered the exclusive employees of the Charter School and not of the District unless otherwise mutually agreed in writing.

Leave and return to work rights for any district union-represented employee will be administered in accordance with the District's collective bargaining agreements and any applicable judicial ruling.

Element N: Dispute Resolution Procedures

Governing Law: The procedures to be followed by the charter school and the chartering entity to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).

Charter-Authorizer Dispute Resolution Process

Any dispute arising between the District and Bridges of Promise Academies shall be resolved in accordance with the procedures set forth below.

Step 1: Any dispute shall be communicated in writing (“Written Notice”) and identify the nature of the dispute and all supporting facts. The Written Notice shall be delivered to the other party by personal delivery, email or facsimile, or certified mail.

The Written Notice shall be deemed received 1) 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; 2) if by email or facsimile, upon date of delivery; or 3) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Step 2: A written response (“Written Response”) shall be delivered to the other party by personal delivery, email or facsimile, or certified mail within twenty (20) business days from the date of receipt of the Written Notice or other date as determined by mutual agreement of the parties.

The Written Response shall be deemed received 1) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; 2) if by email or facsimile, upon date of delivery; or 3) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Step 3: If the dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the dispute identified in the Written Notice. The conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties. The conference shall be attended by at least the District Superintendent or designee and the Bridges of Promise Academies principal.

Step 4: If the conference fails to resolve the dispute, representatives of the District and Bridges of Promise Academies shall jointly identify a neutral third-party mediator for a mediation session designed to facilitate a resolution.

The format of the mediation session shall be developed jointly by both parties and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding unless the Board of Education of the District and the Board of Directors of Bridges of Promise Academies jointly agree to bind themselves.

The costs of the mediator shall be shared equally between the District and Bridges of Promise Academies.

If mediation fails to resolve the dispute, either party may pursue any other remedy available under applicable law. All timelines and procedures in this section may be revised upon mutual written agreement of the parties.

Should any section of the dispute resolution process outlined in this Element N conflict with the policies, procedures, or protocols of the District, Bridges of Promise Academies is amenable to discussing proposed revisions to the process.

Internal Complaints and Disputes Process

Bridges of Promise Academies shall adopt a procedure to address internal complaints, concerns, and disputes that may arise among students, staff, parents, and other stakeholders.

Our internal dispute resolution process will be available for individuals or groups within the school community to resolve conflicts or complaints in a fair, reasonable, and expeditious manner with the assurance of no reprisal.

The internal dispute resolution process and complaint form will be posted on the school website and available in hard copy at the school office. Information will be included in the Student-Parent Handbook and posted on the school information bulletin board located in the lobby.

All internal dispute resolution forms will be directed to the principal who shall conduct an investigation or designate an experienced employee to oversee the process. Any complaint received by the District relating to Bridges of Promise Academies shall be referred to the principal for resolution through the school's internal dispute resolution process and in accordance with law.

The District agrees not to intervene in an internal dispute or the Charter School's internal dispute resolution process unless there is reasonable cause to believe that a violation of the charter or applicable laws has occurred, or the Bridges of Promise Academies Board of Directors expressly requests that the District intervene in the dispute.

Uniform Complaint Procedures and Communication with Stakeholders

Bridges of Promise Academies is responsible for ensuring compliance with applicable state and federal laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying, and all programs and activities subject to the Uniform Complaint Procedures (UCP).

Bridges of Promise Academies will utilize the UCP to investigate and resolve complaints that arise as defined in Education Code Section 33315, including but not limited to school safety plans,

unlawful discrimination, harassment, intimidation, or bullying against any protected group, migrant education, and student fees. Bridges of Promise Academies shall encourage the early resolution of a complaint whenever possible. (See **Exhibits 8: Uniform Complaint Procedures and 9: Sample Uniform Complaint Form**)

Annual notice of the UCP process will be posted on the school website, in the Student-Parent and Employee Handbooks, in the teacher's lounge, and on the lobby bulletin board. A hard copy will be available at the school office. The UCP form will be available electronically on the website and in hard copy. Copies shall be available free of charge.

Bridges of Promise Academies shall protect all complainants from retaliation. Investigations shall be conducted in a manner that protects the confidentiality of the parties to the maximum extent possible.

The principal shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and any information required to ensure compliance with the law.

Acknowledgement of Internal Dispute Resolution Process

Bridges of Promise Academies acknowledges that except for a dispute arising between the District and the Charter School, all disputes involving the Charter School shall be resolved by the Charter School in accordance with its own internal policies.

Authorizer Shall Not be Obligated

Bridges of Promise Academies acknowledges that if any dispute arises that concerns facts or circumstances that may be cause for revocation of the charter, the District shall not be obligated by the terms of the dispute resolution process as a precondition to revocation.

Title IX and Section 504 Grievance Procedures

Bridges of Promise Academies shall carry out their responsibilities under Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

The Charter School shall designate one employee to serve as the Title IX coordinator overseeing the implementation of Title IX policies and complaints alleging violations of Title IX, including conducting and documenting investigations and related actions. (See **Exhibit 10: Title IX Policy**)

The Charter School shall adopt Section 504 grievance procedures to address complaints alleging violations of Section 504.

Element O: Closure Procedures

Governing Law: *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. Education Code Section 47605(c)(5)(O)*

Procedures for the Charter School Closure

The procedures for the closure of BPA are set forth below and guided by California Code of Regulations, Title 5, Sections 11962 and 11962.1. All references to “BPA” apply to Bridges of Promise Academies, including its nonprofit corporation and governing board.

Responsible Entity or Person(s) to Conduct Closure-related Activities

The decision by the BPA governing board to close the Charter School must be documented in a “Closure Action.” The Closure Action shall identify the reason for closure and designate the entity or person responsible for conducting and overseeing all closure-related procedures and activities. The principal or designee has been identified to serve in this role.

BPA will retain sufficient staff, as the Board deems appropriate, to complete all responsibilities necessary to ensure proper closure of the school, including the transfer of students, personnel, and financial records in accordance with closure procedures. BPA will utilize its reserve funds to cover any expenses associated with the school closure.

Process for Submission of Final Financial Reports

BPA shall ensure the completion and filing of any annual reports required in accordance with Education Code Section 47604.33. These reports include, at a minimum:

- Preliminary budgets
- Interim financial reports
- Second interim financial reports
- Final unaudited report for the full prior year

Additionally, BPA’s Local Control and Accountability Plan and annual updates must also be filed.

The reports shall be submitted to the District and the County Superintendent of Schools in the form required as soon as possible following the Closure Action, but no later than the required deadline for reporting for the fiscal year.

Upon the Closure Action, BPA shall promptly provide written notice of the closure to the parents and guardians of the students enrolled in BPA, the District, the Riverside County Office of

Education, the SELPA, the California Department of Education, and the retirement systems in which the school's employees participate. The written notice will include the effective date of the closure, the name and contact information of the entity or person to whom reasonable inquiries may be made; the students' school districts of residence; and the manner in which parents/guardians can obtain copies of the students' records.

Maintenance of Pupil Records

BPA shall work with the District and/or County to arrange for the transfer and proper maintenance of the school's pupil records, including all state assessment results and any special education records. The transfer of such records shall be made in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g.

BPA shall submit to the entity or individual responsible for closure-related procedures and activities, a list of students in each grade level, the classes they have completed, and the students' district of residence, and shall fully cooperate with the transfer of all pupil records.

Process of the Final Audit of the Charter School and Assurances

The following describes the process of the final audit of the Charter School and assurances.

Process will be Conducted Six Months before Closure

As soon as reasonably practical after the Closure Action, BPA will prepare final financial records. The completion of an independent final closeout audit will take place within six months after the closure of the school. The audit shall include:

- An accounting of all financial assets, including cash, accounts receivable, and an inventory of property, equipment, and other items of material value.
- An accounting of all liabilities, including accounts payable and any reduction in apportionments as a result of audit findings, or other investigations, loans, and/or unpaid staff compensation, audit findings.
- An assessment of the disposition of any restricted funds received by or due to BPA.

The audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles and shall be provided to the District promptly upon its completion.

Any liability or debt incurred by BPA will be the responsibility of BPA and not the District. BPA understands and acknowledges its responsibility to cover outstanding debts or liabilities.

The final closeout audit may serve as BPA's annual audit.

BPA shall be responsible for all expenses incurred related to the final closeout audit. BPA's budget specifies that the school will utilize the reserve funds to undertake any expenses associated with the closure procedures identified above and as required under applicable state and federal law.

Disposition of Charter School's Assets

Upon closure, BPA shall remain solely responsible for all liabilities arising from the operation of Bridges of Promise Academies.

BPA shall ensure compliance with the following:

- The return of any donated materials and property in accordance with conditions established when the donation of such materials or property was accepted.
- Any grant funds and restricted categorical funds will be returned to their source in accordance with the terms of the grant or state and federal law.
- The submission of final expenditure reports for entitlement grants and the filing of any Final Expenditure Reports and Final Performance Reports, as required.

Plan for Disposing Net Assets

Any assets or property acquired from the District will be promptly returned.

After all liabilities have been paid, the assets of Bridges of Promise Academies, including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending BPA shall remain the sole property of the nonprofit public benefit corporation.

Should the nonprofit public benefit corporation dissolve with the closure of BPA, the Board will follow the procedures set forth in the California Corporation Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. Any remaining assets will be distributed in accordance with the Articles of Incorporation.

Transfer and Maintenance of Personnel Records

All personnel records of BPA employees will be transferred to the designated entity or person responsible for conducting and overseeing the closure-related procedures and activities of the school. Personnel records will include any employee records maintained by the Charter School including records related to employee performance and grievance.

Required Supplemental Criteria: Financial/Administrative Plan

Structure For Administrative Services and Operations

BPA intends to contract with an experienced back-office services provider to work in conjunction with our administrative staff. The Board of Directors will oversee the work of the back-office services provider, who will handle all back-office business functions, which may include, but are not limited to, government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, attendance reporting, and insurance and benefits administration. The back-office services provider will help create and monitor the annual budget and provide regular financial reports and analysis to the principal and the Board of Directors.

Other administrative services will be provided either by our in-house team or contracted services providers.

BPA intends to contract with Propel for operational and administrative support services. Propel is a California nonprofit public benefit corporation that currently provides support services to ten charter schools with locations in Los Angeles County, San Bernardino County, Riverside County, and Ventura County. The intent is for school leadership to focus on academic excellence and student achievement, while Propel provides support for operational and administrative tasks that many charter school leaders are otherwise responsible for accomplishing on their own. Propel will not be an “entity managing a charter school” for BPA as that term is used under Education Code section 47604.1. All services will be performed at the direction of the Board, and the Board will retain the ultimate decision-making authority. BPA’s contract with Propel will be developed with assistance from legal counsel and approved by the BPA Board of Directors. The estimated costs are reflected in the enclosed budget. More information about Propel is available on their website: <https://propelcmg.org/>.

BPA will adopt fiscal policies and procedures that include sound procedures for selecting contractors that ensure alignment with applicable laws.

BPA shall comply with Education Code section 47604(b) and will not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

Facilities

BPA is planning to lease a state-of-the-art educational facility that will be designed to foster collaboration, innovation, and student engagement.

To guide the facility’s development, BPA is currently working with Building Hope Real Estate (BHRE), a nonprofit with deep expertise in charter school facility development. BHRE is helping

ensure that the design aligns with BPA's educational mission, budget, and construction timeline. Additionally, BPA is currently working with Ruhnau Clarke Architects to design a facility that supports the school's unique instructional approach.

BPA and BHRE have identified a five-acre site in Menifee, California, and are preparing to begin site due diligence to evaluate feasibility. To ensure the project stays on schedule, BPA has also negotiated a backup location in case the primary site does not meet development requirements.

Campus Design & Features

The planned facility is designed to accommodate modern learning environments, flexible classroom spaces, and technology-rich instruction. The school will include:

1. Administrative Offices
 - Secure entry and reception area for controlled campus access
 - Dedicated space for student counseling and support services
 - Teacher collaboration and professional development areas
2. Learning Spaces & Classrooms
 - Flexible, technology-enhanced classrooms designed for project-based learning
 - Project Development Labs for hands-on, interactive learning experiences
 - Outdoor learning areas directly connected to classrooms
3. Early Childhood Education (TK-K Classrooms)
 - Age-appropriate learning spaces designed for exploration and creativity
 - Safe and enclosed outdoor play areas
4. Library & Media Center
 - Research and study areas with access to digital and print resources
 - Technology-integrated workspaces to support student projects and presentations
5. Multi-Purpose Room (MPR) & Food Services
 - Large gathering space for assemblies, performances, and community events
 - On-site kitchen and serving area to provide nutritious meal options
6. Outdoor Spaces & Recreation
 - Athletic fields and playgrounds for structured and unstructured play

- Outdoor seating and shaded gathering areas for lunch and group activities

Site Selection & Development Timeline

Facility Location & Availability

- Primary Site: Currently in contract negotiations; due diligence underway.
- Backup Site: Identified and available if the primary site is not viable.

Who is Assisting with the Facility Acquisition?

- Building Hope Real Estate (Development Partner)
- Ruhnau Clarke Architects (Architectural Design Team)
- Kimley Horn (Civil Engineering Team)

Facilities Needs & Site Viability

BPA is conducting a thorough site feasibility study to evaluate the condition of the primary and backup sites, which may include the following criteria:

- Environmental and soil conditions
- Hazardous Material Assessment
- Utility infrastructure access (water, electricity, wastewater, etc.)
- Stormwater Drainage & Detention
- Traffic impact
- Zoning and land use designations and approvals
- Long-term growth potential for future expansion

Both the primary and backup sites have been selected for their strategic location, development feasibility, and ability to support BPA's long-term goals.

Regulatory Compliance & Safety Standards

BPA is committed to ensuring that its facility meets applicable health, safety, and building code requirements as described in Education Code sections 47610(d) and 47610.5. BPA will work closely with its design partners and project leadership team to ensure full compliance. Prior to construction, all plans and documentation will be reviewed by local authorities to confirm regulatory compliance. During construction, BPA will coordinate ongoing inspections to address any required modifications. After completion, BPA will conduct final compliance reviews and post-construction inspections to ensure the building is fully compliant and ready for a safe and successful opening.

The facility will be equipped with modern security features to ensure a safe and secure learning environment.

BPA's facility is being strategically designed and developed to support academic success, student engagement, and long-term growth. Through partnerships with Building Hope Real Estate and Ruhnau Clarke Architects, BPA is ensuring that the facility aligns with the school's mission, budget, and construction timeline.

The five-acre site in Menifee offers a unique opportunity to build a modern, purpose-built charter school campus, and with a backup location already secured, BPA has the flexibility to adapt if needed to keep the project on track for its August 2027 opening.

This facility will serve as a model for innovative, student-centered education and a cornerstone of the Menifee community for years to come.

Our projected facilities costs are reflected in the enclosed financial statements. The costs are reasonable and were developed in consultation with our commercial real estate agent and other advisors.

BPA does not intend to request facilities from the District under Prop 39 but reserves the right to do so if necessary under the circumstances.

Impact Statement

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit 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. The District's oversight responsibilities include those under Education Code section 47604.32. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The Bylaws of Bridges of Promise Academies provide for indemnification of the Board of Directors, officers, agents, and employees.

BPA shall purchase and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are determined by recommendation of BPA's insurance company for schools of similar size, location, and student population. The District will be named an additional insured on the general liability insurance of BPA.

BPA shall institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The District may charge for the actual costs of supervisorial oversight of BPA in accordance with Education Code section 47613.

BPA may request to purchase specific support services from the District, such as special education services, professional development, or other operational supports, based on availability, cost, and alignment with the school's needs. If the District agrees to provide such services, the District and BPA will enter into a separate written agreement.

If required by the District Board, BPA affirms its commitment to a Memorandum of Understanding (MOU) to clearly define the roles, responsibilities, and expectations of both parties, ensuring a collaborative and transparent relationship.

Community Impact

The Charter School will not Substantially Undermine Existing School District Services

Complementary Educational Mission

BPA's PBL approach provides a unique instructional model that complements, rather than competes with, the traditional instructional models offered by existing District schools. Our focus on student-centered, inquiry-based learning with an emphasis on empathy, community engagement, and innovation addresses a specific educational need within the community. This unique offering is designed to serve families seeking a specialized approach, rather than drawing broadly from District services.

Targeted Enrollment Strategy

BPA plans to open with a small enrollment, serving TK-4th grade students in year one, and gradually expanding to TK-8th grade over time. This phased growth is aligned with local needs and enrollment trends. Our goal is to supplement the educational options available to families rather than displace them.

Collaboration with Local Districts

We are committed to fostering positive relationships with the District and neighboring districts. BPA intends to collaborate on shared initiatives, such as professional development opportunities, special education services, and community engagement events. These partnerships will strengthen educational services across the community.

Serving Historically Underserved Populations

Our enrollment outreach will focus on serving historically underserved families, including those who may not currently feel adequately supported by existing services. By addressing the needs of these families, we aim to enhance overall educational equity without disrupting the broader distribution of resources within District schools.

Mitigating Financial Impact

BPA has designed its financial model to ensure fiscal sustainability while minimizing potential financial strain on the District. We anticipate serving a modest proportion of the overall student population, and we are committed to transparent communication with District leadership regarding our plans and growth trajectory.

The Charter School Petition Does Not Duplicate a Program Currently Offered by the District

Distinct Educational Philosophy

BPA offers a PBL with emphasis on Reggio-Emilia inspired instructional approach, which is not currently available in the District. This educational philosophy emphasizes student-led inquiry and hands-on exploration. This focus distinguishes us from traditional and common district programs, providing an innovative learning experience for families seeking this model.

Focus on Empathy and Community Engagement

Our curriculum is uniquely designed to weave together SEL, PBL and community engagement as core pillars of instruction. While District schools may incorporate elements of these practices, BPA integrates them systematically into every aspect of the learning experience, setting us apart.

Targeted Support for Underserved Students

BPA prioritizes addressing the needs of students and families who may feel underserved by traditional instructional models. Our outreach strategy and program design specifically aim to create an inclusive and empowering environment that reflects the diverse needs of the community.

Innovative Learning Environments

Unlike many traditional classroom setups in District schools, BPA incorporates flexible learning environments tailored to the Reggio Emilia philosophy. This includes student-designed spaces, outdoor learning opportunities, and a strong emphasis on collaborative, multi-age group interactions.

Supplementary, Not Redundant

Through our unique focus on adaptability, innovation, and empowerment, we provide families with a choice that does not currently exist within District schools. Our goal is to supplement the educational options available to families in the community, not to duplicate or compete directly with existing district programs.

Alignment with Community Needs

BPA development was informed by extensive community engagement and feedback, which revealed a demand for this specific educational model. The absence of similar programs within the District underscores the value and necessity of our offering.

Exhibits

Exhibit 1: Sample Savvas K-6 Curriculum Scope and Sequences

Exhibit 2: Sample Wayfinder Curriculum Scope and Sequence

Exhibit 3: Savvas Three Cheers for TK Curriculum Scope and Sequence

Exhibit 4: Section 504 Board Policy

Exhibit 5: Articles of Incorporation

Exhibit 6: Bylaws

Exhibit 7: Conflict of Interest Code

Exhibit 8: Uniform Complaint Procedures

Exhibit 9: Sample Uniform Complaint Form

Exhibit 10: Title IX Grievance Policy

Exhibit 11: BPA Budget

Exhibit 12: Petition Signature Pages for the Establishment of Bridges for Promise Academies

Exhibit 1: Sample Savvas K-6 Curriculum Scope and Sequences

English Language Arts Kindergarten

Grade K, Unit 4																																									
Weekly Overview		Weekly Learning Goals		Phonological Awareness Skills		Phonics Skills		High-Frequency Words		Decodable Texts		Spelling Words		Academic Vocabulary Focus		Genre Focus		Weekly Launch/Build Knowledge Test		Read Aloud Text		Read Together Text		Selection Vocabulary		Comprehension Skills and Strategies		Compare Texts		Author's Craft		Writing Focus		Connect to Reading		Language and Conventions		Handwriting		Assessments	
Week 1	Why is it important to take ownership before? I can read narrative nonfiction. I can write a story about myself.	•Medial /i/ and /i/ Blends •Medial /e/ and /e/ Blends •Identify and Count Words in a Sentence		•Short and Long Vowel e		find, over, again		•Decodable Story: On the Run •Decodable Readers: Begin in a Dumb, Boring!		top, box, bed, over		Related Words		Narrative		"Making Communication Better"		"The Doctor's Visit"		Our Are Always Changing		crash, radio, engine, CD, player		•Describe Connections •Find Meaning Details		Reflect and Share Talk About It		First-Person Text		Pretend: Students will complete a graphic organizer. •Identifying Elements of a Personal Narrative •Choosing an Idea to Write About •Planning Their Personal Narrative		Our Are Always Changing: Memorable Events		•Letters Hh •Write Words		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up					
Week 2	How do we learn about the past? I can read narrative nonfiction. I can write a story about myself.	•Medial /i/ and /i/ Blends •Medial /e/ and /e/ Blends •Identify and Count Syllables		•Short /i/ and /e/ Words with e		at, now, pretty		•Decodable Story: A Look at the Past •Decodable Readers: Boxes! Point the Past		ist, reg, fun, copy, it, now		Synonyms		Narrative		"Learning About the Past"		"Our Trip to the Beach!"		Discovering the Past		•Almonds, bananas, past, scientists		•Main Idea and Supporting Details •Make Inferences		Reflect and Share Write to Sources		Visuals		Drama Students will draft a personal narrative. •Choosing a Topic •Writing the Narrative •Writing Events in Order		Remembering the Past: Setting Up, Now, Then		•Letters Vv •Letters Yy		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up					
Week 3	How has communication changed over time? I can read narrative nonfiction. I can write a story about myself.	•Medial /i/ and /i/ Blends •Medial /e/ and /e/ Blends		•Short and Long Vowel e		black, brown, white		•Decodable Story: Jen and Her Pet •Decodable Readers: Rent the Pet, Steve and Pet		end, past, out, black, brown		Context Clues		Fiction		"Changing Places" "The Summer or Fall Surprise"		Grandma's Phone		turn, visit, pumpkin		•Describe Setting •Visuals Details		Reflect and Share Talk About It		First-Person Text		Drama Students will draft a second personal narrative. •Thinking About the Sequence of Events •Organizing and Writing the Events •Adding an Ending		Grandma's Phone: Sequence of Events		End Punctuation		•Letters Ww •Letters Zz		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up					
Week 4	What was life like in the past? I can read narrative nonfiction. I can write a story about myself.	•Medial /i/ and /i/ Blends •Medial /e/ and /e/ Blends •Recognize Alliteration and Produce Rhyming Words		•Review Words with Old/Ft/Vw, Short and Long i, Sentences 1-2, Cat Read		good, could, open		•Decodable Story: The Home We Knew •Decodable Readers: Steve and Pet, Now and the Past		in, it, is, are, out, open		Word Parts		Narrative		"Then and Now" "Ben Franklin"		George Lewis, Dr. Martin Luther King, Jr.		turns, speech, moves, matched		•First-Person Narratives •Create New Understandings		Reflect and Share Write to Sources		Supporting Information		Review and Edit: Students will revise one of the following stories. •Editing for End Punctuation •Editing for Verbs •Editing for Subjective and Possessive Pronouns		George Lewis, Dr. Martin Luther King, Jr.: Editing for Pronouns		Question Words		•Letters Xx •Letters Zz		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up					
Week 5	What can we learn from family members? I can read about the past. I can write a story about myself.	•Add Phonemes •Identify and Produce Rhyming Words		•Review Words with Old/Ft/Vw, Short and Long i, Sentences 1-2, Cat Read		please, west, every		•Decodable Story: We Know Fun •Decodable Readers: Now and the Past, Ed and Ewe		bed, fed, out, west, please		Oral Language		Fiction		"A Night with the Doggies!"		Bounce, Bounce		turns, swish, swish, brought		•Determine Theme •Ask and Answer Questions		Reflect and Share Talk About It		Graphic Features		Public: Students will publish and share their personal narrative. •Revising for Capitalization and Spelling •Celebrating Their Writing by Reading Aloud		Temporary, Temporary Read Aloud with Clarity and Expressiveness		Question Words		•Write Words •Numerals 1-2		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up					
PROJECT-BASED INQUIRY WEEK																																									
Week 6	What can we learn from the past? I can learn more about an older family member about what life was like when he/she was a child. I can write or draw about the person and present the information.	•Medial /i/ and /i/ Blends •Medial /e/ and /e/ Blends •Medial /i/ and /i/ Blends		•Review Words with Ah, Ah, Short and Long a, Vow with o, Sentences 1-2, Cat Read		thin, mad, may		•Decodable Story: A Home in the Air •Decodable Readers: Ed and Eve, Red and Lake		sun, top, big, rat		Lessons 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		Assessments		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up		•Share Knowledge •Reflect •Reflect on the Unit		•Daily Formative Assessments •Daily Exit Tickets •JiWNS Progress Check-Up		•Letters 5-8 •Letters 9-12		•JiWNS Progress Check-Up		•Letters 4-7 •Letters 8-11		•JiWNS Progress Check-Up					

**Unit Tests can be administered either at the conclusion of Week 5 or anytime during Week 6.

8

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English Language Arts Grade 5

Grade 5, Unit 1

Unit Theme: Journeys
Cross-Curricular Focus: Social Studies (Geography)
Essential Question: How do journeys change us?
Academic Vocabulary: insight, wandered, passage, adventure, curious

Unit Goals:

- I can collaborate with others to determine how journeys change us.
- I know about different types of informational text and understand their structure and features.
- I can use elements of narrative writing to write a personal narrative.

	Weekly Question	Weekly Learning Goals	Word Study	Spelling Words	Challenge Spelling Words	Academic Vocabulary Focus	Genre Focus	Weekly Launch/ Build Knowledge Text	Read Aloud Text
Week 1	What motivates people to leave a place they call home?	<ul style="list-style-type: none"> I can learn more about informational texts by analyzing main ideas and details. I can use elements of narrative writing to write a personal narrative. 	Suffixes <i>-ic, -ism, -ive</i>	heroic, heroism, comic, atomic, kinetic, dramatic, artistic, historic, tourism, realism, organism, capitalism, federalism, secretive, defensive, defective, executive, perspective, narrative, representative	possessive, aerobic, athleticism	Related Words	Informational Text	"Immigration and Expansion in the United States"	"Call Me Joe"
Week 2	What can scientists discover by traveling to different places?	<ul style="list-style-type: none"> I can learn more about informational texts by analyzing text features. I can use elements of narrative writing to write a personal narrative. 	Greek Roots	meteorology, photocopy, ecology, geometric, synchronize, parameter, chronology, symbiotic, photogenic, geography, symmetry, geocentric, chronological, odometer, chronic, photocell, biosphere, speedometer, geology, photon	psychology, photosynthesis, anachronism	Synonyms and Antonyms	Informational Text	"The Places Scientists Will Go!"	"Searching for Life Under the Sea"
Week 3	What do journeys teach us about ourselves?	<ul style="list-style-type: none"> I can learn more about the theme Journeys by analyzing point of view in historical fiction. I can use elements of narrative writing to write a personal narrative. 	Vowel teams	approach, zeal, zealous, committee, treachery, typhoon, marshmallow, bayonet, realm, embroidery, royalty, concealment, cowardice, leukemia, treasure, flounder, allowance, proclaim, nautical, gauntlet	scoundrel, endowment, endeavor	Context Clues	Historical Fiction	"The Great Migration"	"Rosa's Journey"
Week 4	What inspires people to start a journey?	<ul style="list-style-type: none"> I can learn more about the theme Journeys by analyzing point of view in historical fiction. I can use elements of narrative writing to write a personal narrative. 	Suffixes <i>-able, -ible</i>	advisable, noticeable, workable, credible, forcible, available, combustible, justifiable, accountable, considerable, allowable, perishable, edible, admissible, tangible, producible	conceivable, incombustible, apprehensible	Figurative Language: Idioms	Poetry	"A Poetry Machine"	"I Hold the World"
Week 5	How can new places change the way a person sees the world?	<ul style="list-style-type: none"> I can learn more about informational texts by analyzing text structure. I can use elements of narrative writing to write a personal narrative. 	VCe Syllables	improvise, evaporate, remote, obsolete, evacuate, centrifuge, elevate, negotiate, excavate, intervene, devastate, liberate, schedule, prosecute, delete, serene, provoke, oppose, appetite, coincide	accumulate, eradicate, advertisement	Parts of Speech	Informational Text	"A Painted Journey"	"Life in Black and White"

	Weekly Question	Weekly Learning Goals	Lesson 1	Lesson 2
Week 6	How do journeys change us?	<ul style="list-style-type: none"> I can research a country I want to visit. I can write an argumentative travel brochure. 	Weekly Launch • Compare Across Texts: Journeys Inquire • Introduce the Project: Hit the Road! • Read "Culture Shock" • Use Academic Words	Explore and Plan • Argumentative Writing • Read "All Aboard" Conduct Research • Websites

Kindergarten Social Science



Standards Road Map

Use this chart to pace instruction and monitor progress toward mastery of the History-Social Science and Analysis Skills standards.

History-Social Science Content Standards	Chapter 1 36 days						Chapter 2 30 days							
	CA	Q	1	2	3	4	5	6	Q	1	2	3	4	5
K.1 Students understand that being a good citizen involves acting in certain ways.					●	●	●							
K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	●	●	●	●										
K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.			●		●	●					●	●		
K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.			●			●								
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	●								●	●	●	●	●	●
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.														
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.														
K.4.1 Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.														
K.4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.														
K.4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).														
K.4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.														
K.4.5 Demonstrate familiarity with the school's layout, environs, and the jobs people do there.														
K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	●													
K.6 Students understand that history relates to events, people, and places of other times.														
K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).											●			
K.6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.								●			●	●		

T4 Standards Road Map

Mathematics Grade 6

Ratios and Proportional Relationships 6.RP, 7.RP			
	6	7	8
6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.			
Understand and apply the concept of a ratio.	6.RP.A.1 Topic 5		
Understand the concept of a unit rate.	6.RP.A.2 Topic 5		
Use rate language.	6.RP.A.2 Topic 5		
Solve problems involving ratios.	6.RP.A.3a Topic 5		
Make tables of equivalent ratios.	6.RP.A.3a Topic 5		
Find missing values in tables of equivalent ratios.	6.RP.A.3a Topic 5		
On the coordinate plane, plot pairs of values given in tables of equivalent ratios.	6.RP.A.3a Topic 5		
Use tables to compare ratios.	6.RP.A.3a Topic 5		
Solve unit rate problems.	6.RP.A.3b Topic 5		
Find a percent of a quantity.	6.RP.A.3c Topic 6		
Find the whole, given a part and the percent.	6.RP.A.3c Topic 6		
Convert measurement units.	6.RP.A.3d Topic 5		
Transform measurement units when multiplying or dividing quantities.	6.RP.A.3d Topic 5		
Recognize Pi as the ratio of the circumference of a circle to its diameter.	6.RP.A.3e Topic 5		

Mathematics Grade 6, Continued

The Number System 6.NS, 7.NS, 8.NS			
	6	7	8
6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions.			
Divide fractions.	6.NS.A.1 Topic 1		
Solve word problems involving division of fractions by fractions.	6.NS.A.1 Topic 1		
6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.			
Fluently divide multi-digit numbers using the standard algorithm.	6.NS.B.2 Topic 1		
Fluently add multi-digit decimals using the standard algorithm.	6.NS.B.3 Topic 1		
Fluently subtract multi-digit decimals using the standard algorithm.	6.NS.B.3 Topic 1		
Fluently multiply multi-digit decimals using the standard algorithm.	6.NS.B.3 Topic 1		
Fluently divide decimals using the standard algorithm.	6.NS.B.3 Topic 1		
Find the greatest common factor of two numbers.	6.NS.B.4 Topic 3		
Find the least common multiple of two numbers.	6.NS.B.4 Topic 3		
Use the distributive property.	6.NS.B.4 Topic 3		
6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers.			
Interpret positive and negative numbers.	6.NS.C.5 Topic 2		
Show rational numbers on the number line.	6.NS.C.6 Topic 2		
Show points on the number line with negative number coordinates.	6.NS.C.6a Topic 2		
Interpret opposites of numbers.	6.NS.C.6a Topic 2		
Relate signs of numbers in ordered pairs to quadrants of the coordinate plane.	6.NS.C.6b Topic 2		
Relate signs of numbers in ordered pairs to reflections in the coordinate plane.	6.NS.C.6b Topic 2		
Graph points with negative number coordinates.	6.NS.C.6c Topics 2, 7		
Find and position integers on a horizontal or vertical number line.	6.NS.C.6c Topics 2, 7		
Find and position pairs of integers on a coordinate plane.	6.NS.C.6c Topics 2, 7		
Find and position pairs of rational numbers on a coordinate plane.	6.NS.C.6c Topics 2, 7		
Order rational numbers.	6.NS.C.7a Topic 2		
Understand absolute value.	6.NS.C.7a Topic 2		
Relate inequalities to number lines.	6.NS.C.7a Topic 2		
Write, interpret, and explain ordering of rational numbers in real-world contexts.	6.NS.C.7b Topic 2		
Interpret the absolute value of a rational number.	6.NS.C.7c Topic 2		
Relate absolute value and order.	6.NS.C.7d Topic 2		
Graph points in the coordinate plane.	6.NS.C.8 Topics 2, 7		
Find distances between points with the same first coordinate or the same second coordinate.	6.NS.C.8 Topics 2, 7		

Science Grade 6

Grade 6	
Instructional Segment 1	Systems and Subsystems in Earth and Life Science Topic 1 Living things in the Biosphere Topic 2 The Cell System Topic 3 Human Body Systems Topic 4 Introduction to Earth's Systems
Instructional Segment 2	Earth System Interactions Cause Weather Topic 5 Thermal Energy Topic 6 Weather in the Atmosphere
Instructional Segment 3	Causes and Effects of Regional Climates Topic 7 Energy in the Atmosphere and Ocean Topic 8 Climate
Instructional Segment 4	Effects of Global Warming on Living Systems Topic 9 Reproduction and Growth
Science and Engineering Practices Handbook	

Exhibit 2: Sample Wayfinder Curriculum Scope and Sequence

Foundations

1ST GRADE

Caring for ourselves and others

This curriculum supports students to explore what it means to listen and cooperate with others by working and playing together.



Wayfinder Mindsets: Introduction Lessons

Creating Community

Our 1st grade intro lesson takes students on an imaginary journey through the "Caring Jungle," where we will meet animals and learn how to care for one another.

+ Intro: Our Adventure Begins
+ Community Agreements

Wayfinder Skills: Core Lessons

Deepening Our Practice

Care + Action	Listening + Awareness	Empathy + Practice	Storytelling + Community
What do I do with these big feelings?	How can we be more aware?	What do we learn when we practice?	What is our story?
+ Noticing + Emotion Balloons + Working Together + Helping Myself	+ Listening + Listening Up! + Listening to Nature + Listening to Ourselves	+ Feeling Thankful, Feeling Good + Helping Others + Mistakes Help My Brain Grow! + Saying Sorry	+ I Am Awesome + My Family's Story + Our Joyful Classroom + Community Treasures

Wayfinder Reflections: Closing Lessons

Integrating Our Learnings

Closing Reflections

+ Personal Reflection: Caring Canopy
 + Community Closing: Strong Like a Forest

Foundations

3RD GRADE

Creating Connections and Fostering Curiosity

This curriculum supports students to build independence, understand themselves and support each other by exploring what is meaningful to them.



Wayfinder Mindsets: Introduction Lessons

Creating Community

Our 3rd grade Intro lesson teaches us about collaboration through an interactive game and helps us celebrate our uniqueness through drawing.

- + Intro: Better Together
- + Community Agreements

Wayfinder Skills: Core Lessons

Deepening Our Practice

Empathy + Compassion

How can we use our curiosity to make friends?

+ Meaningful Interviews

+ Making Generous Offers

+ School Lunches Around the World

+ In My Home We Like To...

Self-Knowledge + Action

How can I use my strengths? What do I care about?

+ This or That?

+ Stranded on an Island

+ I Care About...

+ Practice Makes Progress

Friendship

+ Collaboration

How do we impact others?

+ Pep Talk Planes

+ Collaboration Taking Shape

+ The Secret Question

+ Stand Up!

Feelings + Emotional Agency

How can we share what we are feeling?

+ How Would I Feel?

+ Say It. Feel It.

+ Listening to Hard Emotions

+ Celebrate Happiness

Wayfinder Reflections: Closing Lessons

Integrating Our Learnings

Closing Reflections

- + Personal Reflection: Celebrating Ourselves
- + Community Share: Crossing the River

Exhibit 3: Savvas Three Cheers for TK Curriculum Scope and Sequence

English Foundational Skills and Word Study Scope and Sequence

Kindergarten

Grade K Optional Letter Recognition Unit
Letters are introduced in alphabetical order and accompanied by Practice Activities.

Phonological Awareness		Phonics	High-Frequency Words	
UNIT 1		Initial and Final Sounds Reversal Alteration Middle Sounds Blend and Segment Onset and Rime Initial Sounds Rhyming Words	Consonants Mm /m/ and Tt /t/ Short Aa /a/ Consonant Ss /s/ Consonants Pp /p/ and Cc /k/ Short Ii /i/ Consonant Nn /n/ Consonant Bb /b/ and Rr /r/ Word Families -an, -at, -in, -ip /a/ Spelled Aa /i/ Spelled Ii Consonants Bb and Rr	I, am, the, like, to, a, have, is, he, she, see, look
UNIT 2		Initial and Final Sounds Segment and Blend Phonemes Alliteration Identify Words Segment and Blend Onset and Rime Rhyming Words Medial Sounds Initial Sounds	Consonants Dd /d/ and Kk /k/ Short Oo /o/ Consonant Ff /f/ Consonants Hh /h/ and Ll /l/ Consonant Gg /g/ Initial and Final Consonant Blends Short Ee /e/ Consonants Ww /w/ and Yy /y/ Word Families -op, -ot, -en, -et	are, that, of, they, you, do, one, two, three, four, five, here, go, from, yellow, blue, green, what
UNIT 3		Syllables Final Sounds Middle Sounds Rhyming Words Initial Sounds Word Count Words with /a/ and /a/ Rhyming Words	Consonants Jj /j/ and Xx /ks/ Short Uu /u/ Consonant Vv /v/ Consonants Zz /z/ and Qq /w/ Short Aa /a/ and Long Aa /a/ Short Ii /i/ and Long Ii /i/ Word Families -ug, -un, -ub, -ut	was, said, where, any, come, play, her, how, down, away, give, little, some, were, funny, live, know, going

UNIT 4

Phonological Awareness	Phonics	High-Frequency Words
Middle Sounds Blend and Segment Sounds Identity Words Syllables Identify and Count Words in Sentences Recognize Alliteration Identify and Produce Rhyming Words Add Phonemes	Short Oo /o/ and Long Oo /o/ Short Ee /e/ and Long Ee /e/ Short Aa /a/ and Long Sa /a/ Words for Pp /p/ and Yy /y/ Words for Short Ii /i/ and Long II /i/ Words for Dd /d/, Ff /f/, Vv /v/ Words for Short Ee /e/ Words for Hh and Xx Words for Short Uu /u/ and Long Uu /u/	find, over, again, all, now, pretty, black, brown, who, good, open, could, want, every, please, may, this, round

UNIT 5

Phonological Awareness	Phonics	High-Frequency Words
Segment and Blend Phonemes Manageable Words Identify and Count Syllables Add Phonemes Recognize Alliteration Substitute Phonemes	Words for Cc /c/ and Tt /t/ Words for Gg /g/ and Long Oo /o/ Words for Bb /b/ and Jj /j/ Initial and Final Blends Words for Gg /g/, Qq /kw/ Short Aa /a/ and Long Aa /a/ Words for Kk /k/, Ss /s/, Ww /w/, and Mm /m/ Words for Ll /l/, Nn /n/, Rr /r/, and Zz /z/ Long Uu /u/ Consonant Blends	be, saw, our, eat, soon, walk, who, into, there, so, out, then, new, too, when, no, say, under

10

11



Exhibit 4: Section 504 Board Policy

Bridges of Promise Academies (BPA) Section 504 Board Policy

Purpose: The purpose of this policy is to ensure that students with disabilities, as defined under Section 504 of the Rehabilitation Act of 1973, are provided with a free appropriate public education (FAPE) that includes educational services designed to meet their individual needs as adequately as the needs of students without disabilities are met.

Policy Statement: Bridges of Promise Academies (BPA) recognizes its responsibility to provide a free appropriate public education to students with disabilities within the meaning of Section 504 of the Rehabilitation Act of 1973. No qualified student with a disability shall be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity offered by BPA.

Identification and Evaluation:

1. BPA shall annually undertake to identify and locate every qualified student with a disability residing within the BPA jurisdiction who is not receiving a public education.
2. BPA shall evaluate any student who, because of a disability, needs or is believed to need special education or related services before taking any action regarding the initial placement of the student in a regular or special education program and any subsequent significant change in placement.

Educational Services:

1. BPA shall provide appropriate education and services to students identified as having disabilities under Section 504. These services will be designed to meet the individual educational needs of the student as adequately as the needs of students without disabilities are met.
2. A Section 504 Plan shall be developed for each student determined to be eligible under Section 504. The plan shall outline the accommodations, services, and supports necessary to provide the student with an appropriate education.

Procedural Safeguards:

1. Parents or guardians shall be provided with notice of their procedural rights under Section 504. This includes the right to:
 - Receive notice regarding the identification, evaluation, and placement of their child.
 - Examine relevant records.
 - Request an impartial hearing with an opportunity for participation by the parents or guardians and representation by counsel.

- Seek review in federal court if they disagree with the hearing decision.

Complaint Process:

1. Parents or guardians who believe that their child has been discriminated against on the basis of disability or who disagree with the decisions made regarding their child's identification, evaluation, or educational placement may file a complaint with BPA's Section 504 Coordinator.
2. Complaints shall be investigated promptly and equitably. A written decision will be provided to the complainant within a reasonable time after the filing of the complaint.
3. If the complainant is not satisfied with BPA's resolution of the complaint, they may request a hearing or file a complaint with the Office for Civil Rights (OCR) of the U.S. Department of Education.

Coordinator and Training:

1. BPA shall designate a Section 504 Coordinator responsible for overseeing the implementation of this policy and ensuring compliance with Section 504 regulations.
2. BPA shall provide appropriate training to staff regarding the requirements of Section 504 and their responsibility to provide a free appropriate public education to students with disabilities.

Legal References:

- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794
- 34 C.F.R. Part 104
- Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.

Exhibit 5: Articles of Incorporation

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ARTICLES OF INCORPORATION
OF
BRIDGES OF PROMISE ACADEMIES, INC.



I.

The name of the corporation (the "Corporation") is: Bridges of Promise Academies, Inc.

II.

A. The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purpose of the Corporation is to create, operate and manage one or more primary or secondary public charter schools in the State of California. In connection with and in furtherance of the Corporation's educational and charitable purposes, the Corporation may perform and undertake any and all other lawful acts or activities, and exercise all such powers, rights and privileges applicable to California nonprofit public benefit corporations.

C. The Corporation is organized and shall be operated exclusively for the purposes set forth above in this Article II in furtherance of educational and charitable purposes within the meaning of Sections 170(c)(2)(B) and 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code") and charitable purposes within the meaning of Section 214(a)(6) of the California Revenue and Taxation Code, as now in effect or as may hereafter be amended (the "R&TC").

D. In furtherance of its purposes, the Corporation shall have all the general powers enumerated in Sections 5140 and 5141 of the California Nonprofit Public Benefit Corporation Law, as now in effect or as may hereafter be amended, together with the power to solicit grants and contributions for such purposes.

III.

The name of the Corporation's initial agent for service of process is:

Cogency Global, Inc.

IV.

The initial street address and mailing address of the Corporation is:

800 S. Barranca Avenue, Suite 200, Covina, California 91723

V.

The Corporation shall have no members.

VI.

A. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by Section 501(h) of the Code if the Corporation has an election thereunder in effect, and any corresponding laws of the State of California), and the Corporation shall not participate in or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

B. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not directly or indirectly carry on any activity which would prevent it from obtaining exemption from Federal income taxation as a corporation described in Section 501(c)(3) of the Code, or cause it to lose such exempt status, or carry on any activity not permitted to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2), 2055 and 2522 of the Code or which is exempt from taxation under Section 214 of the R&TC.

C. In accordance with Section 508(e) of the Code and Section 5260 of the California Corporations Code, if in any taxable year the Corporation is a private foundation as defined under Section 509(a) of the Code, then in such year: (a) the Corporation shall distribute such amounts for each taxable year on undistributed income under Section 4942 of the Code; (b) the Corporation shall not engage in any acts of self-dealing which is subject to tax under Section 4941(d) of the Code; (c) the Corporation shall not retain any excess business holdings which are subject to tax under Section 4943(c) of the Code; (d) the Corporation shall not make any investments in such manner so as to subject the Corporation to tax under Section 4944 of the Code; and (e) the Corporation shall not make any taxable expenditures which are subject to tax under Section 4945 of the Code.

VII.

The property of the Corporation is irrevocably dedicated to educational and charitable purposes meeting the requirements for exemption provided under Sections 170(c)(2)(B) and 501(c)(3) of the Code and Section 214 of the R&TC, and no part of the net income or assets of the Corporation shall ever inure to the benefit of, or be distributable to, any director or officer thereof or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. Upon the dissolution or winding up of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational and/or charitable purposes meeting the requirements for exemption under Section 501(c)(3) of the Code and Section 214 of the R&TC and which is exempt from federal income tax pursuant to Section 501(c)(3) of the Code.

VIII.

The Corporation is authorized to indemnify its agents (as defined in Section 5238 of the California Nonprofit Public Benefit Corporation Law) to the fullest extent permissible under California law.

Dated: June 20, 2024

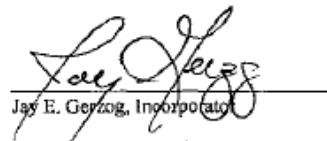

Jay E. Gerzog, Incorporated

Exhibit 6: Bylaws

**BYLAWS
OF
BRIDGES OF PROMISE ACADEMIES, INC.
(A California Nonprofit Public Benefit Corporation)**

**ARTICLE I
NAME**

Section 1.01 Corporate Name. The name of this corporation is Bridges of Promise Academies, Inc. (the “Corporation”).

**ARTICLE II
OFFICES**

Section 2.01 Principal Office. The Corporation’s principal office is 800 S Barranca Avenue, Suite 200, Covina, CA 91723. The Board of Directors (“Board”) may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

**ARTICLE III
PURPOSES**

Section 3.01 Description in Articles. The Corporation’s general and specific purposes are described in its Articles of Incorporation.

**ARTICLE IV
DEDICATION OF ASSETS**

Section 4.01 Dedication of Assets. This Corporation’s assets are irrevocably dedicated to charitable purposes, including educational purposes as defined in California Revenue and Taxation Code Section 214(j). No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director or officer of the Corporation. Upon dissolution of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as set forth in its Articles of Incorporation.

**ARTICLE V
NO MEMBERS**

Section 5.01 No Members. The Corporation shall have no members within the meaning of Corporations Code Section 5056.

Section 5.02 Authority Vested in the Board. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the California Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 5.03 Associates. The Corporation may use the term “members” to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Corporations Code Section 5056.

ARTICLE VI BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and any limitations of the Articles of Incorporation or these Bylaws, the Corporation’s activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation’s activities to any person(s), management company, or committees, however composed, provided that the Corporation’s activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

- (a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; and to fix their compensation (as provided herein, members of the Board shall serve without compensation);
- (b) To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations to do so which are not inconsistent with law, the Corporation’s Articles of Incorporation, or these Bylaws;
- (c) To change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;
- (d) To borrow money and incur indebtedness for the Corporation’s purposes, and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;
- (e) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;
- (f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;
- (g) To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes.

Section 6.03 Number and Election of Directors.

(a) The Board shall consist of a minimum of three (3) and no more than fifteen (15) Directors, with the actual number to be determined from time to time by the Board, unless and until changed by amendment to these Bylaws. The initial Board shall be comprised of the three (3) Directors appointed by the Incorporator. With the exception of the initial Board, Directors shall be elected by the Board.

(b) The qualifications for Directors are generally the ability to attend Board meetings, a willingness to actively support and promote the Corporation, and a dedication to its mission and charitable endeavors.

(c) Notwithstanding any other provisions of these Bylaws, the number of Directors may be increased as needed if a charter authorizer chooses to appoint a representative to the Board in accordance with Education Code Section 47604(c).

(d) All Directors shall have full voting rights.

Section 6.04 Terms of Office. Each Director shall hold office for a three (3) year term and until a successor has been elected by the Board. Board member terms shall be staggered in order to promote continuity and sustainability. There shall be no limitation on the number of consecutive terms to which a Director may be reelected.

Section 6.05 Vacancies. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the Board. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly elected by the Board.

Section 6.06 Removal. A Director may be removed, with or without cause, by the Board at a special meeting or at a regular meeting. Any vacancy caused by the removal of a Director shall be filled as provided in Section 6.05.

Section 6.07 Resignation. Subject to the provisions of Corporations Code Section 5226, any Director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a later time, a successor may be elected before then to take office when the resignation becomes effective. Any vacancy caused by such resignation shall be filled as provided in Section 6.05. No Director may resign when the Corporation would then be left without at least one (1) Director in charge of its affairs in accordance with Corporations Code Section 5226.

Section 6.08 Brown Act and Charter Schools Act Compliance. For so long as the Corporation is authorized to and operates a California charter school, meetings of the Board with respect to charter school activities shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Gov. Code, § 54950 *et seq.*) (“Brown Act”) and the Charter Schools Act of 1992 (Ed. Code, § 47600 *et seq.*) (“Charter Schools Act”).

Section 6.09 Annual Meetings. The Board shall meet annually for the purpose of organization, election of directors and officers, approving the regular meeting schedule, and the transaction of such other business as may properly be brought before the meeting.

Section 6.10 Regular Meetings. The Board shall hold regular meetings, which along with the annual meetings, shall be at such times and places as may from time to time be (i) fixed by the Board, or (ii) designated in any notice of such meeting. Unless the time and place of regular meetings is fixed by the Board, notice of the time and place of regular meetings shall be delivered to each Director personally or by telephone or email. For so long as the Corporation is authorized to and operates a California charter school, regular meetings of the Board related to charter school operations shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act.

Section 6.11 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the President or a majority of the Board. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email. For so long as the Corporation is authorized to and operates a California charter school, special meetings related to charter school operations shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act.

Section 6.12 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law or other applicable laws. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section 6.13 Participation by Teleconference; Electronic Meetings. Directors may participate in a meeting of the Board through the use of teleconference telephone, electronic video communication, or similar communications equipment, so long as each Director participating in such meeting can communicate with all of the other Directors concurrently and is provided the means of participating in all matters before the Board, and so long as all other requirements of the Brown Act are followed.

Section 6.14 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.15 Adjournment. A majority of the Directors present, whether or not a quorum is present, or the Secretary if all Directors are absent, may adjourn any Board meeting to another time and place in accordance with the Brown Act. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the adjourned meeting to the Directors who were not present at the time of the adjournment

Section 6.16 Fees and Compensation. Directors shall serve without compensation for their service. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business.

Section 6.17 Restriction on Interested Directors. In accordance with Corporations Code Section 5227, no more than forty-nine percent (49%) of the Directors serving on the Board at any time may be interested persons. An interested person is (a) any person compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person. Notwithstanding the foregoing, for so long as the Corporation is authorized to and operates a California charter school, the Corporation shall be subject to Government Code Section 1090 *et seq.* and the Political Reform Act, in accordance with Education Code Section 47604.1.

Section 6.18 Standard of Care.

(a) A Director shall perform the duties of a Director, including duties as a member of any committee of the Board on which the Director may serve, in good faith, in a manner such Director believes to be in the Corporation's best interests and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

(b) In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by: (i) one or more of the Corporation's officers or employees whom the Director believes to be reliable and competent in the matters presented; (ii) legal counsel, independent accountants, or other persons as to matters that the Director believes to be within such person's professional or expert competence; or (iii) a committee of the Board upon which the Director does not serve, as to matters within its designated authority, which committee the Director believes to merit confidence, so long as, in any such case, the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

ARTICLE VII
OFFICERS

Section 7.01 Required Officers. The officers of this Corporation shall be a President, a Secretary, and a Treasurer. Any number of offices may be held by the same person, except that the Secretary or the Treasurer may not serve concurrently as the President.

Section 7.02 Permitted Officers. The Board of Directors may elect a Chairperson, one or more Vice Presidents or Vice Chairpersons, and such other officers as the business of the

Corporation may require, each of whom shall be elected to hold office, have such authority, and perform such duties as the Board at its pleasure from time to time may determine.

Section 7.03 Election. Except for initial officers appointed by the Board, the officers of this Corporation shall be elected annually by the Board, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under contract of employment.

Section 7.04 Removal. Any officer may be removed, with or without cause, by the Board at any time or, in the case of an officer appointed by another officer, the person with authority to appoint shall also have the power of removal. Any removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.05 Resignation. Any officer may resign at any time by giving written notice to the Board. Any such resignation shall take effect upon receipt of that notice or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of such resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this Corporation under any contract to which the officer is a party.

Section 7.06 Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office, provided that such vacancies shall be filled as they occur.

Section 7.07 President. The President shall have the general powers and duties of management usually vested in the office of President of a corporation and shall exercise and perform such powers and duties as the Board may assign from time to time. In the absence of a Chairperson elected by the Board, the President shall preside at Board meetings. The Board President shall serve as the Chief Executive Officer of the Corporation unless the Board elects or hires a separate Chief Executive Officer.

Section 7.08 Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board and its committees, shall supervise the giving of such notices as may be proper and necessary, shall supervise the keeping of the minute books of this Corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The individual holding this position shall be reported as the Secretary on the Corporation's Statement of Information filed with the Secretary of State.

Section 7.09 Treasurer. The shall supervise the charge and custody of all funds of this Corporation, the deposit of such funds in the manner prescribed by the Board, the keeping and maintaining of adequate and correct accounts of this Corporation's properties and business transactions, and the rendering of reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Treasurer may also be referred to as the Chief Financial Officer of the Corporation unless the Board elects or hires a separate Chief Financial Officer.

ARTICLE VIII COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

- (a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;
- (b) Filling of vacancies on the Board or on any Board committee which has authority of the Board;
- (c) Fixing compensation, if any, of Directors for serving on the Board or a committee;
- (d) Amendment or repeal of the Bylaws or the adoption of new Bylaws;
- (e) Amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable; or
- (f) Appointment of committees of the Board or the members thereof.

Committees must be created, and the members thereof appointed, by the Board. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at a committee meeting.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, held, and taken in accordance with the provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. For so long as the Corporation is authorized to and operates a California charter school, meetings of Board committees related to charter school operations shall be conducted in accordance with the Brown Act. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and, if applicable, the Brown Act. In the absence of any such rules by the Board, each committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

ARTICLE IX **INDEMNIFICATION AND INSURANCE**

Section 9.01 Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. “Expenses” shall have the same meaning herein as in Corporations Code Section 5238(a). On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 9.02 Other Indemnification. No provision made by the Corporation to indemnify its Directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, Bylaws, a resolution of the Board, an agreement, or otherwise, shall be valid unless consistent with this Article IX. Nothing contained in this Article IX shall affect any right to indemnification to which persons other than such Directors and officers may be entitled by contract or otherwise.

Section 9.03 Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer’s, Director’s, employee’s, or agent’s status as such.

ARTICLE X **OTHER PROVISIONS**

Section 10.01 Maintenance of Corporate Records. The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and Board committees; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law. All such records shall be kept at the Corporation’s principal office.

Section 10.02 Inspection. Every Director shall have the right at any reasonable time, and from time to time, to inspect all books, records, and documents of every kind and the physical properties of the Corporation, subject to applicable law. Such inspection by a Director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under the Family Educational Rights and Privacy Act) pertaining to access to books, records, and documents.

Section 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year, the Corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
- (b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

Section 10.05 Public Inspection and Disclosure. The Corporation shall have available for public inspection at its principal office a copy of each of its annual exempt organization information returns for each of the last three years and a copy of its state and federal applications for recognition of exemption.

Section 10.06 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws.

Section 10.07 Fiscal Year. The fiscal year of the Corporation shall end on June 30 each year.

ARTICLE XI AMENDMENTS

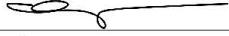
Section 11.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code.

Section 11.02 Effective Date. These Bylaws and any amendments to these Bylaws shall be effective immediately upon their adoption.

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of Bridges of Promise Academies, Inc., a California nonprofit public benefit corporation, and that the foregoing Bylaws of such corporation was duly adopted by the corporation's Board of Directors on December 12, 2024.

IN WITNESS WHEREOF, I have signed my name and affixed the seal of the corporation to this certificate on December 12, 2024.



Secretary
Bridges of Promise Academies, Inc.

Exhibit 7: Conflict of Interest Code

BRIDGES OF PROMISE ACADEMIES, INC. CONFLICT OF INTEREST CODE

I. Standard Code of FPPC

The Political Reform Act of 1974 (Gov. Code, § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency for purposes of the Act, Bridges of Promise Academies, Inc., a California nonprofit public benefit corporation that operates a charter school (“Charter School”), is therefore required to adopt such a code. The Fair Political Practices Commission (“FPPC”) has adopted a regulation (2 CCR § 18730) that contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency’s code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

II. Adoption of Standard Code of FPPC

The terms of 2 CCR section 18730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the Conflict of Interest Code (“Code”) of the Charter School. This Code shall take effect when approved by the Board of Supervisors for the County of Riverside, and shall thereupon supersede any and all prior codes adopted by the Charter School.

III. Filing of Statements of Economic Interests

Individuals holding designated positions shall file their statements of economic interests with the Charter School, which will make the statements available for public inspection and reproduction. (Gov. Code, § 81008.) All statements will be retained by the Charter School.

**APPENDIX TO
CONFLICT OF INTEREST CODE OF
BRIDGES OF PROMISE ACADEMIES, INC.**

I.

Designated Positions

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Members of the Board of Directors	1, 2
President	1, 2
Treasurer	1, 2
Secretary	1, 2
Principal	1, 2
Consultants/ New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the Code, subject to the following limitation:

The President or designee may determine in writing that a particular consultant/new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s/ new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The President’s or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this code. (Gov. Code, § 81008.)

II.

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by the Charter School, including any leasehold, beneficial, or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property, or are engaged in building construction or design, for charter schools.

Category 2

Designated positions assigned to this category must report:

All investments and business positions in business entities or sources of income (including gifts, loans, and travel payments) that are from business entities engaged in the performance of work or services, or sources that manufacture, sell, repair, rent, or distribute school supplies, books, materials, school furnishings, or equipment, of the type utilized by the Charter School.

Exhibit 8: Uniform Complaint Procedures

**UNIFORM COMPLAINT PROCEDURES
POLICY
BRIDGES OF PROMISE ACADEMIES**

UNIFORM COMPLAINT PROCEDURE POLICY

Updated February 2025

General Policy

This policy outlines the Uniform Complaint Procedures (“UCP”) for submitting and addressing complaints at Bridges of Promise Academies (the “School”). The School developed this UCP in accordance with Title 5, California Code of Regulations, § 4600 et seq. The School shall have primary responsibility to ensure compliance with applicable state and federal laws and regulations concerning complaints filed by students, parents, staff, or community members about programs or activities subject to the UCP within the School. The School will investigate and seek to resolve UCP complaints alleging failure to comply with applicable state and federal laws and regulations in accordance with this UCP policy, including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the School that are subject to the UCP.

Scope of Uniform Complaint Procedures

Programs and Activities Subject to the UCP

Accommodations for Pregnant and Parenting Pupils

Adult Education

After-School Education and Safety

Agricultural Career Technical Education

Career Technical and Technical Education and Career Technical and Technical Training Programs

Child Care and Development Programs

Compensatory Education

Consolidated Categorical Aid Programs

Course Periods without Educational Content

Discrimination, harassment, intimidation, or bullying against any protected group as identified under California Education Code (EC) § 200 and § 220 and Government Code §11135, including any actual or perceived characteristic as set forth in Penal Code § 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC §210.3, that is funded directly by, or that receives or benefits from, any state financial assistance. Unlawful discrimination further includes, but is not limited to, noncompliance with EC § 243(a) and § 244(a).

Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, pupils formerly in Juvenile Court now enrolled at the School, pupils who are migratory, and pupils participating in a newcomer program.

Every Student Succeeds Act (ESSA)

Local Control and Accountability Plans (LCAP)

Migrant Education

Physical Education Instructional Minutes

Pupil Fees

Reasonable Accommodations to a Lactating Pupil

Regional Occupational Centers and Programs

School Plans for Student Achievement

School Site Councils

State Preschool

State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the California State Superintendent of Public Instruction (“SSPI”) or designee deems appropriate.

Issues Not Subject to the UCP

Not all complaints fall under the scope of the UCP, including but not limited to: classroom assignments, grades, hiring and evaluation of staff, homework policies and practices, student advancement and retention, student discipline, student records, the Brown Act, and other general education requirements. The School may use its local complaint procedures to address complaints not covered by the UCP. However, only allegations within the subject matters falling within the UCP can be appealed to the California Department of Education (“CDE”).

The UCP Annual Notification

The School provides notice of this UCP on an annual basis to all students, employees, parents/guardians, advisory committees, private school officials or representatives as appropriate, and other interested parties as applicable. The notice includes information regarding allegations of discrimination, harassment, intimidation, or bullying. It lists all federal and state programs within the scope of the UCP. It lists the staff member at the School who is responsible for and knowledgeable about processing UCP complaints, and that the staff member shall be

knowledgeable about the laws and programs that they are assigned to investigate. The notice may be made available on the School's website.

The School does not operate a preschool program, but pursuant to applicable law, the notice shall include a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to § 1596.7925 of the California Health and Safety Code ("HSC") a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following: (1) the health and safety requirements under Title 5 of the California Code of Regulations apply to California state preschool programs pursuant to HSC § 1596.7925, and (2) the location at which to obtain a form to file a complaint. Posting a notice downloadable from the CDE website shall satisfy this requirement.

The School's annual UCP notice is in English. If 15% or more of students enrolled at the School speak a single primary language other than English, the annual notice will be provided in that language as well, pursuant to Education Code § 48985.

Designation of Responsible Employee

The School's Principal is the "Responsible Employee" for receiving, investigating and responding to UCP complaints. Complaints shall be addressed to:

Principal

[Mailing Address] - TBD

[E-mail Address] - TBD

[Phone Number] - TBD

In no instance will the Responsible Employee be assigned to investigate a complaint in which he or she has a bias that would prohibit him or her from fairly investigating or responding to the complaint. Any complaint against the Responsible Employee or that raises a concern about the Responsible Employee's ability to investigate the complaint fairly and without bias should be referred to the School's Governing Board or other appropriate School official, who will determine how the complaint will be investigated. The School will ensure that the Responsible Employee (or designee) investigating the complaint is knowledgeable about the laws and programs at issue in the complaint. The School may consult with legal counsel in addressing complaints as deemed appropriate.

Confidentiality and Non-Retaliation

The School will ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential as appropriate.

UNIFORM COMPLAINT PROCEDURES

Updated February 2025

Step 1: Filing a UCP Complaint

A UCP complaint must be filed according to the procedures set forth herein.

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization, may file a UCP complaint. However, a complaint filed on behalf of a student may only be filed by that student or that student's duly authorized representative.

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed by a person who alleges that he or she personally suffered unlawful discrimination, harassment, intimidation, or bullying, or by a person who believes that an individual or any specific class of individuals has been subjected to the same.

A UCP complaint is written and signed. If a complainant is unable to put his/her complaint in writing due to a disability or illiteracy, the School will assist the complainant in the filing of the complaint. A signature on a UCP complaint may be handwritten, typed (including in an email), or electronically-generated. Complaints related to pupil fees and/or LCAPs may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

Complainants are encouraged, but not required, to use the appropriate complaint form(s), attached.

Complaints shall be filed with the Responsible Employee at the address provided herein. A pupil fees complaint may also be filed with the School's Principal or designee. The Responsible Employee will maintain a log of complaints and subsequent related actions to the extent required by oversight agencies.

Upon receipt of a complaint, the Responsible Employee (or designee) will evaluate the complaint to determine whether it is subject to this UCP and will endeavor to notify the complainant within ten (10) workdays if the complaint is outside the jurisdiction of this UCP.

The Responsible Employee (or designee) may also determine if interim measures are necessary pending the result of an investigation. If interim measures are determined to be necessary, Responsible Employee (or designee) will consult with the Principal or designee, prior to implementing any such measures. The interim measures shall remain in place until the Responsible Employee (or designee) determines that they are no longer necessary or until the School issues its final written Investigation Report, whichever occurs first.

Timing of Complaints and Investigation

A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six (6) months from the date when the alleged unlawful discrimination, harassment,

intimidation or bullying occurred or the complainant first obtained knowledge of it. The time for filing may be extended by the Responsible Employee (or designee) for good cause upon written request from the complainant. Such extension shall be in writing and may not exceed ninety (90) calendar days following the expiration of the six-month period.

All other complaints shall be filed no later than one (1) year from the date the alleged violation occurred, except this one-year timeline shall not apply to complaints regarding the educational rights of foster youth. For complaints regarding LCAP, the date of the alleged violation is the date when the School's governing board approves the LCAP or annual update.

Unless a UCP complaint is resolved through mediation as set forth below, the School will investigate the UCP complaint and issue a written Investigation Report to the complainant within sixty (60) calendar days from the date of receipt of the complaint, unless the complainant agrees in writing to an extension of time.

Step 2: Mediation (Optional)

The Responsible Employee (or designee) and complainant may mutually agree to mediation. Any School employee or member of the School's governing board who has not been involved with the allegations in the complaint may be assigned by the Responsible Employee (or designee) to serve as mediator. The mediator will arrange for both the complainant and the School to present relevant evidence. The Responsible Employee (or designee) will inform the complainant that the mediation process may be terminated at any time by either the School or complainant, in which case the complaint will proceed directly to an investigation. If mediation resolves the complaint to the satisfaction of both parties, the School will implement any remedial measures, and the complainant may choose to withdraw the complaint. If mediation does not resolve the complaint to the satisfaction of both parties or within the parameters of law, the Responsible Employee (or designee) shall proceed with his/her investigation of the complaint.

The use of mediation does not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

In order to investigate the complaint, the Responsible Employee (or designee) shall have access to applicable School records and/or information related to the complaint allegations. As part of his/her investigation, the Responsible Employee (or designee) will do all of the following, in any order:

- Provide an opportunity for the complainant(s) or complainant's representative(s) and the School's representative(s) to present information relevant to the complaint or investigative process.

- Obtain statements from individuals/witnesses who can provide relevant information concerning the alleged violation.
- Review documents that may provide information relevant to the allegation.
- When necessary, seek clarification on specific complaint issues.

Refusal by the complainant or his/her representatives to provide the Responsible Employee (or designee) with documents or other evidence related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in dismissal of complaint because of a lack of evidence to support the allegation.

Refusal by the School to provide the Responsible Employee (or designee) with access to records and/or other information related to the allegations in the complaint, or failure or refusal to cooperate or obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Principal Review (Optional)

If the Principal is not the employee to investigate the complaint, the Principal has the discretion to evaluate the complaint and/or the proposed decision before a final written decision is issued. If the Principal elects to do so, then based on all the evidence obtained during the investigation, the Principal may approve, modify or reject the proposed decision and issue a final decision that meets the requirements set forth herein. The Principal may also decide not to review the complaint, in which case the decision shall be final.

Step 5: Final Written Decision (Investigation Report)

The Responsible Employee (or designee) shall prepare and send to the complainant a written report of the investigation and final decision (Investigation Report) within sixty (60) calendar days of receipt of the complaint unless the complainant agrees in writing to extend this date. The School's Investigation Report shall be written in English and, when required by law, in the complainant's primary language.

The Investigation Report shall include:

- The finding(s) of fact based on the evidence gathered;
- Conclusion providing a clear determination as to each allegation as to whether the School is in compliance with the relevant law;
- If the School finds merit in the complaint, the corrective actions required by law;
- Notice of the complainant's right to appeal the School's Investigation Report to the CDE, except when the School has used its UCP to address a non-UCP complaint; and
- Procedures to be followed for initiating an appeal to the CDE.

In addition, any Investigation Report on a complaint of discrimination, harassment, intimidation, or bullying based on state law shall include a notice that the complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

An Investigation Report shall not include student information protected under the Family Educational Rights and Privacy Act (“FERPA”) or any private employee personnel information, including but not limited to the nature of the disciplinary action taken against a student or employee. If a student or employee is disciplined as a result of the complaint, the Investigation Report shall simply state that effective action was taken and that the student or employee was informed of the School’s expectations.

If the School finds merit in a complaint regarding pupil fees, physical education instructional minutes, course periods without educational content, or LCAP, the remedy will go to all affected pupils and parents/guardians. For all other complaints within the scope of the UCP, the remedy shall go to the affected student. With respect to a pupil fees complaint, the School, in good faith, will engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid any unlawful pupil fee within one year prior to the filing of the complaint.

Appeal Process

A complainant may appeal the School’s Investigation Report by filing a written appeal within thirty (30) calendar days of the date of the Investigation Report to the CDE. This appeal to the CDE must specify and explain the basis for the appeal, including at least one of the following:

- The School failed to follow its complaint procedures;
- Relative to the allegations of the complaint, the Investigation Report lacks material findings of fact necessary to reach a conclusion of law;
- The material findings of fact in the Investigation Report are not supported by substantial evidence;
- The legal conclusion in the Investigation Report is inconsistent with the law; and/or
- In a case where the School found noncompliance, the corrective actions fail to provide a proper remedy.

The appeal must be sent to CDE with:

- A copy of the locally filed complaint; and
- Scope of the School’s Investigation Report.

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in Title 5, California Code of Regulations, § 4650 exists, including cases in which the School has not taken action within sixty (60) days of the date the complaint was filed with the School. A direct complaint to CDE must identify the basis for the direct filing of the complaint, which must include evidence that supports such a basis.

Civil Law Remedies

A complainant may pursue available civil law remedies under state or federal discrimination, harassment, intimidation, or bullying laws. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

UCP Requirements Regarding State Preschool Health and Safety Issues Pursuant to HSC § 1596.7925

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC § 1596.7925, the complainant must file the complaint with the preschool program administrator or designee. The School does not currently operate a preschool program.

A state preschool health and safety issues complaint about problems beyond the authority of a school's preschool program administrator shall be forwarded to the appropriate school official for resolution in a timely manner not to exceed ten (10) working days.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark whether a response is requested. If Education Code § 48985 is otherwise applicable, the response, if requested, and the Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text as they wish to explain the contents of the complaint.

When investigating a UCP state preschool health and safety issue, the preschool program administrator or designee shall make all reasonable efforts to investigate any problem within their authority, and investigations shall begin within ten (10) calendar days of the receipt of the complaint. A valid complaint shall be remedied within a reasonable time period not to exceed 30 working days from the date the complaint was received. The resolution of the complaint shall be reported to the complainant within forty five (45) working days of the initial filing. If the preschool program administrator or designee makes this report, they shall also report the same information in the same timeframe to the Charter School's designee.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

A complainant not satisfied with the resolution of the preschool program administrator or designee has the right to describe the complaint at a regularly scheduled hearing of the board. A complainant will not be precluded from filing an appeal to the SSPI if the complainant does not file a local appeal.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or designee has the right to file an appeal to the SSPI within thirty (30) calendar days

of the date of the Investigation Report. The complainant shall comply with all appeal requirements listed in Title 5, California Code of Regulations, § 4632.

The School shall report summarized data on the nature and resolution of all UCP state preschool health and safety issues complaints on a quarterly basis to the county superintendent of schools and its board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Charter School's board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

Exhibit 9: Sample Uniform Complaint Form

UNIFORM COMPLAINT PROCEDURES FORM

Bridges of Promise Academies

Updated February 2025

This Complaint Form may be used to file a complaint subject to the School's Uniform Complaint Procedures. Complaints concerning pupil fees and/or LCAPs may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. However, if you wish to receive a response, you must provide the following contact information. Complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Retaliation in any form for filing a complaint is prohibited.

Response requested: Yes No

Name (Optional for Pupil Fee & LCAP Complaints): _____

Mailing Address (Optional): _____

Email Address (Optional): _____

Issue of complaint (please check all that apply):

- Pupil Fees
- Local Control and Accountability Plans ("LCAP")
- Discrimination, Harassment, Intimidation, or Bullying in Programs or Activities
- Other Complaint Re: Programs and Activities

Date(s) of Problem: _____

Location of Problem (school name, address, and room number or location): _____

Describe the specific nature of the complaint in detail. You may include as much text as necessary (please use the other side if necessary)

Exhibit 10: Title IX Grievance Policy

TITLE IX POLICY AND GRIEVANCE PROCEDURES FOR SEXUAL HARASSMENT

Revised March 2025

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Overview

Bridges of Promise Academies (“School”) is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendments of 1972 (“Title IX”) prohibits discrimination on the basis of sex, including sexual harassment, in School’s education programs and activities.

This Title IX Policy and Grievance Procedures for Sexual Harassment (“Policy”) details School’s commitment to maintain a learning environment that is free from sexual harassment and provides

a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at School to School staff (e.g., Principal, Assistant Principal, teachers, etc.), and School will take appropriate action in accordance with the law and this Policy.

Sexual harassment is a form of sex discrimination in that it constitutes differential treatment on the basis of sex, and, for that reason, is a violation of state and federal laws and a violation of this Policy. School considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment under California law may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendoes, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code section 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs. The full definition of discrimination and harassment based on sex from Education Code section 230 can be found here: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to School's Uniform Complaint Procedures Policy under California law. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under federal law in Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. School prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code section 221.8 (as applicable to School's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities. The description of all rights set forth in Education Code section 221.8 can be found here:

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website:
<https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp>.

Title IX Grievance Procedures for Sexual Harassment

I. Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. School employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. A School employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to School's education program or activity.

3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

II. Title IX Personnel

School has designated the following individual as its Title IX Coordinator to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

NAME - TBD
TITLE - TBD
ADDRESS - TBD
EMAIL - TBD
PHONE - TBD

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinator, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- **Investigator:** The individual responsible for gathering all evidence related to the formal complaint. This individual will create an “Investigation Report” which will summarize the relevant evidence.
- **Decision-Maker:** The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be a Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- **Title IX Appeals Officer:** If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinator, Investigator(s), Decision-Maker(s), Appeals Officer(s), and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinator must ensure individuals responsible for investigating a formal complaint are neutral.

III. Reporting Allegations of Sexual Harassment

Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent/guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to the School Title IX Coordinator, or to any other available School employee who shall immediately inform the Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person’s verbal or written report.

IV. School's Initial Response to a Report of Sexual Harassment

Upon receipt of any report of Sexual Harassment, the Title IX Coordinator or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

1. Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent¹ to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
 - a. Supportive measures are non-disciplinary and non-punitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.
2. Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.
 - a. School may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. School will conduct an individualized safety and risk analysis before the removal. School shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
 - b. If the respondent is a student, School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.

¹ The "complainant" is the individual who is alleged to be the victim of conduct that could constitute Sexual Harassment. The "respondent" refers to the individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment. If a parent or guardian has a legal right to act on behalf of a complainant or respondent, this right applies throughout all aspects of the Title IX matter, including the grievance process.

- c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.

V. Initial Review of Formal Complaint

If a formal complaint is filed, the Title IX Coordinator will review the complaint and make an initial determination as to whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described above. School may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable School policy (e.g., Uniform Complaint Procedures).

At any time after a formal complaint has been filed, but before reaching a determination regarding the allegation, School may offer an informal resolution process (such as a restorative justice or mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student. Participation in informal resolution is voluntary.

VI. Mandatory or Permissive Dismissal of Formal Complaint

Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than fifteen (15) school days from the date they receive the formal complaint.

1. **Mandatory Dismissal:** The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
 - a. The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
 - b. The alleged conduct did not occur in School's education program or activity; or
 - c. The alleged conduct did not occur against an individual in the United States.
2. **Permissive Dismissal:** The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
 - a. The complainant has notified School, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
 - b. The respondent is no longer enrolled in, or employed by, School; or
 - c. Specific circumstances prevent the School from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the “Appeals” section below.
- If the Title IX Coordinator determines another School grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant’s allegation(s), the written notice shall inform the parties (complainant and respondent) of School’s intent to investigate the complaint through that grievance procedure.

VII. Title IX Grievance Procedures

If the Title IX Coordinator does not dismiss the formal complaint, School will initiate the following Title IX Grievance Procedures and issue a Written Decision. School will endeavor to complete its investigation and issue a Written Decision within sixty (60) calendar days of receipt of the formal complaint.

1. SEND WRITTEN NOTICE OF FORMAL COMPLAINT

The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within fifteen (15) school days of receipt of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. INVESTIGATOR CONDUCTS INVESTIGATION

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. INVESTIGATOR PROVIDES PARTIES EQUAL OPPORTUNITY TO REVIEW GATHERED EVIDENCE

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least fifteen (15) calendar days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. INVESTIGATOR PREPARES AND SHARES INVESTIGATIVE REPORT

The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not School's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least fifteen (15) calendar days before issuance of the Written Decision. School will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. DECISION-MAKER ISSUES WRITTEN DECISION

The Decision-Maker will endeavor to issue the Written Decision within sixty (60) calendar days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

- a. Identification of the allegations potentially constituting Sexual Harassment.
- b. A description of the procedural steps taken by School during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).
- c. Findings of fact supporting the determination.
- d. Conclusions regarding the application of School's policies to the facts.
- e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions School imposes on the respondent, and whether remedies designed to restore or preserve equal access to School's educational program will be provided by School to the complainant.
- f. School's procedures and permissible bases for either party to appeal the decision.

6. REMEDIES

If School determines that the respondent engaged in Sexual Harassment, School will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support;

warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, School will take appropriate disciplinary action, up to and including termination, in accordance with School's policies and as permitted by law.

VIII. Appeals

Either party may appeal School's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within five (5) calendar days of the decision. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within forty (40) school days from the receipt of the appeal.

IX. Record Keeping

School will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all materials used to train Title IX Personnel.

X. Updates

The Superintendent or designee may update, modify, or implement this policy in a manner to comply with applicable law.

Title IX Sexual Harassment Complaint Form

Instructions: This form can be completed by any individual who has knowledge of a sexual harassment conduct occurring within an education program or activity of Bridges of Promise Academies ("School"). Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact School's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint: _____

Address: _____

Phone: _____ Email: _____

School Name: _____

Complainant's (Victim) Full Name (if different from above): _____

Respondent's (Accused) Information

Respondent's Full Name: _____

Is the accused a School student? No Yes

If yes, what is the student's grade and relation to complainant: _____

Is the accused a School staff member? No Yes

If yes, what is the staff member's relation to the complainant (e.g., teacher)? _____

If no, what is the accused's affiliation to School? _____

Details of Complaint

Date of the Alleged Incident(s): _____ Location of Alleged Incident(s): _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the School Title IX Coordinator, I wish to initiate School's formal Title IX Grievance Procedures.

Signature of Complainant

Date

Once you have completed this form, please submit it to the Title IX Coordinator:

NAME - TBD
TITLE - TBD
ADDRESS - TBD
EMAIL - TBD
PHONE – TBD

Exhibit 11: BPA Budget

Charter Petition - Budget

Bridges of Promise Academies



Bridges of Promise Academies

Charter Petition - Budget

The attached budget and cash flow projections are based on conservative estimates of the actual cost to implement Bridges of Promise Academy as described in the charter petition. Assumptions that are being used to create the analysis are based on historical data from similar charter schools.

The Petition Budget, created in collaboration with Propel, A Charter Management Group, Inc. and Delta Managed Solutions (DMS), contains the following:

- 3 - Funding Assumptions
- 4 - Staffing Assumptions
- 5 - Expense Assumptions
- 6 - Enrollment and ADA Assumptions
- 7 - 5 Year Budget Summary
- 8 - Start Up Expense Summary
- 9 - 5 Year Detailed Budget
- 11 - Start Up Costs Detail
- 13 - Projected Monthly Cash Flow Statement – 5 Years
- 18 - Funding Calculations – 5 Years

**Bridges of Promise Academies
Charter Petition - Budget
FUNDING ASSUMPTIONS**

ENROLLMENT/ADA ASSUMPTIONS:

1. By-grade enrollment projections are shown on the Enrollment Assumptions sheet.
2. ADA is assumed at 90.0% of enrollment throughout based on historical averages for charter schools of this projected size and demographics.
3. LCFF Unduplicated Percentage estimated at 60.00% .

FEDERAL FUNDING ASSUMPTIONS:

1. ESEA Title I-V funding assumed beginning in second year based on historical rates for similar schools-demographics.
2. Federal SPED (IDEA, MH) funding begins in Year 2 - \$140/ADA.
3. No PCSGP Implementation Grant assumed until awarded - \$375k/\$575k possible.
4. NSLP assumed at \$443/student - final revenues based on demographics & participation.

STATE FUNDING ASSUMPTIONS:

1. LCFF funding is calculated using FCMAT's LCFF Calculator and results entered into the Funding Calculations page, assuming Menifee Union School District as the highest physical location district for both base year and unduplicated percentage calculations.
2. COLAs and gap rates taken from LCFF FCMAT Calculator, extrapolated for Years 4 and 5.
3. Lottery funding shown in each year.
4. Mandate Block Grant funding is assumed at \$22.04 PY ADA for TK-8
5. Facility Grant 75% of lease costs up to \$1,436/ADA assumed for privately leased facility.
6. AB602 Funding through SELPA @ \$925/ADA.
7. State Mental Health-Related Services funding @ \$80.10/ADA.

LOCAL FUNDING ASSUMPTIONS:

1. No Local Revenue Assumed.

CASH FLOW ASSUMPTIONS:

1. No State Revolving Fund loan assumed
2. No state deferrals currently assumed.

Bridges of Promise Academies
Charter Petition - Budget
STAFFING ASSUMPTIONS

Staffing Levels - Rationale/Explanation

While we will make every effort to minimize staff turnover, all staff will be "at-will". If pre-enrollments do not indicate capacity enrollment, teaching staff will only be retained at levels sufficient to meet core subject needs, and additional teachers added only as enrollment grows. If enrollment drops thereafter, while every effort will be maintained to provide a stable learning environment, staff reductions will be enacted if needed to maintain fiscal solvency as a result of lower ADA-based revenues.

Staffing structure and levels are consistent with similar charter schools as well as the general framework outlined in the charter petition narrative. We do not anticipate substantive changes from the general staffing plan outlined in the petition, although the final staffing and allocation is subject to change based on final demographics, SPED student count and other factors.

Annual Pay Increases - Rationale/Explanation

We assume the following factor affecting annual compensation adjustments: (a) the statewide COLA increase, which we plan to use to adjust our salary scales.

Benefits - Rationale/Explanation

We are assuming benefits at the following rates:

STRS = not participating, voluntary 401k or similar estimated at 2.5% employer contribution.

PERS = not participating, voluntary 401k or similar estimated at 2.5% employer contribution.

OASDI = 6.20%

Medicare = 1.45%

Worker's Compensation Insurance = 1.75%

State Unemployment Insurance (SUI) = 0.50%

Health Care = assuming 11.0% of total payroll (averaged)

We are not currently assuming CalSTRS participation, but may elect to do so at a later time.

We are not currently assuming CalPERS participation, but may elect to do so at a later time.

We are currently assuming voluntary participation for staff in a sponsored 401k-type plan.

We are assuming benefits for all certificated staff as well as exempt full-time classified staff. Currently we are calculating healthcare costs as a flat percentage of payroll as an overall budget estimate.

Actual healthcare costs will be determined by employee following a full analysis of potential insurance providers, and plans will be selected through competitive bidding - plans may be modified during the charter renewal term if necessary.

JobName	Year 1 FTE	Year 1 FT Salary
Principal	1.00	125,000.00
Teacher on Special Assignment (TOSA)	1.00	85,000.00
Teacher (FT) - TK	3.00	235,500.00
Teacher (FT) - K	3.00	235,500.00
Teacher (FT) - Grade 1	3.00	235,500.00
Teacher (FT) - Grade 2	3.00	235,500.00
Teacher (FT) - Grade 3	3.00	235,500.00
Teacher (FT) - Grade 4	3.12	244,920.00
Teacher's Aide (FT)	9.00	351,000.00
SPED Coordinator	1.00	95,000.00
Office Clerk	1.00	41,600.00
Office Mgr/Attendance Clerk	1.00	52,000.00
Total	32.12	2,172,020.00

Bridges of Promise Academies
Charter Petition - Budget
ASSUMPTIONS - MATERIALS, EQUIPMENT & SERVICES

SERVICES & OPERATIONS ASSUMPTIONS

1. The landlord is currently structuring a deal to provide Bridges of Promise Academies with rent abatement for the first year of operations. Under this arrangement, rent will not commence until Year 2 of the school's launch, allowing the school to focus its financial resources on start-up and operational priorities during its critical first year.
2. To further support the school's financial stability, Propel has agreed to provide a line of credit, if needed, to assist with cash flow during the initial year. This added flexibility ensures that Bridges of Promise can maintain smooth operations while preparing for long-term sustainability.

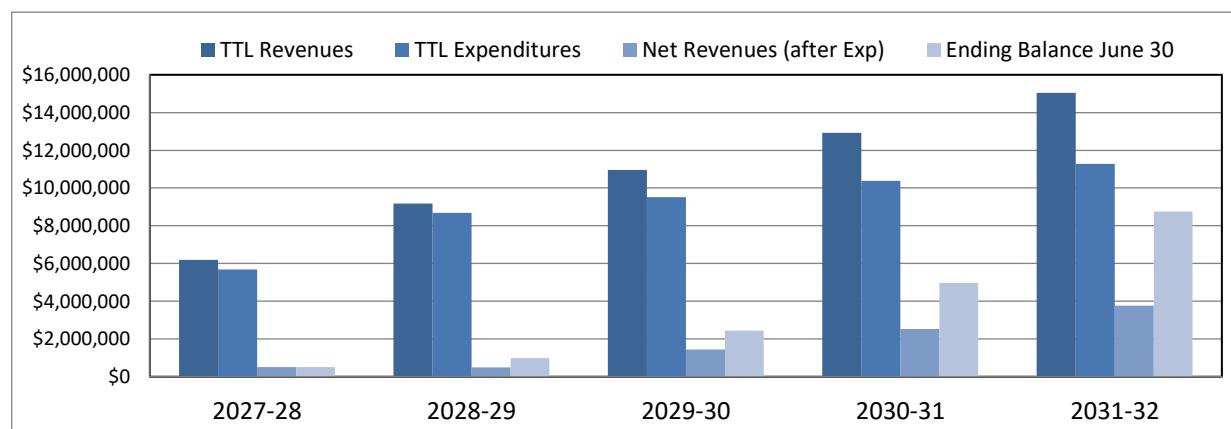
Bridges of Promise Academies
Charter Petition - Budget
ENROLLMENT AND A.D.A. ASSUMPTIONS

ADA Ratio:*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2027-28		2028-29		2029-30		2030-31		2031-32	
	ENROLL	ADA	ENROLL	ADA	ENROLL	ADA	ENROLLED	ADA	ENROLLED	ADA
Total TK-3 Enrollment	354	318.60	354	318.60	354	318.60	354	318.60	354	318.60
Total 4-6 Enrollment	81	72.90	165	148.50	252	226.80	252	226.80	252	226.80
Total 7-8 Enrollment	0	-	0	-	0	-	90	81.00	183	164.70
Total 9-12 Enrollment	0	-	0	-	0	-	0	-	0	-
TTL Enrollment/ADA	435	391.50	519	467.10	606	545.40	696	626.40	789	710.10
Site-Based										
TTL TK Enrollment	60	54.00	60	54.00	60	54.00	60	54.00	60	54.00
TTL Kinder Enrollment	69	62.10	69	62.10	69	62.10	69	62.10	69	62.10
TTL Grade 1 Enrollment	72	64.80	72	64.80	72	64.80	72	64.80	72	64.80
TTL Grade 2 Enrollment	75	67.50	75	67.50	75	67.50	75	67.50	75	67.50
TTL Grade 3 Enrollment	78	70.20	78	70.20	78	70.20	78	70.20	78	70.20
TTL Grade 4 Enrollment	81	72.90	81	72.90	81	72.90	81	72.90	81	72.90
TTL Grade 5 Enrollment	-	84	75.60	84	75.60	84	75.60	84	75.60	84
TTL Grade 6 Enrollment	-	-	87	78.30	87	78.30	87	78.30	87	78.30
TTL Grade 7 Enrollment	-	-	-	-	90	81.00	90	81.00	90	81.00
TTL Grade 8 Enrollment	-	-	-	-	-	-	-	-	93	83.70
TOTAL:	435	391.50	519	467.10	606	545.40	696	626.40	789	710.10
LCFF Unduplicated Calc:										
Enrollment*	435	519		606			696		789	
Unduplicated Count*	261	311		364			418		473	
Unduplicated Percentage:	60.00%	60.00%		60.00%			60.00%		60.00%	
Blended 3-year UP:	60.00%	60.00%		60.00%			60.00%		60.00%	

* ADA ratio is P-2 ADA divided by CALPADS Fall 1 Census Day enrollment - may not represent daily in-class attendance ratio

Bridges of Promise Academies
Charter Petition - Budget
MULTI-YEAR PROJECTION SUMMARY

	YEAR 1 2027-28	YEAR 2 2028-29	YEAR 3 2029-30	YEAR 4 2030-31	YEAR 5 2031-32
Projected Enrollment:	435	519	606	696	789
Projected P-2 ADA:	391.50	467.10	545.40	626.40	710.10
Revenues:					
LCFF Funding	5,252,861	6,415,910	7,690,069	9,116,061	10,672,537
Federal Revenue	173,481	522,595	631,380	748,479	877,970
Other State Revenue	765,376	2,238,056	2,638,563	3,054,411	3,491,645
Other Local Revenue	-	-	-	-	-
TTL Revenues	6,191,718	9,176,561	10,960,012	12,918,951	15,042,152
Expenditures:					
Certificated Salaries	1,727,420	2,040,947	2,358,125	2,712,126	3,060,076
Non-Certificated Salaries	444,600	460,117	476,175	492,793	509,992
Benefits	506,030	582,948	660,845	747,487	832,846
Books/Supplies/Materials	1,015,895	651,054	722,026	816,938	905,533
Services/Operations	1,992,240	4,952,035	5,292,108	5,615,743	5,968,418
Capital Outlay (Depreciation)	-	-	-	-	-
Other Outgo	-	-	-	-	-
TTL Expenditures	5,686,184	8,687,101	9,509,278	10,385,087	11,276,865
Net Revenues (after Exp)	505,534	489,460	1,450,733	2,533,864	3,765,287
Beginning Balance July 1	-	505,534	994,994	2,445,728	4,979,592
Ending Balance June 30	505,534	994,994	2,445,728	4,979,592	8,744,879
Ending Bal. as % of Exp.:	8.9%	11.5%	25.7%	47.9%	77.5%



Bridges of Promise Academies
Charter Petition - Budget
STARTUP COSTS (as portion of Year 1 Budget)

Startup Portion of Year 1 Budget: **\$ 457,596**

Description:

Education Code requires that the financial projection of a charter petition identify the "startup costs" component of the overall budget. The following information shows the estimated one-time startup/implementation expenses for the School - these are a portion of the overall Year 1 budget. The remaining portion of the Year 1 budget is recurring operational costs. These startup cost estimates may vary depending on the availability of Year 1 funding sources.

Startup Expenses - Salaries & Benefits

1000 Series: Certificated Salaries	\$ -
2000 Series: Classified Salaries	\$ -
3000 Series: Benefits	\$ -

Description:

Program Development and Curriculum Design, initial clerical and office setup time, other one-time formation and implementation tasks.

Startup Expenses - Books, Supplies & Materials

4100 - Textbooks	\$ 302,530
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Description:

We are allocating this amount for an additional startup portion of instructional materials.

4300 - Materials & Supplies

4300 - Materials & Supplies	\$ -
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Description:

This is for initial classroom and office supplies and materials during the startup year to prepare for the school's first year. By having the office setup beforehand, volunteers and founding staff will be able to effectively coordinate preparation of the school site.

4400 - Non-Capitalized Equip, Student Technology and Staff Equip.

4400 - Non-Capitalized Equip, Student Technology and Staff Equip.	\$ 141,862
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Description:

This amount represents the following equipment for Year 1:

Chromebook computers @ \$300 each based on enrollment First Year 104,300

Staff computers @ \$1300 each based on FTE 37,562

Startup Expenses - Services & Operations

5300 - Dues & Memberships

5300 - Dues & Memberships	\$ -
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Description:

This amount covers the cost of CCSA and CSDC membership.

5630 - Maintenance & Repair Costs

5630 - Maintenance & Repair Costs	\$ -
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Description:

One-time tenant improvement (TI) costs paid by school. Other TIs assumed paid by landlord.

5800 - Educational Support & Services

5800 - Educational Support & Services	\$ 12,500
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Description:	
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This covers Student Information System license (SIS) and assessment technology acquisition, training, and implementation.

5810 - Legal (Charter Implementation and Governance Training)

5810 - Legal (Charter Implementation and Governance Training)	\$ -
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5825 - Fiscal Management Training	\$ -
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5870 - Livescan (Fingerprinting)	\$ 704
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5900 - Communications	\$ -
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Description:	
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The communications expense is for website and electronic communications to be translated into Spanish and other languages, and improve community outreach and marketing efforts.

Total Startup Portion of Year 1 Budget: **\$ 457,596**

Bridges of Promise Academies
Charter Petition - Budget
FIVE-YEAR FINANCIAL PROJECTION

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2027-28	2028-29	2029-30	2030-31	2031-32
Enrollment	435	519	606	696	789
P-2 ADA	391.50	467.10	545.40	626.40	710.10
REVENUES					
Local Control Funding Formula Revenues					
8011 - General Purpose Block Grant	2,331,774	2,782,048	3,248,402	3,730,838	4,229,356
8012 - Education Protection Account	78,300	93,420	109,080	125,280	142,020
8096 - Funding in Lieu of Property Taxes	2,842,787	3,540,442	4,332,587	5,259,943	6,301,161
TTL LCFF Revenues	5,252,861	6,415,910	7,690,069	9,116,061	10,672,537
Federal Revenue					
8181 - Federal IDEA Special Education	-	56,723	70,038	84,633	100,594
8220 - NSLP Federal	173,481	206,981	241,678	277,570	318,249
8290 - Title I-III, PCSGP Grant	-	258,891	319,664	386,276	459,127
TTL Federal Revenue	173,481	522,595	631,380	748,479	877,970
Other State Revenue					
8311 - State Special Education Revenue	393,497	473,803	558,322	647,152	740,392
8520 - NSLP State	260,222	310,472	362,516	416,356	477,373
8550 - Mandate Block Grant	-	10,655	12,875	15,303	17,953
8560 - State Lottery Revenue	111,657	133,224	155,610	178,542	202,566
8590 - Add'l State Revenues		1,309,902	1,549,240	1,797,059	2,053,361
TTL Other State Revenue	765,376	2,238,056	2,638,563	3,054,411	3,491,645
Other Local Revenue					
8699 - Local Donations/Contributions/Other	-	-	-	-	-
TTL Other Local Revenue	-	-	-	-	-
TTL REVENUES	6,191,718	9,176,561	10,960,012	12,918,951	15,042,152
EXPENDITURES					
1000 - Certificated Salaries					
1100 - Teachers' Salaries	1,507,420	1,813,269	2,122,501	2,468,278	2,807,719
1300 - Certificated Supervisory/Admin	220,000	227,678	235,624	243,847	252,358
TTL Certificated Salaries	1,727,420	2,040,947	2,358,125	2,712,126	3,060,076
2000 - Non-Certificated Salaries					
2100 - Instructional Aide Salaries	351,000	363,250	375,927	389,047	402,625
2400 - Clerical/Tech/Office Staff	93,600	96,867	100,247	103,746	107,367
TTL Non-Certificated Salaries	444,600	460,117	476,175	492,793	509,992
3000 - Employee Benefits					
Certificated Retirement	43,186	51,024	58,953	67,803	76,502
Classified Retirement	8,892	9,202	9,523	9,856	10,200
Medicare/ OASDI	166,160	191,331	216,824	245,176	273,110
Healthcare	238,922	275,117	311,773	352,541	392,707
SUI	10,860	12,505	14,171	16,025	17,850
WC	38,010	43,769	49,600	56,086	62,476
TTL Employee Benefits	506,030	582,948	660,845	747,487	832,846

Bridges of Promise Academies
Charter Petition - Budget
FIVE-YEAR FINANCIAL PROJECTION

Description	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	2027-28	2028-29	2029-30	2030-31	2031-32
4000 - Books/Supplies/Materials					
4100 - Textbooks/Core Curriculum	398,330	95,800	78,767	72,888	59,055
4310 - Materials & Supplies	25,000	27,250	34,138	41,056	48,568
4400 - Noncapitalized Equipment (Staff Equip)	41,756	4,194	4,350	4,500	4,650
4405 - Student Technology	130,500	26,200	27,100	28,000	28,900
4410 - Noncapitalized Equipment - Furniture	-	-	-	-	-
4700 - Food	420,309	497,610	577,672	670,494	764,360
4710 - Food Services Start-up Costs	-	-	-	-	-
TTL Books/Supplies/Materials	1,015,895	651,054	722,026	816,938	905,533
5000 - Services & Operations					
5100 SPED Sub Agreements for Service	504,820	619,186	741,025	865,343	993,798
5200 - Professional Development	5,350	5,350	5,350	5,350	5,350
5201 - Travel and Conferences	-	-	-	10,000	10,000
5202 - Board Training	2,000	2,000	2,000	2,000	2,000
5300 - Dues and Memberships	2,000	2,000	2,000	2,000	2,000
5400 - Insurance (other than Healthcare)	60,000	63,000	66,150	69,458	72,930
5510 - Utilities (General)	240,000	252,000	264,600	277,830	291,722
5520 - Janitorial/Custodial	81,000	85,050	89,303	93,768	98,456
5610 - Facility Rental	-	2,400,000	2,400,000	2,400,000	2,400,000
5620 - Equipment Leases	4,907	5,153	6,317	6,633	7,745
5630 - Maintenance & Repair	7,500	9,396	11,519	12,095	14,123
5800 - Professional/Consulting Services	22,500	10,000			
5805 - Power School & LMS	31,177	13,021	15,888	19,074	22,602
5806 - Learning Management System					
5807 - Facility Security	5,000	5,250	5,513	5,788	6,078
5808 - IT Support Vendor	60,000	75,166	92,154	96,761	112,982
5810 - Legal	30,000	31,500	33,075	34,729	36,465
5820 - Audit/CPA Costs	20,000	21,000	22,050	23,153	24,310
5830 - Administrative Support Services Fee	835,882	1,238,836	1,479,602	1,744,058	2,030,691
5840 - Advertisement	5,000	5,000	5,000	5,000	5,000
5850 - Oversight Fee	52,529	64,159	76,901	91,161	106,725
5860 - Bank Fees	-	-	-	-	-
5870 - Livescan (Fingerprinting)	968	264	264	264	264
5871 - Raptor Visitor Software	3,607	2,357	2,890	3,418	3,991
5880 - Instructional Consultants (ELOP)	-	642,026	690,389	690,389	690,389
5900 - Communications (General)	15,000	15,750	16,538	17,364	18,233
5930 - Postage	3,000	3,758	4,608	5,451	6,364
TTL Services & Operations	1,992,240	4,952,035	5,292,108	5,615,743	5,968,418
6000 - Capital Outlay					
6900 - Depreciation	-	-	-	-	-
TTL Capital Outlay	-	-	-	-	-
7000 - Other Outgo					
7299 - Other Outgo	-	-	-	-	-
TTL Other Outgo	-	-	-	-	-
TTL EXPENDITURES	5,686,184	8,687,101	9,509,278	10,385,087	11,276,865
Revenues less Expenditures	505,534	489,460	1,450,733	2,533,864	3,765,287
Beginning Fund Balance					
Net Revenues	505,534	489,460	1,450,733	2,533,864	3,765,287
ENDING BALANCE	505,534	994,994	2,445,728	4,979,592	8,744,879
ENDING BALANCE AS % OF OUTGO	8.89%	11.45%	25.72%	47.95%	77.55%

Bridges of Promise Academies
Charter Petition - Budget
STARTUP COSTS DETAIL

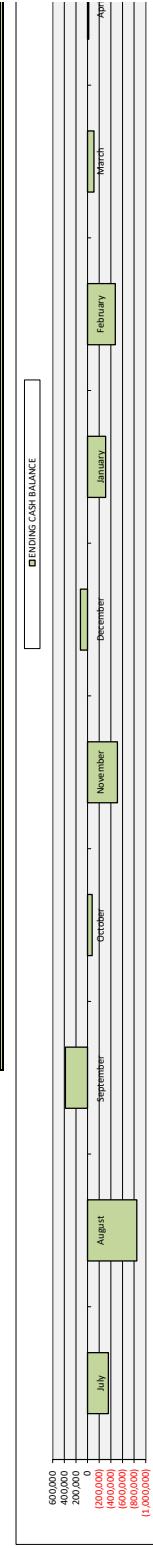
Description	Startup Portion of Year 1	Recurring Portion of Year 1	YEAR 1 2027-28
REVENUES			
Local Control Funding Formula Revenues			
8011 - General Purpose Block Grant	-	2,331,774	2,331,774
8012 - Education Protection Account	-	78,300	78,300
8096 - Funding in Lieu of Property Taxes		2,842,787	2,842,787
TTL LCFF Revenues	-	5,252,861	5,252,861
Federal Revenue			
8181 - Federal IDEA Special Education	-	-	-
8220 - NSLP Federal	-	173,481	173,481
8290 - Title I-III, PCSGP Grant	-	-	-
TTL Federal Revenue	-	173,481	173,481
Other State Revenue			
8311 - State Special Education Revenue	-	393,497	393,497
8520 - NSLP State	-	260,222	260,222
8550 - Mandate Block Grant	-	-	-
8560 - State Lottery Revenue	-	111,657	111,657
8590 - Add'l State Revenues	-	-	-
TTL Other State Revenue	-	765,376	765,376
Other Local Revenue			
8699 - Local Donations/Contributions/Other	-	-	-
TTL Other Local Revenue	-	-	-
TTL REVENUES	-	6,191,718	6,191,718
EXPENDITURES			
1000 - Certificated Salaries			
1100 - Teachers' Salaries	-	1,507,420	1,507,420
1300 - Certificated Supervisory/Admin	-	220,000	220,000
TTL Certificated Salaries	-	1,727,420	1,727,420
2000 - Non-Certificated Salaries			
2100 - Instructional Aide Salaries	-	351,000	351,000
2400 - Clerical/Tech/Office Staff	-	93,600	93,600
TTL Non-Certificated Salaries	-	444,600	444,600
3000 - Employee Benefits			
STRS	-	43,186	43,186
PERS	-	8,892	8,892
Medicare/ OASDI	-	166,160	166,160
Healthcare	-	238,922	238,922
SUI	-	10,860	10,860
WC	-	38,010	38,010
TTL Employee Benefits	-	506,030	506,030

Bridges of Promise Academies
Charter Petition - Budget
STARTUP COSTS DETAIL

	Startup	Recurring	YEAR 1
4000 - Books/Supplies/Materials			
4100 - Textbooks/Core Curriculum	302,530	95,800	398,330
4310 - Materials & Supplies	-	25,000	25,000
4400 - Noncapitalized Equipment (Staff Equip)	37,562	4,194	41,756
4405 - Student Technology	104,300	26,200	130,500
4410 - Noncapitalized Equipment - Furniture	-	-	-
4700 - Food	-	420,309	420,309
4710 - Food Services Start-up Costs	-	-	-
TTL Books/Supplies/Materials	444,392	571,503	1,015,895
5000 - Services & Operations			
5100 SPED Sub Agreements for Service	-	504,820	504,820
5200 - Professional Development	-	5,350	5,350
5201 - Travel and Conferences	-	-	-
5202 - Board Training	-	2,000	2,000
5300 - Dues and Memberships	-	2,000	2,000
5400 - Insurance (other than Healthcare)	-	60,000	60,000
5510 - Utilities (General)	-	240,000	240,000
5520 - Janitorial/Custodial	-	81,000	81,000
5610 - Facility Rental	-	-	-
5620 - Equipment Leases	-	4,907	4,907
5630 - Maintenance & Repair	-	7,500	7,500
5800 - Professional/Consulting Services	12,500	10,000	22,500
5805 - Power School & LMS	-	31,177	31,177
5806 - Learning Management System	-	-	-
5807 - Facility Security	-	5,000	5,000
5808 - IT Support Vendor	-	60,000	60,000
5810 - Legal	-	30,000	30,000
5820 - Audit/CPA Costs	-	20,000	20,000
5830 - Administrative Support Services Fee	-	835,882	835,882
5840 - Advertisement	-	5,000	5,000
5850 - Oversight Fee	-	52,529	52,529
5860 - Bank Fees	-	-	-
5870 - Livescan (Fingerprinting)	704	264	968
5871 - Raptor Visitor Software	-	3,607	3,607
5880 - Instructional Consultants (ELOP)	-	-	-
5900 - Communications (General)	-	15,000	15,000
5930 - Postage	-	3,000	3,000
TTL Services & Operations	13,204	1,979,036	1,992,240
6000 - Capital Outlay			
6900 - Depreciation	-	-	-
TTL Capital Outlay	-	-	-
7000 - Other Outgo			
7299 - Other Outgo	-	-	-
TTL Other Outgo	-	-	-
TTL EXPENDITURES	457,596	5,228,588	5,686,184
Revenues less Expenditures	(457,596)	963,130	505,534

Bridges of Promise Academies
Charter Petition - Budget
2027-28 Projected Monthly Cash Flow Statement

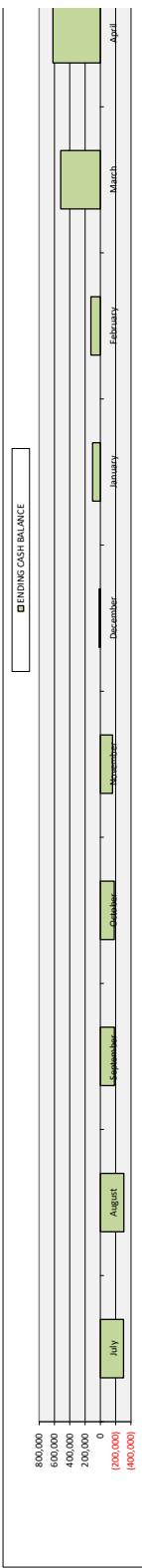
Description	2027-28 Budget	July	August	September	October	November	December	January	February	March	April
BEGINNING CASH											
REVENUES											
LCFF State Aid	2,331,774	-	-	862,756	-	-	419,719	-	209,860	209,860	
Education Protection Account	78,300	-	-	19,575	-	-	19,575	-	19,575	-	
In-Lieu-Of Property Taxes	2,842,787	-	-	795,980	-	-	511,702	-	511,702	255,851	
Federal Revenues	173,481	-	-	-	-	-	-	-	-	-	
Lottery Revenues	111,657	-	-	183,041	-	-	117,669	-	58,835	-	
Other State Revenues	653,719	-	-	-	-	-	-	-	58,835	58,835	
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	
TTL REVENUES	6,191,718	-	-	1,861,333	-	-	1,068,665	-	268,694	799,971	524,545
EXPENDITURES											
All Certificated Salaries	1,727,420	-	143,952	143,952	143,952	143,952	143,952	143,952	143,952	143,952	
All Classified Salaries	444,600	11,115	37,678	37,678	37,678	37,678	37,678	37,678	37,678	37,678	
506,030	2,590	42,315	42,315	42,315	42,315	42,315	42,315	42,315	42,315	42,315	
1,015,895	46,177	112,877	253,974	84,658	56,439	56,439	56,439	56,439	56,439	56,439	
1,992,240	297,785	153,249	153,249	153,249	153,249	153,249	153,249	153,249	153,249	153,249	
TTL EXPENDITURES	5,686,184	357,667	490,071	631,168	461,852	-	-	-	-	-	-
OTHER TRANS-AFFECTING CASH											
Accounts Receivable (net change)											
Loan Proceeds and other Cash inflows											
Net Change in Payables											
Fixed Asset Acquisitions											
Loan Repayment and Other Outflows											
NET INCREASE (DECREASE)	0	0	0	0	0	0	0	0	0	0	0
ENDING CASH BALANCE	(357,667)	(847,738)	382,447	(79,405)	(513,038)	121,994	(311,638)	(476,577)	(110,239)	(19,326)	433,633



Bridges of Promise Academies
Charter Petition - Budget

2028-29 Projected Monthly Cash Flow Statement

Description	2028-29 Budget	July	August	September	October	November	December	January	February	March	April
BEGINNING CASH											
REVENUES		182,973	(302,954)	(307,754)	(183,291)	(183,291)	(180,616)	(159,856)	14,908	102,280	123,040
LCFF State Aid	2,782,048	139,102	250,384	250,384	250,384	250,384	250,384	250,384	250,384	250,384	250,384
Education Protection Account	93,420	-	23,355	-	23,355	-	23,355	-	23,355	-	23,355
In-Lieu-Of Property Taxes	3,540,442	-	424,853	424,853	283,235	283,235	283,235	283,235	283,235	283,235	283,235
Federal Revenues	522,595	-	65,324	-	-	130,649	-	-	130,649	495,662	495,662
Lottery Revenues	133,224	-	-	189,435	189,435	-	66,612	-	-	130,649	247,831
Other State Revenues	2,104,832	105,242	-	-	189,435	189,435	189,435	189,435	189,435	189,435	74,656
Other Local Revenues	-	-	-	-	-	-	-	-	-	33,306	33,306
TTL REVENUES	9,176,561	244,344	456,771	933,352	723,055	723,055	877,058	789,667	723,055	1,089,485	795,613
EXPENDITURES											
All Certificated Salaries	2,040,947	-	170,079	170,079	170,079	170,079	170,079	170,079	170,079	170,079	170,079
All Classified Salaries	460,117	11,503	38,993	38,993	38,993	38,993	38,993	38,993	38,993	38,993	38,993
All Benefits	582,948	2,983	48,748	48,748	48,748	48,748	48,748	48,748	48,748	48,748	48,748
All Materials & Supplies	651,054	29,593	72,339	162,763	54,254	36,170	36,170	36,170	36,170	36,170	36,170
All Services and Operations	4,952,035	740,193	399,972	399,972	399,972	399,972	399,972	399,972	399,972	399,972	399,972
TTL EXPENDITURES	8,687,101	784,272	730,131	820,555	712,046	693,961	693,961	693,961	693,961	693,961	693,961
OTHER TRANS. AFFECTING CASH											
Accounts Receivable (net change)	255,851	343,973	-	-	-	-	-	-	-	-	-
Loan Proceeds and other Cash inflows	-	-	(75,414)	-	-	-	-	-	-	-	-
Net Change in Payables	(200,949)	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)
Fixed Asset Acquisitions	-	-	-	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)
Loan Repayment and Other Outflows	54,901	268,550	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	(8,333)	0	0
NET INCREASE (DECREASE)	(302,954)	(307,754)	(183,291)	(180,616)	(159,856)	14,908	102,280	123,040	518,564	620,215	
ENDING CASH BALANCE											



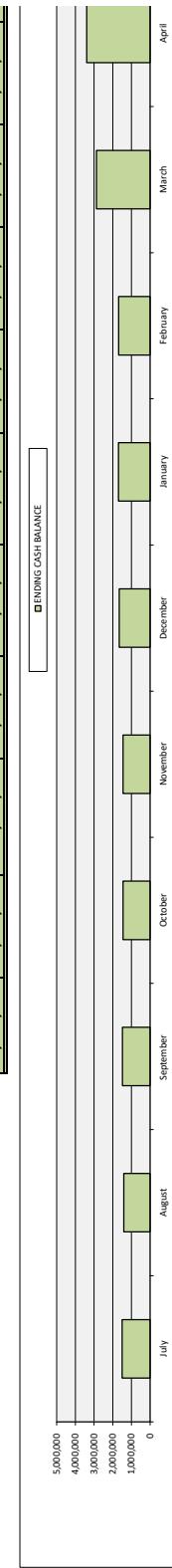
Bridges of Promise Academies Charter Petition - Budget Projected Monthly Cash Flow Statement

2029-30 Projected Monthly Cash Flow Statement

Bridges of Promise Academies
Charter Petition - Budget

2030-31 Projected Monthly Cash Flow Statement

Description	2030-31											
	Budget	July	August	September	October	November	December	January	February	March	April	
BEGINNING CASH	1,877,355	1,455,862	1,409,559	1,482,184	1,452,274	1,445,056	1,656,279	1,693,697	1,586,479	2,873,988		
REVENUES												
LCFF State Aid	3,730,838	186,542	186,542	335,775	335,775	335,775	335,775	335,775	335,775	335,775	335,775	
Education Protection Account	125,280	-	-	31,320	-	31,320	-	31,320	-	31,320	-	
In-Lieu-Of Property Taxes	5,259,943	-	170,567	341,134	227,423	227,423	227,423	227,423	227,423	1,203,709	601,854	
Federal Revenues	748,479	-	-	93,560	-	-	187,120	-	-	187,120	106,926	
Lottery Revenues	178,542	-	-	-	-	-	-	44,636	-	-	44,636	
Other State Revenues	2,875,869	143,793	143,793	258,828	258,828	258,828	258,828	258,828	258,828	258,828	258,828	
Other Local Revenues	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUES	12,918,951	330,355	500,903	1,060,648	822,027	822,027	1,040,466	866,662	822,027	2,016,752	1,348,019	
EXPENDITURES												
All Certificated Salaries	2,712,126	-	226,010	226,010	226,010	226,010	226,010	226,010	226,010	226,010	226,010	
All Classified Salaries	492,793	12,320	41,762	41,762	41,762	41,762	41,762	41,762	41,762	41,762	41,762	
All Benefits	747,487	3,825	62,507	62,507	62,507	62,507	62,507	62,507	62,507	62,507	62,507	
All Materials & Supplies	816,938	37,134	90,711	204,234	68,078	45,385	45,385	45,385	45,385	45,385	45,385	
All Services and Operations	5,615,743	839,399	453,579	453,579	453,579	453,579	453,579	453,579	453,579	453,579	453,579	
TOTAL EXPENDITURES	10,385,087	892,678	874,629	988,093	851,937	-	-	-	-	-	-	
OTHER TRANS. AFFECTING CASH												
Accounts Receivable (net change)	447,295	134,178	-	-	-	-	-	-	-	-	-	
Loan Proceeds and other Cash Inflows	(266,476)	-	153,345	-	-	-	-	-	-	-	-	
Net Change in Payables	-	-	-	-	-	-	-	-	-	-	-	
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-	
Loan Repayment and Other Outflows	-	-	-	-	-	-	-	-	-	-	-	
NET INCREASE (DECREASE)	180,819	287,523	0									
ENDING CASH BALANCE	1,495,862	1,409,659	1,482,184	1,452,274	1,445,056	1,656,279	1,693,697	1,686,479	2,873,988	3,392,763	3,392,763	

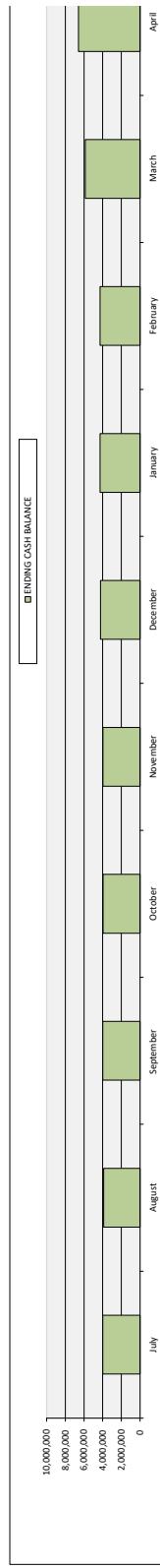


Bridges of Promise Academies

Charter Petition - Budget

2021-22 Projected Monthly Cash Flow Statement

Description	2021-32 Budget	July	August	September	October	November	December	January	February	March	April
BEGINNING CASH											
REVENUES											
LCFF State Aid	4,229,356	211,468	3,989,737	3,901,166	3,987,893	3,966,579	3,970,418	4,229,255	4,283,736	4,287,576	5,369,772
Education Protection Account	142,020	-	35,505	380,642	380,642	380,642	380,642	380,642	380,642	380,642	380,642
In-Lieu-Of Property Taxes	6,301,161	-	341,134	-	227,423	-	227,423	-	227,423	35,505	-
Federal Revenues	877,970	-	109,746	-	-	219,492	-	-	1,550,782	775,391	-
Lottery Revenues	202,566	-	-	296,017	-	-	50,642	-	219,492	125,424	-
Other State Revenues	3,289,079	164,454	-	-	296,017	296,017	296,017	296,017	-	50,642	-
Other Local Revenues	-	-	-	-	-	-	-	-	296,017	296,017	-
TOTAL REVENUES	15,042,152	375,922	546,489	1,163,045	904,082	1,159,080	954,724	904,082	2,482,438	1,628,116	
EXPENDITURES											
All Certificated Salaries	3,060,076	12,750	255,006	255,006	255,006	255,006	255,006	255,006	255,006	255,006	255,006
All Classified Salaries	509,992	43,220	43,220	43,220	43,220	43,220	43,220	43,220	43,220	43,220	43,220
All Benefits	832,846	4,262	69,645	69,645	69,645	69,645	69,645	69,645	69,645	69,645	69,645
All Materials & Supplies	905,533	41,161	100,615	226,383	75,461	50,307	50,307	50,307	50,307	50,307	50,307
All Services and Operations	5,968,418	892,114	482,065	482,065	482,065	482,065	482,065	482,065	482,065	482,065	482,065
All Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENDITURES	11,276,855	950,550	1,076,318	925,396	900,243	900,243	900,243	900,243	900,243	900,243	900,243
OTHER TRANS-AFFECTING CASH											
Accounts Receivable (net change)	601,854	156,099	-	-	-	-	-	-	-	-	-
Loan Proceeds and other Cash inflows	-	(303,189)	159,390	-	-	-	-	-	-	-	-
Net Change in Payables	-	-	-	-	-	-	-	-	-	-	-
Fixed Asset Acquisitions	-	-	-	-	-	-	-	-	-	-	-
Loan Repayment and Other Outflows	-	-	-	-	-	-	-	-	-	-	-
NET INCREASE (DECREASE)	298,666	315,490	0	0							
ENDING CASH BALANCE	3,989,737	3,901,166	3,987,893	3,966,579	3,970,418	4,229,255	4,283,736	4,287,576	5,369,772	6,597,645	



Bridges of Promise Academies

Charter Petition - Budget

FUNDING CALCULATIONS

2027-28 (Year 1)	Statewide COLA:	3.630%
LCFF FUNDING		TOTALS
LCFF State Aid:	\$/ADA	ADA
LCFF State Aid:	\$ 5,956.00	391.50
LCFF Education Protection Account:	200.00	391.50
LCFF In-Lieu-Of Property Taxes:	7,261.27	391.50
Total LCFF Funding:	\$ 13,417.27 per ADA	5,252,861.00
	TOTAL LCFF FUNDING	\$ 5,252,861.00
FEDERAL REVENUES		
Title I Part A	541.21	\$ -
Title II Part A	52.00	-
Title IV Part A	45.77	-
Title Funding:		-
Other Federal Revenues		
PCSGP Startup/Implementation Grant	\$ -	\$ -
National School Lunch Program	173,481.48	173,481.48
Federal IDEA Special Education	140.00	-
Other Federal Revenue	-	-
Total Other Federal Revenues:		173,481.48
	TOTAL FEDERAL REVENUES	\$ 173,481.48
OTHER STATE REVENUES		
Non-Prop 20 Lottery (not rec'd until Year 2)	\$ 191.00	409
Prop 20 Lottery (not rec'd until Year 2)	82.00	409
	\$ 78,119.00	33,538.00
		111,657.00
Additional Other State Revenues		
State Lunch Program Revenues	22.04	\$ 260,222.22
Mandate Block Grant (ongoing)	-	-
Facility Grant Program (lesser of 75% or \$1436/ADA)	925.00	391.50
State Special Education (AB602)	80.10	362,137.50
State Mental Health-Related Services	1,579.55	31,359.15
ASES Afterschool Revenue	-	-
Other State Prop 28 Arts and Music	-	-
Other State Revenues (ELOP)	-	-
Total Additional Other State Revenues:		653,718.87
	TOTAL OTHER STATE REVENUES	\$ 765,375.87
OTHER LOCAL REVENUES		
Local Donations/Contributions	-	-
Total Additional Other Local Revenues:		\$ -
	TOTAL OTHER LOCAL REVENUES	\$ -
	TOTAL REVENUES	\$ 6,191,718.35

Bridges of Promise Academies

Charter Petition - Budget

FUNDING CALCULATIONS

2028-29 (Year 2)	Statewide COLA:	3.49%
<hr/>		
LCFF FUNDING	TOTALS	
LCFF State Aid:	\$ 5,956.00	ADA 467.10
LCFF Education Protection Account:	200.00	ADA 467.10
LCFF In-Lieu-Of Property Taxes:	7,579.62	ADA 467.10
Total LCFF Funding:	\$ 13,735.62 per ADA	3,540,442
	TOTAL LCFF FUNDING	\$ 6,415,910.00
FEDERAL REVENUES		
Title I Funding	560.10	391.50
Title II Part A	53.81	391.50
Title IV Part A	47.37	391.50
Title Funding:		258,891.28
Other Federal Revenues		
PCSGP Startup/Implementation Grant	\$ -	
National School Lunch Program	206,981.35	
Federal IDEA Special Education	144.89	391.50
Other Federal Revenue	-	
Total Other Federal Revenues:		263,704.22
	TOTAL FEDERAL REVENUES	\$ 522,595.50
OTHER STATE REVENUES		
Non-Prop 20 Lottery (Incl Year 1 & 2)	\$ 191.00	488
Prop 20 Lottery (Incl. Year 1 & 2)	82.00	488
	93,208.00	
	40,016.00	
		133,224.00
Additional Other State Revenues		
State Lunch Program Revenues	-	\$ 310,472.03
Mandate Block Grant (ongoing)	22.81	467.10
Facility Grant Program (lesser of 75% or \$1436/ADA)	10,654.55	
State Special Education (AB602)	934.25	467.10
State Mental Health-Related Services	80.10	467.10
ASES Afterschool Revenue	-	
Other State Prop 28 Arts and Music	20,752.88	
Other State Revenues (ELOP)	1,579.55	391.50
Total Additional Other State Revenues:		618,393.83
	TOTAL OTHER STATE REVENUES	\$ 2,104,831.77
	\$ 2,238,055.77	
OTHER LOCAL REVENUES		
Local Donations/Contributions	\$ -	
Total Additional Other Local Revenues:		-
	TOTAL OTHER LOCAL REVENUES	\$ -
TOTAL REVENUES	\$ 9,176,561.27	

Bridges of Promise Academies

Charter Petition - Budget

FUNDING CALCULATIONS

2029-30 (Year 3)	Statewide COLA:	3.49%		
LCFF FUNDING		TOTALS		
LCFF State Aid:	\$/ADA	ADA	Subtotal	
LCFF Education Protection Account:	\$ 5,956.00	545.40	\$ 3,248,402	
LCFF In-Lieu-Of Property Taxes:	200.00	545.40	109,080	
Total LCFF Funding:	\$ 14,099.87 per ADA		4,332,587	7,690,069.00
	TOTAL LCFF FUNDING		\$ 7,690,069.00	
FEDERAL REVENUES				
Title I Funding	579.65	467.10	\$ 270,752	
Title II Part A	55.69	467.10	\$ 26,014	
Title IV Part A	49.02	467.10	\$ 22,897	
Title Funding:				319,664.13
Other Federal Revenues				
PCSGP Startup/Implementation Grant	\$ -			
National School Lunch Program	241,677.65			
Federal IDEA Special Education	149.94	467.10	70,038.15	
Other Federal Revenue	-			
Total Other Federal Revenues:				311,715.80
	TOTAL FEDERAL REVENUES		\$ 631,379.93	
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 191.00	570	\$ 108,870.00	
Prop 20 Lottery	82.00	570	46,740.00	
				155,610.00
Additional Other State Revenues				
State Lunch Program Revenues	\$ 362,516.47			
Mandate Block Grant (ongoing)	23.61	545.40	12,874.75	
Facility Grant Program (lesser of 75% or \$1436/ADA)	783,194.40			
State Special Education (AB602)	943.59	545.40	514,635.35	
State Mental Health-Related Services	80.10	545.40	43,686.54	
ASES Afterschool Revenue	-			
Other State Prop 28 Arts and Music	28,237.52			
Other State Revenues (ELOP)	1,579.55	467.10	737,807.81	
Total Additional Other State Revenues:				2,482,952.84
	TOTAL OTHER STATE REVENUES		\$ 2,638,562.84	
OTHER LOCAL REVENUES				
Local Donations/Contributions	\$ -			
Total Additional Other Local Revenues:				-
	TOTAL OTHER LOCAL REVENUES		\$ -	
TOTAL REVENUES	\$ 10,960,011.77			

Bridges of Promise Academies

Charter Petition - Budget

FUNDING CALCULATIONS

2030-31 (Year 4)		Statewide COLA:		3.49%
LCFF FUNDING				TOTALS
		<u>\$/ADA</u>	<u>ADA</u>	<u>Subtotal</u>
LCFF State Aid:	\$ 5,956.00	626.40	\$ 3,730,838	
LCFF Education Protection Account:	200.00	626.40	\$ 125,280	
LCFF In-Lieu-Of Property Taxes:	8,397.10	626.40	\$ 5,259,943	
Total LCFF Funding:	\$ 11,673.40	per ADA		9,116,061.00
		TOTAL LCFF FUNDING		\$ 9,116,061.00
FEDERAL REVENUES				
Title I Funding	599.88	545.40	\$ 327,172	
Title II Part A	57.64	545.40	\$ 31,435	
Title IV Part A	50.73	545.40	\$ 27,669	
Title Funding:				386,275.85
Other Federal Revenues				
PCSGP Startup/Implementation Grant			\$ -	
National School Lunch Program			277,570.37	
Federal IDEA Special Education	155.18	545.40	84,632.73	
Other Federal Revenue			-----	
Total Other Federal Revenues:				362,203.09
		TOTAL FEDERAL REVENUES		\$ 748,478.95
OTHER STATE REVENUES				
Non-Prop 20 Lottery	\$ 191.00	654	124,914.00	
Prop 20 Lottery	82.00	654	53,628.00	
				178,542.00
Additional Other State Revenues				
State Lunch Program Revenues			416,355.55	
Mandate Block Grant (ongoing)	24.43	626.40	15,302.90	
Facility Grant Program (lesser of 75% or \$1436/ADA)			899,510.40	
State Special Education (AB602)	953.03	626.40	596,977.01	
State Mental Health-Related Services	80.10	626.40	50,174.64	
ASES Afterschool Revenue			-	
Other State Prop 28 Arts and Music			36,062.38	
Other State Revenues (ELOP)	1,579.55	545.40	861,486.57	
Total Additional Other State Revenues:				2,875,869.45
		TOTAL OTHER STATE REVENUES		\$ 3,054,411.45
OTHER LOCAL REVENUES				
Local Donations/Contributions			\$ -	
Total Additional Other Local Revenues:				-
		TOTAL OTHER LOCAL REVENUES		\$ -
		TOTAL REVENUES		\$ 12,918,951.40

Bridges of Promise Academies

Charter Petition - Budget

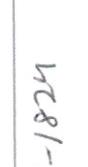
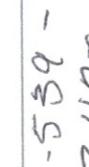
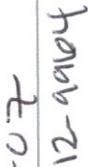
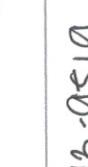
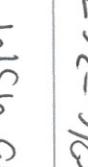
FUNDING CALCULATIONS

2031-32 (Year 5)	Statewide COLA:	3.49%
LCFF FUNDING	TOTALS	
LCFF State Aid:	\$/ADA	ADA
LCFF State Aid:	\$ 5,956.00	710.10
LCFF Education Protection Account:	200.00	710.10
LCFF In-Lieu-Of Property Taxes:	8,873.63	710.10
Total LCFF Funding:	\$ 15,029.63 per ADA	10,672,537.00
	TOTAL LCFF FUNDING	\$ 10,672,537.00
FEDERAL REVENUES		
Title I Funding	620.81	626.40
Title II Part A	59.65	626.40
Title IV Part A	52.50	626.40
Title Funding:		459,126.71
Other Federal Revenues		
PCSGP Startup/Implementation Grant	\$ -	
National School Lunch Program	318,248.78	
Federal IDEA Special Education	160.59	626.40
Other Federal Revenue	_____	_____
Total Other Federal Revenues:		418,843.07
	TOTAL FEDERAL REVENUES	\$ 877,969.79
OTHER STATE REVENUES		
Non-Prop 20 Lottery	\$ 191.00	742
Prop 20 Lottery	82.00	742
	141,722.00	60,844.00
		202,566.00
Additional Other State Revenues		
State Lunch Program Revenues	477,373.18	
Mandate Block Grant (ongoing)	25.28	710.10
Facility Grant Program (lesser of 75% or \$1436/ADA)	17,953.12	
State Special Education (AB602)	962.56	710.10
State Mental Health-Related Services	80.10	710.10
ASES Afterschool Revenue	-	
Other State Prop 28 Arts and Music	44,227.44	
Other State Revenues (ELOP)	1,579.55	626.40
Total Additional Other State Revenues:	989,430.12	3,289,079.41
	TOTAL OTHER STATE REVENUES	\$ 3,491,645.41
OTHER LOCAL REVENUES		
Local Donations/Contributions	\$ -	
Total Additional Other Local Revenues:	\$ -	-
	TOTAL OTHER LOCAL REVENUES	\$ -
TOTAL REVENUES	\$	15,042,152.19

Exhibit 12: Petition for the Establishment of Bridges of Promise Academies

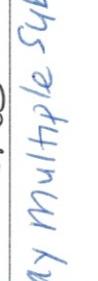
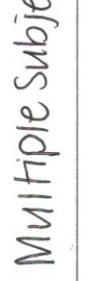
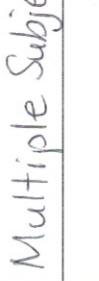
PETITION FOR THE ESTABLISHMENT OF BRIDGES OF PROMISE ACADEMIES

I, THE UNDERSIGNED CREDITENIALED TEACHER, affirm my support for the attached charter for the establishment of Bridges of Promise Academies to be authorized by the Menifee Union School District. My signature below indicates and certifies that I am meaningfully interested in employment and teaching at Bridges of Promise Academies.

Printed Name	Signature	Address	Credential Type Subject	Telephone Number	Date
Allison Kapadia		1912 Fernridge Dr San Dimas, CA 91773	multiple subject Elementary + single subject	(562) 452-7835	5/1/25
Reuben Kapadia		1912 Fernridge Dr. San Dimas, CA 91773	Multiple Subject	(714) 401-1824	5/1/25
Mariel Biard M. Biard		471 Whitney Dr - BCLA Hemet, CA 92543	858-539- 3420	5/1/25	
Aurelauthen Aurelauthen		501 Dorothy Anna Banning, CA 92220	909-815- 8707	5/1/25	
Melissa Wagner		1902 Clemson Dr. Eastvale, CA 92880	multiple subject	502-412-9904	5/1/25
Jessica Luvanos		14043 Promontory Ln. Eastvale, CA 92880	multiple subject	909-913-9519	5-1-25
Soleen Calaway		14040 Promontory Ln. Eastvale, CA 92880	multiple subject	909-816-3676	5-1-25

PETITION FOR THE ESTABLISHMENT OF BRIDGES OF PROMISE ACADEMIES

I, THE UNDERSIGNED CREDENTIALED TEACHER, affirm my support for the attached charter for the establishment of Bridges of Promise Academies to be authorized by the Menifee Union School District. My signature below indicates and certifies that I am meaningfully interested in employment and teaching at Bridges of Promise Academies.

Printed Name	Signature	Address	Credential Type	Telephone Number	Date
Brian Urabe		15653 live Oak rd. Chino Hills CA	Multiple Single (009) 480-5705 Subject Admin * interest in position	4/7/25	
Judith Felix		1550 Rimfire Ave Spec 126 Corona CA 92881	Mid/Lead SPED	(714) 640-9109	4/30/25
Sarah Sherman		3249 E. Mayacama Way Ontario, CA 91761	Multiple Subj. (949) 8120057	5/1/25	
Jennifer Marvin		31915 Parada del Sol Temecula, CA 92592	Multiple Subject (714) 925-0535	5-1-25	
Melissa Reyes		10609 Sagittarius Dr. Riverside, CA 92503	Multiple Subject (951) 316-8101	5/1/25	
Jessica Ryan		10478 Vivienda St Rancho Cucamonga, CA	Multiple Subject 909-702-1428	5/1/25	