



Bridges Charter School

Board Meeting

Date and Time

Monday February 12, 2024 at 6:15 PM PST

ONSITE MEETING LOCATION

Bridges Charter School
1335 Calle Bouganvilla, Thousand Oaks, CA 91360

SATELLITE MEETING LOCATIONS

(required for board members joining remotely)

In Ventura County:

1196 Portside Drive
Ventura, CA 93001

Outside Ventura County"

Community Members may choose to join in-person or via Zoom Meeting at:

Join Zoom Meeting

<https://us02web.zoom.us/j/7670961601?pwd=eWkyUxoalo1NGJBdE5lSlh3Rk5GZz09>

Meeting ID: 767 096 1601

Passcode: 477881

Community members wishing to speak publicly must be present at the board meeting in person.

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Agenda

| | Purpose | Presenter | Time |
|---|-----------------|---------------------|----------------|
| I. Opening Items | | | 6:15 PM |
| Opening Items | | | |
| A. Record Attendance and Guests | | Katerina Yevmenkina | 1 m |
| B. Call the Meeting to Order | | Katerina Yevmenkina | 1 m |
| C. Approval of Agenda | Vote | Katerina Yevmenkina | 2 m |
| D. Approval of Minutes | Approve Minutes | Katerina Yevmenkina | 3 m |
| Approve minutes for Board Meeting on January 16, 2024 | | | |
| II. Presentations | | | 6:22 PM |
| A. Presentation of Mid Year LCAP | Vote | Kelly Simon | 10 m |
| <p>Senate Bill 114 (2023) added EC 47606.5 (e), requiring charter schools to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and the local control funding formula Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.</p> <p>The report includes both of the following: All available midyear outcome data related to metrics identified in the current LCAP; and, All available midyear expenditure and implementation data on all actions identified in the current LCAP.</p> | | | |
| B. Abel Marketing Proposal | FYI | Kelly Simon | 10 m |
| <p>Erin Abel, current kindergarten parent, will join the board to present a proposal for local marketing. The board will have an opportunity to ask questions.</p> | | | |

| | Purpose | Presenter | Time |
|---|---------|------------------|------|
| C. Reports from VCOE's Director of Charter Support and Oversight, Marlo Hartsuyker | FYI | Marlo Hartsuyker | 3 m |
| D. Reports from PAC | FYI | Kelly Simon | 5 m |

A representative from PAC will join the board to share updates on fundraising and upcoming events.

III. Public Comments

Persons wishing to address the Board may do so at this time upon recognition from the President, or when the President requests comments from the Public as the Board is considering the item. Please state your name, community or organization you represent, and the topic you wish to share with the Board. You will be given 3 minutes to make your presentation. Pursuant to the Brown Act, the Board cannot enter into formal discussion with individuals making public comments to the Board. The Board cannot take action on any issues raised during public comments that are not on the meeting agenda. Individual members may respond to public comments during the individual Board Members section.

IV. Reports

6:50 PM

| | | | |
|---------------------------|-----|---------------------|------|
| A. Governing Board | FYI | Katerina Yevmenkina | 15 m |
|---------------------------|-----|---------------------|------|

Board Member Reports

- Board Member Reports
- President
- Governance
- Safety School Culture and Charter Excellence

Director Reports

- Attendance Initiatives
- Enrollment and Lottery Updates
- Prop 39 response from CVUSD
- Westlake Village Symphony Performance
- Ventura County Resident Artists
- Enrichment Program and ELOP Update
- CalPads MisAssignment Report
- ERC Filing Updates

| | Purpose | Presenter | Time |
|--|---------|---------------------|----------------|
| V. Consent Items | | | 7:05 PM |
| A. Consent Items | Vote | Katerina Yevmenkina | 2 m |
| <p>Consent Items: Items proposed for the consent calendar are noted on the posted agenda and are considered by the Director to be of a routine nature. Any item may be removed from the consent calendar at the request of any Board member and placed under the appropriate action category. A vote will be taken for the consent calendar so that any items requiring a vote can be properly addressed. It is recommended that all consent items be approved.</p> | | | |
| <p>6.1 Financial Reports</p> <p style="padding-left: 20px;">6.1.1 Checks</p> <p style="padding-left: 20px;">6.1.2 Financial Statements</p> <p style="padding-left: 20px;">6.1.3 Purchase Orders</p> <p style="padding-left: 20px;">6.1.4 Amazon Purchases</p> <p>6.2 Personnel Report</p> | | | |
| VI. Personnel | | | |
| VII. Business and Operations | | | 7:07 PM |
| A. CLA's Audit Services Agreement | Vote | Kelly Simon | 2 m |
| <p>Clifton Larson and Associates conducts our annual financial audits. This service agreement is recommended for approval.</p> | | | |
| B. Consideration of marketing proposal with Abel Business Solutions NTE \$1200 | Vote | Kelly Simon | 5 m |
| <p>Presented for the Boards review is a one month marketing proposal from Abel Business Solutions focusing on ramping up local story-telling via social media and other outlets in the Conejo Valley. The one month proposal will start immediately upon approval and will align with our lottery.</p> <p>The proposal includes the following:</p> <ul style="list-style-type: none"> - Create opportunities for current Bridges families to share about Bridges' programs - Create a consistent branded presence all social platforms highlighting all of Bridges' offerings and what sets them apart | | | |

| | Purpose | Presenter | Time |
|--|---------|-----------|------|
| - Consistently & strategically post on all social platforms | | | |
| - Identify opportunities to advertise or share resources within community (i.e. local partners, publications, areas for visual placements around community.) | | | |

VIII. Parents and Community

IX. Curriculum and Instruction

X. Special Projects/Programs

XI. Special Education 7:14 PM

| | | | |
|---------------------------|------|-------------|-----|
| A. Caseload Waiver | Vote | Kelly Simon | 5 m |
|---------------------------|------|-------------|-----|

We are requesting that the board approve a waiver for Ed Code 56362(c).

The California Education Code Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per California Code of Regulations, Title 5, Section 3100. Regulations allow a school district to request a waiver of the Education Code providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Bridges Charter School currently has a special education classroom enrollment of 28 students and had enrollment of 30 in March 2023, 31 in April-May of 2023, and 32 in June of 2023. A waiver is necessary in order to serve additional students beyond 28 for 2023-2024.

Consultation has occurred with the affected special education teacher.

It is recommended that the Board approve the specific Waiver Request to the California Department of Education for a Resource Specialist Caseload waiver retroactive to February 2023 through June 2024.

| | | | |
|--|------|-------------|-----|
| B. Approval of Contract with SELPA for APE services NTE \$7,102 | Vote | Kelly Simon | 2 m |
|--|------|-------------|-----|

Presented for the Board's approval is an updated contract with SELPA for Assisted Physical Education services necessary through the end of the school year given our current population of students with disabilities.

Approval of this contract is recommended.

| | Purpose | Presenter | Time |
|---|---------|-------------|------|
| C. Approval of Contract with SELPA for OT Services, NTE \$50,000 | Vote | Kelly Simon | 2 m |

Presented for the Board's approval is an updated contract with SELPA for Occupational Therapy services necessary through the end of the school year given our current population of students with disabilities.

Approval of this contract is recommended.

XII. Pupil Personnel

XIII. Support Services

XIV. Facilities

XV. Charter Policies

7:23 PM

| | | | |
|--|------|-------------|------|
| A. Comprehensive School Safety Plan | Vote | Kelly Simon | 10 m |
|--|------|-------------|------|

The Comprehensive School Safety Plan has been revised to include a communication plan that was reviewed by Strategos Industries, the Public Relations Department at VCOE, and by our Charter Excellence Committee. Additional changes include the addition of our Opioid policy and updates to our emergency responses for students with disabilities.

All changes made to this living document are in red.

The Board must review and approve the safety plan by March 1st annually. Approval of the updates is recommended.

| | | | |
|--|------|-------------|-----|
| B. Revision of BP6163.4: Acceptable Use and Internet Safety | Vote | Kelly Simon | 3 m |
|--|------|-------------|-----|

The Governance Committee reviewed BP6163.4, making updates to align with our current handbook and practices to ensure internet safety for our students. The Acceptable Use policy also outlines the responsibilities of students while using school devices and accounts.

Changes to this policy are in red.

Coversheet

Approval of Minutes

Section: I. Opening Items
Item: D. Approval of Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 16, 2024

APPROVED

Whole Child. Whole Family.
Whole Community.



BRIDGES
Charter School
Bridges the Education
Connecting Kids to Their World

Bridges Charter School

Minutes

Board Meeting

Date and Time

Tuesday January 16, 2024 at 6:15 PM

ONSITE MEETING LOCATION

Bridges Charter School
1335 Calle Bouganvilla, Thousand Oaks, CA 91360

SATELLITE MEETING LOCATIONS

(required for board members joining remotely)

In Ventura County:

1196 Portside Drive
Ventura, CA 93001

Outside Ventura County"

Community Members may choose to join in-person or via Zoom Meeting at:

Join Zoom Meeting
ID: 85692113923
Passcode: 445470

Community members wishing to speak publicly must be present at the board meeting in person.

Directors Present

H. Kruse, K. Yevmenkina, N. Hashemi, O. Gunday Heerma

Directors Absent

None

Guests Present

C. McCarthy, I. Rhode, K. Brown, K. Simon

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Yevmenkina called a meeting of the board of directors of Bridges Charter School to order on Tuesday Jan 16, 2024 at 6:15 PM.

C. Approval of Agenda

O. Gunday Heerma made a motion to approve agenda.

H. Kruse seconded the motion.

The board **VOTED** to approve the motion.

D. Approval of Minutes

H. Kruse made a motion to approve the minutes from Board Meeting on 12-11-23.

K. Yevmenkina seconded the motion.

The board **VOTED** to approve the motion.

II. Reports

A. Governing Board

B. Administrator Reports

Westlake Village Symphony –

- The Westlake Village Symphony will be visiting Bridges on February 22nd to lead workshops with our middle school students and to give a performance of Peter and the Wolf for our 4th-8th grade students.
- They are providing this performance as part of a grant program that they have received, and Bridges will be spending \$1000 for the performance from our Arts and Music Grant.

Teacher Survey –

- Mid-year teacher survey's will be going out to teachers this month. We will share the results with the board when the survey results are in.

Electrical Systems and SCE Billing –

- We have seen significant increases in the Electrical bills from CVUSD; last year the bills nearly doubled, and they are on track to do so again this year.
- Dr. Kelly did a walk through with the District to better understand our electrical meters and the Districts' billing procedures. We learned that there are three separate meters powering Bridges' portion of the facility.
- The HVAC system is on the same system as the Central Kitchen. We still have some questions about how the District is dividing this bill. The other systems are more straight forward, as one meter powers our portable facilities, and the other powers our portion of the facility minus the HVAC systems.
- We learned that the District will be installing a Tesla Power Grid in March that should provide some relief in our electrical bills too. The visit raised some questions about upgrading our HVAC units which are 25+ years old.
- I have scheduled a follow up to discuss concerns about ensuring that our facilities are upgraded at a similar rate that the District is upgrading its' other facilities.

CCSA Conference Presentation –

- Dr. Skye Stifel and I submitted a proposal for a presentation at the CCSA Conference in March to share our school's practices around universal monitoring and schoolwide interventions. Our proposal was accepted, and we look forward to sharing our research with other Charter leaders across the state. We will share the presentation with our board in our March meeting.

Parsec Dashboard –

- We have begun to integrate our social emotional data into the Parsec Dashboard that we will use to present our data at the conference. <https://www.parsecgo.com/dashboard?menu=dashboard101>

Kindergarten Marketing Recommendations-

- Tabled, my meeting was rescheduled due to illness.

ERC Updates –

- The IRS submitted a request for us to return the majority of the funds that we have received. After discussions, we determined that ERC Funding was not equipped with industry specific knowledge about Charter Schools to manage an appeal with the IRS.

- We have therefore requested a termination of contract with ERC Funding. They will be refunding all the fees paid, and we will be moving our appeal to a Tax Attorney, Michael Williams, who has spent time specializing in ERC for Charter Schools.
- He will be taking over our appeal that is due January 31st and amending some of our submissions. He has guided some charter schools already through the appeal process, and has had success. We are more confident that he has industry specific knowledge to guide us through the next steps of the process. His fees are structured similarly to ERC Funding, but has agreed to charge 9.5% of the overall refund.

III. Consent Items

A. Consent Items

- H. Kruse made a motion to approve consent items.
 - O. Gunday Heerma seconded the motion.
- The board **VOTED** to approve the motion.

IV. Business and Operations

A. Approval of 2023-24 CARS Winter Release

- N. Hashemi made a motion to approve the 23-24 CARS Winter Release.
 - H. Kruse seconded the motion.
- The board **VOTED** to approve the motion.

B. Approval of 2022-23 Audit Report

- O. Gunday Heerma made a motion to Approve the 22-23 Audit Report.
 - N. Hashemi seconded the motion.
- The board **VOTED** to approve the motion.

C. 2024-2025 Calendar

- N. Hashemi made a motion to Approve the 24-25 Calendar.
 - H. Kruse seconded the motion.
- The board **VOTED** to approve the motion.

D. 2024-2025 Bell Schedule

- O. Gunday Heerma made a motion to Approve the 24-25 Bell Schedule.
 - H. Kruse seconded the motion.
- The board **VOTED** to approve the motion.

V. Curriculum and Instruction

A. School Accountability Report Card

N. Hashemi made a motion to Approve the School Accountability Report Card.

O. Gunday Heerma seconded the motion.

The board **VOTED** to approve the motion.

VI. Governing Board

A. Administrative Goals

Dr. Kelly spoke about the goals for the SY 23-24

Goal 1: Enrollment and Attendance

GOAL 2: Sustain a Safe, Responsible, and Respectful School Learning Community

GOAL 3: Communication, Engagement, and Diversity

GOAL 4: Student Learning in Support of LCAP, WASC, and our Charter.

VII. Closed Session

A. Consideration of Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of an Employee. 7 Cases, Employee #'s: 1000029454, 1000024503, 1000018494, 674254304, 1000026825, 1000042428, 371162044

Spoke in closed session about employee #'s

1000029454, 1000024503, 1000018494, 674254304, 1000026825, 1000042428, 371162044

Finished closed session at 7:51

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:52 PM.

Respectfully Submitted,

K. Yevmenkina

Coversheet

Presentation of Mid Year LCAP

Section: II. Presentations
Item: A. Presentation of Mid Year LCAP
Purpose: Vote
Submitted by:
Related Material:
2024_LCAP_Mid-Year_Monitoring_Report_for_the_2023-24_LCAP_(AMO)_Bridges_Charter_School_20240209.pdf



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|-------------------------|--|
| Bridges Charter School | Kelly Simon Director | kelly.simon@bridgescharter.org 805-492-3569 |

Goal 1

| Goal Description |
|--|
| Improve student achievement for all Bridges students and sub groups. |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|--|---------------------------------------|-----------------------|---|
| Overall student achievement will improve by 2% year over year across all student subgroups as measured by the | Our goal for 2019 was to improve student achievement ELA and Math by 2% across our student population and all significant | 2021-2022 62% -- ELA 50% -- Math | 2022-2023 ELA-- 63% Math -- 50% | No data to report | ELA -- Meeting or Exceeding Standards 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|--|--------------------------|---|
| <p>CAASPP Assessment.</p> | <p>subgroups year over year.</p> <p>Our percentage of students meeting or exceeding grade level standards in ELA was 66% in 2017, 71% in 2018, and 70% in 2019.</p> <p>Our percentage of students meeting or exceeding grade level standards in Math was 47% in 2017, 61% in 2018, and 54% in 2019.</p> <p>CAASPP Assessments were not given in 2019-2020 as a result of the COVID Pandemic.</p> | | | | <p>Math -- Meeting or Exceeding Standards 50%</p> |
| <p>As measured on the Bridges Common Assessments, 37% of students attending school level interventions for ELA or Math will exit the intervention program because they advance to meeting grade level standards in grades 3-5.</p> | <p>In 2022, 35% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 8% of students in intervention in grades 3-5 were referred for Special Education Assessment.</p> | <p>46% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 12% of students were referred for Special Education Assessment.</p> <p>73% of students in grades K-2 exited the</p> | <p>47% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 26% were referred for Special Education Assessment.</p> <p>Fill in K-2 Intervention Data</p> | <p>No data to report</p> | |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|--------------------------|---|
| <p>As measured on the Bridges Common Assessments, 70% of students attending school level interventions for ELA will exit the intervention program because they advance to meeting grade level standards in grades K-2.</p> | <p>73% of students in grades K-2 receiving intervention exited the intervention program because they advanced to meeting grade level standards.</p> | <p>intervention program because they advanced to meeting grade level standards.</p> | | | |
| <p>The percentage of English Learners at level 3 or 4 that advance at least one performance level will be at or above 42%.</p> <p>The percentage of English Learners at level 1 or 2 that advance by at least one performance level will be at or above 52%.</p> <p>This percentage of students advancing in performance level will increase by 2% year over year.</p> | <p>40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2018-2019. 50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2018-2019.</p> <p>The ELPAC was not administered during the 2019-2020 school year as a result of the COVID Pandemic.</p> | <p>40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2021-2022.</p> <p>50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2021-2022.</p> | <p>44% of English Learners at level 3 or 4 that advance at least one performance level on the ELPAC from pre to post test in 2022-2023.</p> <p>7 out of 16 students were RFEP (44%)</p> <p>1 out of 4 students scoring a 1 or 2 on Summative ELPAC 2022 or Initial 2023 advanced by at least one overall performance.</p> <p>The percentage of students advancing in OVERALL performance level year (2022) over</p> | <p>No data to report</p> | <p>48% of students at level 3 or 4 will maintain or increased their overall score on the ELPAC from pre to post test. 58% of students at level 1 or 2 will increase overall score on the ELPAC from pre to post test.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|---|---|-----------------------|--|
| | | | year(2023) is 1 out 11, 9% | | |
| NWEA MAP Growth Assessments will indicate that all students and student subgroups tested in grades 3-8 will meet or exceed their individual growth targets in reading, language, and math by the end of the year and will increase by 2% year over year. | Baseline will be established by NWEA MAP Assessments given in Fall 2021. | Students by subgroup meeting or exceeding individual growth targets in reading and math: Math: White - 43% Hispanic - 51% SPED - 66% SED - 79% ELA: White - 43% Hispanic - 19% SPED - 36% SED - 18% | Students by subgroup meeting or exceeding individual growth targets in reading and math: Math: 51% White - 48% Hispanic - 30% SPED - 28% SED - 50% ELA: 70% White - 72% Hispanic - 55% SPED - 30% SED - 61% | No data to report | Math: 53% White - 50% Hispanic - 32% SPED - 30% SED -52% ELA: 72% White - 74% Hispanic - 57% SPED - 32% SED - 63% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| 1.1 | Administer NWEA Assessments for grades 3-8 in Reading, Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar. Bridges will implement NWEA MAP Assessments and analyze the results of all students and subgroups in professional learning communities and on curriculum committees. Bridges teachers and | Yes | Partially Implemented | Math: 45% meeting or exceeding grade level standards ELA: 63% meeting or exceeding grade level standards | | \$4,125.00 | 4,455 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>staff will disaggregate data and analyze progress of subgroups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.</p> | | | | | | |
| 1.2 | <p>Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff. With support of our school psychologist, teachers, and support staff, we will implement a structured SST program built on the MTSS model, utilizing Universal Monitoring data and NWEA MAP Growth assessments.</p> <p>As we identify students in need of targeted intervention support in the areas of ELA, Language Acquisition, or Math, we will provide intervention services with credentialed teaching staff to support student growth toward meeting or exceeding grade level standards.</p> | Yes | Partially Implemented | | | \$61,578.00 | 67,323 |
| 1.3 | <p>Monitor implementation of Express Readers and Lexia in grades K-5.</p> | Yes | Partially Implemented | | | \$18,400.00 | 15,910 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| | Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher. | | | | | | |
| 1.4 | <p>Provide in-classroom differentiation to address student needs, including English Learners.</p> <p>Professional development will be provided to teachers and support staff on MTSS, UDL, Integrated ELD, and Differentiation by administrators, the school psychologist, and other local resources. Bilingual support for English Learners will be provided in the classroom; a Bilingual coordinator will provide communication and connection for Spanish speaking families between home and school.</p> | Yes | Partially Implemented | | | \$75,913.00 | 7,288 |
| 1.5 | <p>Coordinate and provide supplemental intervention services for students with disabilities.</p> <p>To enhance the whole child learning and to provide wrap around supports in psycho-social-emotional well-being of our students and their families, we will employ academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.</p> | Yes | Partially Implemented | | | \$234,164.00 | 128,783 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |
| 1.6 | <p>Two additional teacher/instructional days for students These additional days will be used to support progress toward student learning goals.</p> | No | Partially Implemented | | | | |
| 1.7 | <p>Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers. As family communication is essential for student success, we will provide frequent communication via our parent communication platforms on student academic progress.</p> | No | Partially Implemented | | | \$6,428.00 | 7,083 |
| 1.8 | <p>Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners Bridges will adopt Elevation software for housing and disaggregating student data. Elevation also provides support for teachers in scaffolding lessons to support language acquisition for language learners.</p> | Yes | Partially Implemented | | | \$4,000.00 | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |
| 1.9 | Adoption of Illustrative Math In the 2021-2022 school year, 75% of Bridges 1-8 grade teachers piloted Illustrative Math. The math committee has acquired professional development in Illustrative Math and has advised the campus to fully adopt the curriculum in grades 1-5. | No | Fully Implemented | | | \$6,295.00 | 6,752 |
| 1.10 | Adoption of NextGen Math The math committee recommended the adoption of an additional math intervention program for supporting students using NextGen Math curriculum. | Yes | Fully Implemented | | | \$5,000.00 | 6,014 |
| 1.11 | Adoption of CKLA Amplify Teachers in grades 1-8 will implement CKLA Amplify for Reading and Language Arts. | Yes | Fully Implemented | | | \$19,029.00 | 8,247 |

Goal 2

Goal Description

Train and support teachers to implement effective instruction.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|---|---|--|--|---|
| <p>70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.</p> | <p>In 2020-2021, 72% of full time classroom teachers were involved on a teacher-led committee.</p> | <p>79% of teachers were involved on a teacher-led committee including Literacy, Math, and Leadership.</p> | <p>79% of teachers were involved on a teacher-led committee including Literacy, Math, Leadership, and Inquiry.</p> | <p>76% of teachers are involved on a teacher-led committee including Literacy, Math, Equity, and Inquiry</p> | <p>75% of full-time teachers will be involved on a teacher-led committee.</p> |
| <p>Teacher Committees in Literacy, Math, and Leadership will meet at least 4 times per year to engage in professional learning.</p> | <p>In 2020-2021, the literacy committee was established and met 3 times. In 2020-2021, the math committee continued in its' 3rd year and met a total of 5 times.</p> | <p>In 2021-2022, the Literacy Committee met 4 times and made two curriculum selections to pilot for the 2022-2023 school year. In 2021-2022, the Math Committee met 4 times, they piloted a new math curriculum aligned with CCSS and they selected a supplemental intervention curriculum. The new curriculum adoption will be used in all 1st-8th grade math classrooms in 2022-2023. In 2021-2022, a Teacher Leadership Committee was formed to inform the development of our school's charter and to identify gaps in practice. The</p> | <p>In 2022-2023, the Literacy Committee met 4 times analyzing the success of piloted curriculum. The committee made the recommendation to fully adopt CKLA Amplify for 2023-2024 in grades 2-5 and to continue using Lexia in grades 2-5. In 2022-2023, the Math Committee met 3 times, reflecting on the successes with Illustrative Math and a supplemental intervention curriculum. The committee will continue analyzing the alignment of the curriculum as well as engage in supplementing the curriculum with materials where identified gaps were clear.</p> | <p>All teacher committees have met at least twice.</p> | <p>The literacy committee will meet 4 times; the math committee will meet 3 times the equity committee will meet 3 times, and the inquiry committee will meet 4 times during the 2023-2024 school year.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|---|---|--|--|
| | | <p>committee met four times and identified Culturally Relevant teaching as a focus for 2022-2023.</p> | <p>In 2022-2023, the Teacher Leadership Committee met four times with a focus on equity, diversity, and inclusion. The committee has made recommendations for student learning & service projects for 2023 as well as professional learning opportunities for teachers and staff in 2023.</p> <p>In 2022-2023, the Inquiry Committee met once to begin the cycle of professional learning to lead into the 2023-2024 school year.</p> | | |
| <p>100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as evidenced by professional</p> | <p>100% of Bridges teachers indicated on professional development logs 50 hours or more of professional development.</p> | <p>100% of Bridges teachers indicated on their professional development logs that they engaged in at least 50 hours or more of professional development in 2021-2022.</p> | | <p>All full-time teachers have been involved in professional development totaling at least 40 hours.</p> | <p>100% of teachers will indicate on professional development logs that they participated in 50 hours or more of professional development.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|---------------------------|-----------------------|--------------------------------------|
| development logs and faculty meeting agendas. | | | | | |
| Bridges classroom teachers in grades 3-8 will indicate on a year-end survey that they have increased implementation of digital literacy standards by 5% in identified domains that are not currently at 100% with a goal of meeting 100% across all domains. | In 2018-2019, based upon our year-end survey, Bridges Teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 100% DigitalFootprint and reputation: 57% Self-Image and Identity: 36% Creative Credit and Copyright: 100% Relationships and Communication: 57% Information Literacy: 93% Cyberbullying and Digital Drama: 79% Strategies for Internet Safety: 88% | We implemented our annual digital literacy survey again following the COVID pandemic. In 2021-2022, based on our year-end survey, Bridges teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 88% DigitalFootprint and reputation: 50% Self-Image and Identity: 88% Creative Credit and Copyright: 100% Relationships and Communication: 100% Information Literacy: 100% Cyberbullying and Digital Drama: 88% Strategies for Internet Safety: 100% | Still collecting results. | No data to report | 100% integration across all domains. |
| Teachers will be supported in analyzing data from benchmark | Baseline will be established in 2020-2021. | | | | TBD based on 2020-2021 data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|--|---|---|---|-----------------------------|
| assessments and NWEA assessments at least two times annually in grade level teams in order to provide targeted differentiation, adjust instructional practices, and improve student learning. | | | | | |
| Analyze data collected from Universal Monitoring surveys two times annually. | Baseline will be established in 2020-2021. | Universal Monitoring was implemented in grades 3-8 in the fall and spring during the 2021-2022 school year. | | No data to report. | TBD based on 2020-2021 data |
| Bridges teachers will engage in at least 4 hours of professional development with a focus on instructional strategies to support targeted subgroups of students. | Baseline will be established in 2020-2021. | Teachers engaged in at minimum 5 hours of professional development and collaboration focused on analyzing patterns in data for subgroups and in developing targeted instructional strategies. | Teachers engaged in at least 10 hours of professional development and collaboration focused on UDL, MTSS, intervention, and instructional strategies for meeting diverse learner needs. | Teachers have engaged in at least 8 hours of professional development focused on UDL, MTSS, intervention, and instructional strategies for meeting diverse learner needs. | TBD based on 2020-2021 data |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| 2.1 | Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS. Teachers will work on grade level teams to design and revise curriculum maps in alignment with CCSS, NGSS, and ELD Standards. | No | Planned | | | \$2,857.00 | 3,353 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| | Curriculum maps will be gathered and bound for the purpose of analyzing alignment of instruction and standards. | | | | | | |
| 2.2 | Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level. Using Common Sense media and other sources, teachers will implement digital literacy standards and 21st century learning skills into their instruction. | No | Partially Implemented | | | \$28,533.00 | 34,873 |
| 2.3 | Analyze data from benchmark assessments and NWEA assessments at least two times annually On grade level teams, teachers will use data gathered to provide targeted differentiation, adjust instructional practices, and improve student learning. | Yes | Planned | | | \$4,391.96 | 4,064 |
| 2.4 | Implement Universal Monitoring by administering surveys at least two times per year. Universal Monitoring will be implemented in targeted grade levels; teachers will analyze data and services will be allocated based on survey results and teacher analysis. | Yes | Partially Implemented | | | \$13,286.00 | 14,576 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|-----------------------|---|----------------------|-----------------------|
| | | | | | | | |
| 2.5 | <p>Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction. Teacher led committees in Math and ELA will continue meeting regularly throughout the school year with the intention of analyzing student achievement data, designing assessments, refining instruction, and providing professional development to the Bridges teaching staff.</p> | Yes | Partially Implemented | | | \$10,000.00 | 19,689 |
| 2.6 | <p>On-site professional development will be provided with a focus on instructional practices for targeted subgroups. With the intention of improving instruction to support student achievement for all students and subgroups, professional development will be provided on site to support underperforming subgroups of students.</p> | Yes | Partially Implemented | | | \$2,076.00 | 2,444 |
| 2.7 | <p>Implement bias training for teachers and staff Bridges will invest in training for teachers and staff in identifying implicit biases and developing culturally responsive teaching strategies.</p> | Yes | Fully Implemented | | Bridges teachers and staff have received 7 hours of professional development with the Anti Defamation League on identifying implicit bias and adopting methods of instruction | \$1,600.00 | 1,789 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|---|----------------------|-----------------------|
| | | | | | focused on culturally responsive teaching. | | |
| 2.8 | Implement McKinney Vento Training for all teachers Teachers receive training for identifying homeless students and matching them with support services. | Yes | Fully Implemented | | | \$400.00 | 782 |
| 2.9 | Implement Peer Leadership Program supported by Anti-Defamation League | No | Fully Implemented | | The Anti-Defamation League led two full day workshops with student leaders in grades 5-8. A student leadership club has been formed to continue the work learned. | \$8,065.00 | 8,075 |

Goal 3

Goal Description

Provide an effective environment for learning based on whole child tenets.

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|---|----------------------|--|---|-----------------------|-----------------------------|
| Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period. | 95.52% at P2 in 2020 | K-5 Attendance Rate in 2021-2022 was 93.41% 6-8 Attendance Rate in 2021-2022 was 93%. | K-5 Attendance rate in 2022-2023 was 92%. | 93% | 95.39% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|---|--|-----------------------|--|
| Suspension/expulsion rates will be less than 3% of enrollment annually. | Suspension/rates and Expulsion rates were 0% in 2020-2021. | Suspension rate in 2021-2022 was 1.86% | Suspension Rate for 2022-2023 was: 3.5% | .05% | Less than 3%. |
| Parent satisfaction survey will indicate that at least 70% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas: <ul style="list-style-type: none"> • student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13) • social-emotional learning and conflict resolution skill development, (Q,10,11) • healthy and safe school climate, (Q 12,19,20,21, 23,24,25, 27,28, 32) • parent involvement in meaningful | Reported in 2020: Student Instruction, Engagement, Support, and Challenge with Learning: 81% Social-Emotional Learning and Conflict Resolution Skill Development: 76% Healthy and Safe School Climate: 76% Parent Involvement in Meaningful Ways: 87% Communication, Organization, and Administration: 83% | In 2022, our Family Satisfaction surveys indicated the following: Student Instruction, Engagement, Support, and Challenge with Learning: 77% (-4%) Social-Emotional Learning and Conflict Resolution Skill Development: 74% (-2%) Healthy and Safe School Climate: 74% (-2%) Parent Involvement in Meaningful Ways: 84% (-3%) Communication, Organization, and Administration: 79% (-4%) | In 2023, our Family Satisfaction survey indicated that parents agreed or strongly agreed that Bridges is effective to the following degree: Student instruction, Engagement, Support, and Challenge: 84% (+7%) Social-Emotional Learning and Conflict Resolution Skill Development: 84% (+10%) Healthy and Safe School Climate: 74% (0%) Parent Involvement in meaningful ways: 82% (-2%) Communication, Organization, and Administration: 79% (0%) | No data to report | Greater than 70% in all targeted categories. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|---|--------------------------|-----------------------------|
| <p>ways (Q 3,4,14,15, 18, 22)</p> <ul style="list-style-type: none"> communication, organization and administration (Q 1,2,16,17,,29 , 30,31) | | | | | |
| <p>At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.</p> | <p>62% volunteered regularly in their child's classroom in 2020-2021.</p> | <p>42% of families volunteered regularly in their child's classroom in 2021-2022.</p> | <p>52% of families volunteered regularly in their child's classroom in 2022-2023.</p> | <p>No data to report</p> | <p>54% or greater</p> |
| <p>At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by self reported surveys.</p> | <p>34% of Bridges Parents were involved in school leadership organizational and activities in 2020-2021</p> | <p>23% of families were involved in school leadership and organizational activities in 2021-2022.</p> | <p>26% of families were involved in school leadership and organizational activities in 2022-2023.</p> | <p>No data to report</p> | <p>28% or greater</p> |
| <p>70% of students in our classroom based program (grades 1- 8) will set and evaluate their own learning and personal growth goals each reporting period, and will increase by</p> | <p>Baseline will be established in 2021.</p> | <p>71% of students in grades 1-8 set and evaluated their learning and personal goals at each reporting period.</p> | <p>88% of students in grades 1-8 set goals and evaluated their learning during each reporting period.</p> | <p>No data to report</p> | <p>90% or greater</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|---|--|--|--|---|
| 5% each year until we reach 100% participation. | | | | | |
| We will implement at least 3 school wide community events per year focused on community building. | Baseline will be established in 2021. | Bridges implemented three community events including the Harvest Festival, the Fun Run, and the School Carnival. | Bridges implemented the Harvest Festival, the Carnival, the School Fun Run, Art Night, Open House, and Friends Fridays. | Bridges has implemented the Harvest Festival and 3 Friends Fridays. There are plans for a Carnival, the Fun Run, an Art Night and Open House, a Kids Who Care Fair, and at least two additional Friends Fridays | at least 3 |
| <p>California Healthy Kids Survey Results will indicate that 70% of students in 7th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%</p> <p>And that 70% of students in 5th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%</p> | <p>7th Grade CHKS in 2018-2019:</p> <p>I feel safe at this school - 96%</p> <p>My school is usually clean and tidy -- 50%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 88%</p> <p>Parents feel welcome to participate -- 89%</p> <p>School staff takes parent concerns seriously -- 86%</p> | <p>7th Grade CHKS in 2021-2022:</p> <p>I feel safe at this school - 96%</p> <p>My school is usually clean and tidy -- 78%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 100%</p> <p>Parents feel welcome to participate -- 78%</p> <p>School staff takes parent concerns seriously -- 78%</p> | <p>7th Grade CHKS in 2022-2023:</p> <p>I feel safe at this school -82%</p> <p>My school is usually clean and tidy -- 77%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 94%</p> <p>Parents feel welcome to participate -- 94%</p> <p>School staff takes parent concerns seriously -- 94%</p> | <p>7th Grade CHKS in 2023-2024:</p> <p>I feel safe at this school -83%</p> <p>My school is usually clean and tidy -- 80%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 87%</p> <p>Parents feel welcome to participate -- 74%</p> <p>School staff takes parent concerns seriously -- 75%</p> | <p>I feel safe at this school - 82% or greater</p> <p>My school is usually clean and tidy -- 70%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 82% or greater</p> <p>Parents feel welcome to participate -- 82% or greater</p> <p>School staff takes parent concerns seriously -- 82% or greater</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|---|--|---|---|--|
| | <p>I try hard to make sure I am good at my schoolwork -- 81%</p> <p>There is a teacher or another adult at school who really cares about me -- 57%</p> <p>I can do most things if I try -- not measured yet</p> <p>5th Grade CHKS in 2018-2019:</p> <p>I feel safe at this school - 90%</p> <p>Grownups at the school treat each other with respect -- 85%</p> <p>Students know what the rules are -- 89%</p> <p>School helps student solve problems -- 75%</p> <p>School teaches students how to understand how other students think and feel -- 85%</p> <p>School helps students feel responsible for</p> | <p>I try hard to make sure I am good at my schoolwork -- 88%</p> <p>There is a teacher or another adult at school who really cares about me -- 92%</p> <p>5th Grade CHKS in 2021-2022</p> <p>I feel safe at this school - 92%</p> <p>Grownups at the school treat each other with respect -- 100%</p> <p>Students know what the rules are -- 100%</p> <p>Do you feel like you are a part of this school? -- 100%</p> <p>School teaches students how to understand how other students think and feel -- 96%</p> <p>School helps students feel responsible for</p> | <p>I try hard to make sure I am good at my schoolwork -94%</p> <p>There is a teacher or another adult at school who really cares about me -- 70%</p> <p>There are high expectations of adults at my school -- 71%</p> <p>5th Grade CHKS in 2022-2023</p> <p>I feel safe at this school - 94%</p> <p>Grownups at the school treat each other with respect -- 100%</p> <p>Students know what the rules are -- 100%</p> <p>Do you feel like you are a part of this school? -- 100%</p> <p>School teaches students how to understand how other students think and feel -- 88%</p> | <p>I try hard to make sure I am good at my schoolwork -91%</p> <p>There is a teacher or another adult at school who really cares about me -- 93%</p> <p>There are high expectations of adults at my school -- 72%</p> <p>5th Grade CHKS in 2022-2023</p> <p>I feel safe at this school - 100%</p> <p>Grownups at the school treat each other with respect -- 100%</p> <p>Students know what the rules are -- 100%</p> <p>Do you feel like you are a part of this school? -- 100%</p> <p>School teaches students how to understand how other students think and feel -- 100%</p> | <p>I try hard to make sure I am good at my schoolwork -- 82% or greater</p> <p>There is a teacher or another adult at school who really cares about me -- 70% or greater</p> <p>I can do most things if I try -- 70% or greater</p> <p>5th Grade CHKS in 2018-2019:</p> <p>I feel safe at this school - 82% or greater</p> <p>Grownups at the school treat each other with respect -- 82% or greater</p> <p>Students know what the rules are -- 82% or greater</p> <p>School helps student solve problems -- 82% or greater</p> <p>School teaches students how to understand how other</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|--|--|--|---|--|
| | <p>the way that they act - - 70%</p> <p>School teaches students to respect and care for one another -- 90%</p> | <p>the way that they act - - 92%</p> <p>School teaches students to respect and care for one another -- 100%</p> | <p>School helps students feel responsible for the way that they act - - 87%</p> <p>School teaches students to respect and care for one another -- 100%</p> | <p>School helps students feel responsible for the way that they act - - 96%</p> <p>School teaches students to respect and care for one another -- 94%</p> | <p>students think and feel -- 82% or greater</p> <p>School helps students feel responsible for the way that they act - - 78% or greater</p> <p>School teaches students to respect and care for one another -- 82% or greater</p> |
| <p>Provide at least 3 enrichment activities in every grade that include field trips, school naturalist programs, and STEAM programs that support engagement with the school and that provided a rounded education for students and their families.</p> | <p>3 enrichment activities offered for students in each grade.</p> | <p>Students in grades K-8 attended at least three enrichment activities with school naturalists and field trips.</p> | <p>Students in grades K-8 attended at least three enrichment activities including activities with the school naturalists or field trips.</p> | <p>Still collecting data</p> | <p>3 enrichment activities offered in each grade</p> |
| <p>At least two universal monitoring surveys will be adopted and implemented at least two times per year for at least two grade levels.</p> | <p>Baseline TBD</p> | <p>A Universal Monitoring survey was given to all students in grades 3-8 in the fall and spring.</p> | <p>Two universal monitoring surveys were given to students in grades 3-8 in the fall and the spring.</p> | <p>no data to report</p> | <p>At least two universal monitoring surveys will be adopted and implemented at least two times per year for at least two grade levels.</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--|----------|----------------|----------------|-----------------------|-----------------------------|
| Bridges will launch a parent education series, meeting at least four times annually for co-planning and co-learning with teachers and staff. | | | | Not yet implemented | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| 3.1 | <p>Provide ongoing parent education Parent Education will cover topics such as: Importance of attendance on learning and funding, governance structure, leadership and volunteer opportunities at school, preparation and guidance with classroom volunteering and training for school level volunteer programs, how to support student learning and conflict resolution, mid-year parent orientation meetings for mid-year enrollees, curriculum including Amplify science, inquiry based mathematics, 21st century learning, and project based learning along with our Toolbox coordinated social-emotional learning program, student behavior expectations and the school wide discipline plan.</p> <p>Parents indicated a desire to continue discussions about whole child education and defining this through the lens of our charter.</p> | No | Partially Implemented | | We have offered two parent education nights | \$6,000.00 | 7,456 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|-----------------------|--|----------------------|-----------------------|
| 3.2 | Offer enrichment activities for all students and subgroups | Yes | Partially Implemented | | | \$20,500.00 | 19,310 |
| 3.3 | Monitor implementation of social-emotional learning curriculum (SEL) and track progress. | Yes | Partially Implemented | | | \$1,468.00 | 1,534 |
| 3.4 | Provide social skills development skills for all students and subgroups. | Yes | Partially Implemented | | | \$500.00 | |
| 3.5 | Provide professional development for teachers and staff in conflict resolution and whole child learning. Provide professional development for teachers and staff in conflict resolution and whole child learning. | Yes | Partially Implemented | | | | |
| 3.6 | PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection. | Yes | Not Implementing | | | \$100.00 | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | Community connection and a sense of feeling welcomed is an area that needs to be rebuilt given the COVID pandemic. | | | | | | |

Goal 4

| Goal Description |
|------------------|
| |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Goal 5

| Goal Description |
|------------------|
| |

Expected Annual Measurable Objectives

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2023-24 |
|--------|----------|----------------|----------------|-----------------------|-----------------------------|
| | | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|------------------------------|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | | | | | | | |

Coversheet

Abel Marketing Proposal

Section: II. Presentations
Item: B. Abel Marketing Proposal
Purpose: FYI
Submitted by:
Related Material: Bridges Charter School 1 Month Proposal.pdf

P R O P O S A L

INTERIM MARKETING STRATEGY & SOCIAL MEDIA MANAGEMENT PLAN

PROPOSED BY ABEL BUSINESS SOLUTIONS

FEBRUARY 6, 2024



O V E R V I E W

BRIDGES CHARTER SCHOOL MARKETING PROPOSAL

T H O U S A N D O A K S C H A R T E R S C H O O L

About Bridges Charter:

Bridges Charter School is a K-8 non-profit Charter School providing a unique and rich educational experience for children. Their immediate goal is to expand the TK and kindergarten program, while also expanding the reach of awareness of their school and programs in general.

Marketing Objectives

The immediate marketing objectives include, but are not limited to:

- Increase following on all social media platforms
- Create opportunities for current Bridges families to share about Bridges' programs
- Create a consistent branded presence all social platforms highlighting all of Bridges' offerings and what sets them apart
- Consistently & strategically post on all social platforms
- Identify opportunities to advertise or share resources within community (i.e. local partners, publications, areas for visual placements around community.)

PROPOSAL COST & EXPLANATION

Below is an outline for monthly marketing management and support.

Monthly Marketing Package

\$1,200/mo

- Strategic Planning
 - Identify advertising opportunities at upcoming events within the community
 - Refresh + optimize all social platforms + online presences
 - Identify local preschools and organizations to build relationships with
- Social Media Management
 - Strategic planning & content calendar
 - Content + image creation & posting (3 posts/week)
 - Posting of all sales related transaction in addition to monthly content creation
 - Branded & optimized content & posting on:
 - Facebook
 - Instagram
 - Google My Business
- Limited Social Media Engagement
 - Limited engagement and guidance for strategic partner engagement. (Please note: this is not daily monitoring or engagement.)

S U M M A R Y O F P R O P O S A L

The outline of services above is based on the initial client discovery meeting, and can be revised as needed to fit client requirements.

Thank you for the opportunity to earn your business.

Erin Abel



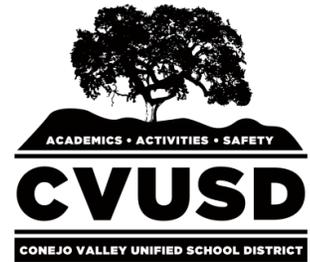
Coversheet

Governing Board

Section: IV. Reports
Item: A. Governing Board
Purpose: FYI
Submitted by:
Related Material: BRIDGES Preliminary Offer 24-25 2024-02-01.pdf
WSO - Schedule and Sessions.pdf

Mark W. McLaughlin, Ed.D.
Superintendent

Victor P. Hayek, Ed.D.
Deputy Superintendent, Business Services



February 1, 2024

VIA ELECTRONIC MAIL

Kelly R. Simon, Ph.D., Director
BRIDGES Charter School
1335 Calle Bouganvilla
Thousand Oaks, CA, 91360

Re: Conejo Valley Unified School District
Proposition 39 Facilities Request, 2024-2025
Preliminary Offer of Facilities

Dear Dr. Simon:

The Conejo Valley Unified School District (“District”) makes this Preliminary Offer of Facilities to BRIDGES Charter School (“BRIDGES” or “Charter School”) for the 2024-2025 school year under Cal. Admin. Code, title 5, §11969.9(f).

The District has carefully considered the Charter School’s request for facilities under the criteria set forth in Proposition 39 and its implementing regulations. (Cal. Ed. Code § 47614; Cal. Admin. Code, title 5, §§ 11969.1, *et seq.*) This Preliminary Offer complies with all of the requirements of Proposition 39 and Cal. Admin. Code, title 5 §11969.9(f).

A. Procedural History

The Charter School submitted an October 31, 2023 Request for Facilities under Proposition 39 pursuant to Cal. Admin. Code, title 5, § 11969.9(c). The Charter School’s Request for Facilities was based upon a projected total classroom ADA of 330.86 ADA, and total classroom in-District ADA of 201.59.

On or about December 1, 2023, the District issued a written counterprojection of 288.80 total classroom ADA, and 180.50 in-District ADA. On December 27, 2023, the Charter School responded to the District’s December 1, 2023 counterprojection. The Charter School’s December 27, 2023 letter fails to address the District’s reference to the Charter School’s long history of significantly overprojecting its ADA since the 2015-2016 school year. While the Charter School cites a number of reasons that it believes that its enrollment and A.D.A. will significantly increase in 2024-2025, its projected increase of 21.09 A.D.A. was not only out of proportion with its recent enrollment and A.D.A. patterns, it would have been unprecedented. The District has determined that the Charter School has not effectively addressed or rebutted the District’s reasons for its counterprojection. The District thereby stands by its counterprojection of 288.80 total classroom ADA, and 180.50 in-District ADA.

B. 2024-2025 Preliminary Offer to the Charter School

Education Code § 47614 and its implementing regulations obligate the District to offer space sufficient to accommodate the Charter School’s in-District classroom ADA. Though not obligated, for the 2024-2025 school year, the facilities offer will include in and out-of-district students, but not students that are enrolled in a home-school, distance learning, or independent study type programs. However, the District’s calculation of the Charter School’s allocation of space based on comparison group school data will be based upon its in-District classroom ADA.

The District’s total allocation of space is based upon the following ADA grade-level breakdown. Since the District’s counterprojection is equivalent to the Charter School’s projected grade-level A.D.A. for the 2023-2024 school year, the District adopts the Charter School’s grade-level breakdown from its projected current-year A.D.A:

| Grade | TK | K | 1 | 2 | 3 | 4 | 5 | Total |
|-----------------|------|-------|------|-------|-------|-------|-------|-------|
| Total | 0.95 | 26.6 | 30.4 | 30.4 | 43.7 | 29.45 | 41.8 | 203.3 |
| In-District | 0.95 | 16.15 | 11.4 | 21.85 | 26.6 | 18.05 | 26.6 | 121.6 |
| Out-of-District | 0 | 10.45 | 19 | 8.55 | 17.1 | 11.4 | 15.2 | 81.7 |
| | | | | | | | | |
| | | | | | 6 | 7 | 8 | Total |
| Total | | | | | 32.3 | 33.25 | 19.95 | 85.5 |
| In-District | | | | | 19.95 | 22.8 | 16.15 | 58.9 |
| Out-of-District | | | | | 12.35 | 10.45 | 3.8 | 26.6 |
| | | | | | | | | 288.8 |

In-District ADA Breakdown: **Grades TK-5 = 121.6; Grades 6-8 = 58.9**
 Out-of-District ADA Breakdown: **Grades TK-5 = 81.7; Grades 6-8 = 26.6**
 Total ADA Breakdown: **Grades TK-5 = 203.3; Grades 6-8 = 85.5**

The District’s Preliminary Offer of Facilities consists of facilities, furnishings and equipment at Park Oaks Elementary School, located at 1335 Calle Bouganvilla, Thousand Oaks, CA, 91360, under Cal. Admin. Code tit. 5, § 11969.3(d).

1. Methodology

Cal. Admin. Code, title 5, § 11969.3 governs the identification of the comparison group sites. Subsection (a)(1) states as follows:

Comparison Group:

The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending (in-person) public schools of the school district providing facilities shall be a comparison group of district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section

11969.2 shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. The district is not obligated to pay for the modification of an existing school site to accommodate the charter school's grade level configuration.

Cal. Admin. Code, title 5, § 11969.3(a)(2) governs the determination of the comparison group schools for districts whose students live in high school attendance areas:

The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code section 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

Based on the information provided in the Charter School's facilities request, the District has determined that the K-5 comparison group schools for BRIDGES are Acacia, Aspen, Glenwood, Ladera, Madrona, Weathersfield and Wildwood, which fall within the Thousand Oaks High School attendance area. For grades 6-8, the comparison group schools are Los Cerritos and Redwood.

2. Facilities Offered

a. Reasonable Equivalence Methodology

In order to determine whether facilities are "reasonably equivalent," the District compares the proposed facilities to District-operated schools constituting the comparison group of schools. The District may propose facilities to the Charter School that are comparable to the comparison group in the following ways:

| No. | Facility Characteristic | Regulatory Authority |
|-----|---|------------------------------------|
| 1. | Ratio of teaching stations to average daily attendance ("ADA") | C.C.R., tit. 5, § 11969.3(b)(1) |
| 2. | Specialized classroom space if such facilities are available to the district comparison group (e.g., science laboratories) | C.C.R., tit. 5, § 11969.3(b)(2) |
| 3. | Non-teaching space, which the district can share with the charter school (e.g., administrative, kitchen, multi-purpose, and/or play area space) | C.C.R., tit. 5, § 11969.3(b)(3) |
| 4. | School site size | C.C.R., tit. 5, § 11969.3(c)(1)(A) |
| 5. | Condition of interior and exterior surfaces | C.C.R., tit. 5, § 11969.3(c)(1)(B) |
| 6. | Mechanical, plumbing, electrical, and fire alarm systems in condition and conformity to applicable law | C.C.R., tit. 5, § 11969.3(c)(1)(C) |
| 7. | Availability and condition of technology resources | C.C.R., tit. 5, § 11969.3(c)(1)(D) |
| 8. | Overall learning environment qualities (e.g., lighting, noise mitigation, and/or size for intended use) | C.C.R., tit. 5, § 11969.3(c)(1)(E) |
| 9. | Furnishings and equipment | C.C.R., tit. 5, § 11969.3(c)(1)(F) |
| 10. | Condition of athletic fields and/or play area space | C.C.R., tit. 5, § 11969.3(c)(1)(G) |

The District has considered capacity, condition, location, and other relevant factors, using as a point of reference the comparison group schools identified above, to allocate a facility to the Charter School that meets Proposition 39 standards for “reasonable equivalence.” The District’s reasonable equivalence analysis is contained on **Exhibit A**.

Teaching Stations: With respect to teaching stations, Cal. Admin. Code title 5, § 11969.3(b)(1) states that “facilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations (classrooms) to ADA as those provided to students in the school district attending comparison group schools.”

Specialized Teaching Space: With respect to specialized teaching space, Cal. Admin. Code title 5, § 11969.3(b)(2) states as follows:

If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to paragraph (1) of subdivision (b) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school’s in-District students;
- (B) the charter school’s total in-District classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.

Non-Teaching Space: With respect to non-teaching space, Cal. Admin. Code title 5, § 11969.3(b)(3) states as follows:

The school district shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the per-student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

The District’s inventory of the teaching stations, specialized teaching space, and non-teaching space at the comparison group schools and the Charter School’s Site, as well as site maps for those schools, are attached as **Exhibit B**.

Following is the District’s determination of the teaching station, specialized-teaching space, non-teaching space, and outdoor space allocation to BRIDGES for 2024-2025:

| | BRIDGES Allocation: In-District Classroom ADA | | BRIDGES Allocation: Out-of-District Classroom ADA | |
|--|--|-----------------------------------|--|---------------------------------|
| | K-5: 121.60 | 6-8: 58.9 | K-5: 81.70 | 6-8: 26.6 |
| 19.51 ADA/Teaching Stations (K-5) | 6.23 Rooms | | 4.19 Rooms | |
| 24.67 ADA/Teaching Stations (6-8) | | 2.39 Rooms | | 1.08 Rooms |
| 24.02 SF/ADA STS (K-5) | 2,920.83 SF/ 3.04 Rooms | | 1,962.43 SF/ 2.04 Rooms | |
| 20.07 SF/ADA STS (6-8) | | 1,182.12 SF/ 1.23 Rooms | | 533.86 SF/ 0.56 Rooms |
| 22.35 SF/ADA NTS (K-5) | 2,717.76 SF/ 2.83 Rooms | | 1,826.00 SF/ 1.90 Rooms | |
| 17.35 SF/ADA NTS (6-8) | | 1,021.92 SF/ 1.06 Rooms | | 461.51 SF/ 0.48 Rooms |
| Total | 16.78 Rooms @ 960 SF | | 10.25 Rooms @ 960 SF | |
| 13.62 SF/ADA MPR (K-5) 8.49 SF/ADA MPR (6-8) | 1,656.19 SF | 500.06 SF | 1,112.75 SF | 225.83 SF |
| 4.57 SF/ADA Library (K-5) 4.48 SF/ADA Library (6-8) | 555.71 SF | 263.87 SF | 373.37 SF | 119.17 SF |
| .02 AC/ADA Field/Blacktop K-5 | 2.43 AC | | 1.63 | |
| .02 AC/ADA Field/Blacktop 6-8 | | 1.18 AC | | 0.53 |
| .03 AC/ADA Total Site K-5 | 3.65 AC | | 2.45 | |
| .03 AC/ADA Total Site 6-8 | | 1.77 AC | | 0.80 |
| Rooms Calculated @ 960 SF each. | | | | |

b. Allocation to BRIDGES for 2024-2025

Following is a summary of the total allocation of classroom, specialized classroom and non-teaching space to BRIDGES for 2024-2025:

| | |
|--|--|
| Classrooms and Specialized Teaching Space (18) | K1, K2A, K2B, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 2 |
| Additional teaching space: Portable | Room 24 for an additional \$11,577 per year (1 Total) |
| Total Classrooms (including Specialized Teaching Space and Non-Teaching Space) | 19 |

The District also allocates the following non-teaching space to BRIDGES on a shared basis:

| Facility | Sharing Term |
|----------------------|--|
| Multi-Purpose Room | Exclusive access only during District’s instructional day. The District reserves the right to use the MPR on an as-needed basis with proper notice and shall have use of the space after school hours for time not previously reserved by Charter. |
| Library | Exclusive |
| Administrative Space | Exclusive |
| Student Restrooms | Exclusive during the school day |

| | |
|----------------------|--|
| Gymnasium | Based on 9.4% ratio ¹ , BRIDGES may access the gymnasium at Los Cerritos or Redwood middle schools for 102 hours during middle school hours for the 2024-2025 school year, on a schedule to be mutually agreed upon by the parties. |
| Science Laboratories | Based on 9.4% ratio, BRIDGES may access the science labs at Los Cerritos or Redwood middle schools for 102 hours during middle school hours for the 2024-2025 school year, on a schedule to be mutually agreed upon by the parties. |

A site map showing BRIDGES’s proposed allocation is attached as **Exhibit C** for reference and to indicate the room numbers identified by the District.

The District also offers the Charter School reasonably equivalent Furnishings and Equipment for 288.8 ADA.

C. Preliminary Facilities Offer – Other Terms and Conditions

1. Fees Assessed to Charter School

a. Pro-Rata Share: In-District Students

In the event that the Charter School accepts the District’s Final Offer and occupies the facilities **1335 Calle Bouganvilla, Thousand Oaks, CA 91360**, in 2024-2025, under Cal. Admin. Code title 5, § 11969.7, the District will charge the Charter School for its use of the District’s site proportionally, according to its in-District and out-of-District student populations. The Charter School’s proportion of in-District students is 62.5% (180.5/288.8). Therefore, the District will charge 62.5% of the total 27,836 square feet (17,397.50 SF) under the pro-rata share calculation set forth in the Proposition 39, regulations, and the remaining square footage (10,438.50 SF) under the out-of-District rate set forth below.

Charter School’s annual pro-rata share payment to the District, under Cal. Admin. Code title 5, § 11969.7, will be a sum of no less than (17,397.50 SF x \$5.43 psf*) \$94,468.43.

b. Charge for Out-of-District Students

Proposition 39 does not obligate the District to provide facilities for the Charter School’s out-of-District students. However, the District offers the proportion of facilities commensurate with the Charter School’s out-of-District students not to exceed the numbers as set forth above. The additional charge to the Charter School for its out-of-district student population is (10,438.50 SF x \$8.15) \$85,073.78. The Charter School has the option to reduce its requested use of the facility and District will recompute based on the amended space request.

c. Additional Charge(s)

For additional teaching space, formerly known as a “child care” classroom, a portable adjacent to the library, \$11,577.

¹ This ratio is derived by dividing the Charter School’s 6-8 A.D.A. of 58.9 by 629, the average A.D.A. of the two comparison group middle schools.

d. Total charge

Charges for the 2024-25 school year for in-district and out-of-district students shall be \$179,542.21, plus \$11,577 for the additional portable for a total of \$191,119.21. The calculation of this fee is attached as **Exhibit D**.

2. Miscellaneous

This offer of facilities, should it be accepted, is valid only for the 2024-25 school year.

Should Charter School accept the Final Offer of Facilities, the District will require it to enter into a Facilities Use Agreement (this year's agreement is attached as an exemplar as **Exhibit E**). The District reserves the right to negotiate additional and modified terms.

The District formally invites the Charter School to join the Conejo Valley Unified School District as a District operated school. We would be willing to discuss a transition and formal plan to benefit both the Charter School and the District. Please contact me if you are interested in setting up a meeting to discuss joining CVUSD. If you have any questions, please do not hesitate to contact me.

3. Community Use of Facilities

The District will be enforcing its right to make the facilities accessible to third parties outside of BRIDGES's school hours, starting at 3:15 p.m. Monday through Friday, weekends, holidays, and other times BRIDGES is not in session and has not reserved the space for school activities. BRIDGES may request use of the facilities after its school hours by making a facility use request in accordance with District Board Policy and Administrative Regulations.

4. Charter School's Response

Cal. Admin. Code tit. 5, § 11969.9(g) provides as follows:

On or before March 1, the charter school shall respond in writing to the school district's preliminary proposal made pursuant to subdivision (f), expressing any concerns, addressing differences between the preliminary proposal and the charter school's facilities request as submitted pursuant to subdivision (b), and/or making counter proposals.

If you have any questions, please do not hesitate to contact me.

Very truly yours,



Dr. Victor P. Hayek
Deputy Superintendent, Business Services

EXHIBIT A

Mark W. McLaughlin, Ed.D.
Superintendent

Victor P. Hayek, Ed.D.
Deputy Superintendent, Business Services



“Condition” Analysis for Comparison Group Schools

| <i>School</i> | ACACIA (332 ADA) | ASPEN (264 ADA) | GLENWOOD (198 ADA) | LADERA (294 ADA) | MADRONA (237 ADA) | WEATHERSFIELD (393 ADA) | WILDWOOD (350 ADA) | LOS CERRITOS (661 ADA) | REDWOOD (597 ADA) | BRIDGES (180.5 ADA) |
|---|-----------------------------|----------------------------|-------------------------------|-----------------------------|------------------------------|------------------------------------|-------------------------------|---------------------------------------|------------------------------|------------------------------------|
| Age of Buildings | 1963 | 1967 | 1963 | 1961 | 1964 | 1962 | 1972 | 1972 | 1966 | 1961 |
| Size of Site (Acres) | 10.29 | 10.94 | 11.09 | 9.58 | 11.44 | 8.76 | 8.98 | 18.15 | 23.42 | 10.0 |
| Surfaces- Interior | Good | Good | Average | Average | Average | Average | Fair | Average | Average | Average |
| Surfaces- Exterior | Good | Fair | Fair | Fair | Average | Fair | Average | Average | Average | Good |
| Mechanical Systems | Average | Average | Good | Fair | Average | Fair | Fair | Good | Average | Average |
| Plumbing | Average | Good | Average | Fair | Good | Fair | Fair | Average | Average | Average |
| Electrical | Average | Average | Average | Fair | Good | Good | Fair | Average | Average | Average |
| Fire | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Conformity to Applicable Codes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Tech Infrastructure | | | | | | | | | | |
| --- Available? | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| --- Condition? | Good | Good | Good | Good | Good | Good | Good | Good | Good | Good |
| Lighting | Good | Good | Good | Good | Good | Good | Good | Good | Good | Good |
| Noise | Average | Average | Average | Average | Average | Average | Average | Average | Average | Average |
| Adequacy of Size | Good | Good | Good | Good | Good | Good | Good | Good | Good | Fair |
| Furnishings/Equipment | Good | Good | Good | Good | Good | Good | Good | Good | Good | Good |
| Play Fields | Good | Good | Good | Good | Good | Good | Good | Good | Good | Good |

Source: Facilities Master Plan 2017 Executive Summary

EXHIBIT B

TEACHING STATIONS (CLASSROOMS)

| ACACIA 332 ADA | | | ASPEN 264 ADA | | | GLENWOOD 198 ADA | | | LADERA 294 ADA | | | MADRONA 237 ADA | | | WEATHERSFIELD 393 ADA | | | WILDWOOD 350 ADA | | | | | | | | | | | | | | | | | |
|--------------------------------|-------|-----------|---------------|-------|-----------|--------------------------------|-------|-----------|----------------|-------|-----------|--------------------------------|-------|-----------|-----------------------|-------|-----------|--------------------------------|-------|-----------|--------------|--|--|--------------------------------|--|--|--------------|--|--|--------------------------------|--|--|--------------|--|--|
| Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | | | | | | | | | | | | | | | |
| 1 | 1,280 | TK | A | 1,247 | K | C1 | 1,439 | TK | 1 | 960 | K | 1 | 1,337 | TK | K-1 | 1,432 | TK | K-1 | 997 | K | | | | | | | | | | | | | | | |
| 3 | 1,024 | K | B | 1,247 | K | C2 | 1,439 | 5 | 2 | 960 | 1 | 2 | 1,337 | K | K-2 | 1,212 | TK | K-2 | 1,164 | K | | | | | | | | | | | | | | | |
| 5 | 1,024 | 1 | 1 | 1,024 | 1 | C3 | 1,440 | K/1 | 3 | 960 | 1 | 2A | 1,246 | TK-2 LEAP | 3 | 960 | K | K-3 | 1,440 | TK | | | | | | | | | | | | | | | |
| 7 | 1,024 | K | 2 | 1,024 | 1 | D3 | 960 | 3 | 4 | 960 | 1/2 | 3 | 960 | K/1 | 4 | 960 | 1 | 3 | 615 | 3 | | | | | | | | | | | | | | | |
| 9 | 1,024 | 1 | 3 | 1,024 | TK | D7 | 960 | 1 | 5 | 960 | K | 5 | 960 | 2 | 5 | 960 | 1 | 4 | 830 | 3 | | | | | | | | | | | | | | | |
| 10 | 1,024 | 1 | 4 | 1,024 | SAI 1 | D8 | 960 | 2 | 6 | 960 | 2 | 6 | 960 | 3 | 6 | 960 | 1 | 5 | 872 | 3 | | | | | | | | | | | | | | | |
| 11 | 1,024 | 2 | 6 | 1,024 | SAI TK/K | E2 | 960 | 4 | 7 | 960 | 2 | 7 | 960 | 2 | 7 | 960 | K | 8 | 780 | 1 | | | | | | | | | | | | | | | |
| 12 | 608 | 2/3 SDC | 7 | 1,024 | SAI 2/3 | E4 | 960 | 2 | 8 | 960 | 3/4/5 | 10 | 960 | 3 | 8 | 960 | 2 | 9 | 819 | 2 | | | | | | | | | | | | | | | |
| 13 | 1,024 | 3 | 8 | 1,024 | 4 | E5 | 960 | 5 | 11 | 960 | 3 | 11 | 960 | 4/5 LEAP | 9 | 960 | 2 | 10 | 671 | 2 | | | | | | | | | | | | | | | |
| 14 | 1,024 | 3 | 9 | 1,024 | 2 | E6 | 960 | 4 | 12 | 960 | 3 | 12 | 960 | 3/4 LEAP | 10 | 960 | K | 13 | 945 | 4 | | | | | | | | | | | | | | | |
| 15 | 1,024 | 2 | 10 | 1,024 | 4 | E7 | 960 | 5 | 13 | 960 | 4 | 13 | 960 | 4 | 11 | 960 | 3 | 14 | 900 | 4 | | | | | | | | | | | | | | | |
| 16 | 608 | 4/5 SDC | 11 | 1,024 | 5 | E8 | 960 | 4 | 14 | 960 | 4 | 16 | 960 | 4 | 12 | 960 | 3 | 15 | 1,010 | 5 | | | | | | | | | | | | | | | |
| 17 | 1,024 | 2 | 12 | 1,024 | 2 | | | | 15 | 960 | 5 | 17 | 960 | 5 | 13 | 960 | 3 | 16 | 1,013 | 5 | | | | | | | | | | | | | | | |
| 18 | 1,024 | 3 | 20 | 960 | 3 | | | | 16 | 960 | 5 | | | | 14 | 960 | 2 | 17 | 900 | 2 | | | | | | | | | | | | | | | |
| 21 | 1,024 | 5 | 21 | 960 | 3 | | | | 21 | 1,406 | K | | | | 15 | 960 | 4 | 18 | 945 | 1 | | | | | | | | | | | | | | | |
| 22 | 1,024 | 4 | 22 | 960 | SAI 4/5 | | | | 22 | 1,423 | K | | | | 16 | 960 | 4 | 20 | 720 | 1 | | | | | | | | | | | | | | | |
| 25 | 1,024 | 5 | | | | | | | 26 | 1,440 | TK/K | | | | 17 | 960 | 5 | 22 | 720 | K | | | | | | | | | | | | | | | |
| 26 | 1,024 | 4 | | | | | | | | | | | | | 18 | 960 | 5 | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | 22 | 960 | 22 | | | | | | | | | | | | | | | | | | |
| Total Classrooms (TK-5) | | | 18 | | | Total Classrooms (TK-5) | | | 16 | | | Total Classrooms (TK-5) | | | 17 | | | Total Classrooms (TK-5) | | | 12 | | | Total Classrooms (TK-5) | | | 17 | | | Total Classrooms (TK-5) | | | 14 | | |
| ADA/Classrooms | | | 18.44 | | | ADA/Classrooms | | | 16.50 | | | ADA/Classrooms | | | 17.29 | | | ADA/Classrooms | | | 19.75 | | | ADA/Classrooms | | | 23.12 | | | ADA/Classrooms | | | 25.00 | | |

Comparison Group Total ADA 2,068 / Comparison Group Total Teaching Stations 106 = 19.51 ADA/Teaching Stations

MPR AND LIBRARY SPACE

| ACACIA 332 ADA | | | ASPEN 264 ADA | | | GLENWOOD 198 ADA | | | LADERA 294 ADA | | | MADRONA 237 ADA | | | WEATHERSFIELD 393 ADA | | | WILDWOOD 350 ADA | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|-------|---------|---------------|-------|---------|-----------------------|-------|---------|----------------|-------|---------|-----------------------|-------|---------|-----------------------|-------|---------|-----------------------|-------|---------|-------------|--|--|-----------------------|--|--|-------------|--|--|-----------------------|--|--|-------------|--|--|-----------------------|--|--|-------------|--|--|
| | 4,158 | MPR | | 5,852 | MPR | A3 | 3,000 | MPR | | 2,774 | MPR | | 4,655 | MPR | | 2,886 | MPR | | 4,832 | MPR | | | | | | | | | | | | | | | | | | | | | |
| 20/24 | 1,216 | Library | | 1,224 | Library | A1 | 1,332 | Library | | 1,641 | Library | 35 | 1,712 | Library | | 1,307 | Library | | 1,010 | Library | | | | | | | | | | | | | | | | | | | | | |
| SF/ADA MPR | | | 0.08 | | | SF/ADA MPR | | | 0.05 | | | SF/ADA MPR | | | 0.07 | | | SF/ADA MPR | | | 0.11 | | | SF/ADA MPR | | | 0.05 | | | SF/ADA MPR | | | 0.14 | | | SF/ADA MPR | | | 0.07 | | |
| SF/ADA Library | | | 0.27 | | | SF/ADA Library | | | 0.22 | | | SF/ADA Library | | | 0.15 | | | SF/ADA Library | | | 0.18 | | | SF/ADA Library | | | 0.14 | | | SF/ADA Library | | | 0.30 | | | SF/ADA Library | | | 0.35 | | |

Comparison Group Total MPR 28,157 / Comparison Group Total ADA 2,068 = 13.62 SF/ADA
 Comparison Group Total Library 9,442 / Comparison Group Total ADA 2,068 = 4.57 SF/ADA

SPECIALIZED TEACHING SPACE

| ACACIA 332 ADA | | | ASPEN 264 ADA | | | GLENWOOD 198 ADA | | | LADERA 294 ADA | | | MADRONA 237 ADA | | | WEATHERSFIELD 393 ADA | | | WILDWOOD 350 ADA | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|-------|------------------|---------------|-------|------------------|-------------------------------|-------|------------------|----------------|-------|---------------|-------------------------------|-------|------------------|-----------------------|-------|------------------|-------------------------------|-------|------------------|--------------|--|--|-------------------------------|--|--|---------------|--|--|-------------------------------|--|--|--------------|--|--|-------------------------------|--|--|--------------|--|--|
| Room # | Sq Ft | Room Description | Room # | Sq Ft | Room Description | Room # | Sq Ft | Room Description | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Room Description | Room # | Sq Ft | Room Description | Room # | Sq Ft | Room Description | | | | | | | | | | | | | | | | | | | | | |
| 2 | 1,280 | Art | 5 | 1,024 | Intervention | C4 | 960 | Intervention | A | 146 | Psych | 2B | 144 | Speech | 20 | 960 | Intervention | 7 | 657 | Comp. Lab | | | | | | | | | | | | | | | | | | | | | |
| 8 | 608 | Speech | 13 | 900 | Psych | C5 | 720 | A.S. Room | B | 146 | EL | 3A | 224 | Counselor | 23 | 720 | Intervention | 19 | 720 | Intervention | | | | | | | | | | | | | | | | | | | | | |
| 19 | 1,024 | Learn Ctr | 14 | 900 | Art | C6 | 720 | A.S. Room | 9 | 960 | Learn Cent. | 8 | 960 | EL/Outreach | 27 | 960 | Band/Music | 21 | 960 | STEAM Lab | | | | | | | | | | | | | | | | | | | | | |
| 27 | 720 | Enr. Lab | 15 | 900 | Music | C7 | 720 | A.S. Room | 10 | 960 | Intervention | 9 | 960 | Art | | 182 | Speech | 24 | 960 | Learn Cent. | | | | | | | | | | | | | | | | | | | | | |
| | 301 | Psych | 17 | 900 | EL | C8 | 720 | A.S. Room | 20 | 961 | Discovery Lab | 18 | 960 | Coding Lab | | 186 | Psych | | 310 | Speech | | | | | | | | | | | | | | | | | | | | | |
| | | | 18 | 900 | Dance | D1 | 960 | Learn Cent. | 24 | 944 | Art/Music | 22 | 960 | Dance | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 19 | 960 | Learn Cent. | D2 | 960 | Art | 28 | 960 | Speech | 23 | 960 | ELOP | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 201 | Speech | D4 | 960 | Psych | | | | 24 | 960 | ELOP | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | D6 | 960 | Intervention | | | | 25 | 960 | ELOP | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | E1 | 960 | Speech | | | | 26 | 960 | Science Lab | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | E3 | 960 | Intervention | | | | 27 | 960 | Comp. Lab | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | F1 | 960 | PE | | | | 29 | 960 | Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | F2 | 960 | Music | | | | 30 | 960 | Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | F4 | 960 | Counselor | | | | 33 | 710 | Motor/OT | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | 166 | EL | | | | 34 | 710 | Music | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 37 | 717 | Learn Cent. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 38 | 717 | Psych | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 39 | 717 | Speech | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 224 | Speech | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Specialized SF | | | 3,933 | | | Total Specialized SF | | | 6,685 | | | Total Specialized SF | | | 12,646 | | | Total Specialized SF | | | 5,077 | | | Total Specialized SF | | | 14,723 | | | Total Specialized SF | | | 3,008 | | | Total Specialized SF | | | 3,607 | | |
| SF/ADA Specialized Sp. | | | 11.85 | | | SF/ADA Specialized Sp. | | | 25.32 | | | SF/ADA Specialized Sp. | | | 63.87 | | | SF/ADA Specialized Sp. | | | 17.27 | | | SF/ADA Specialized Sp. | | | 62.12 | | | SF/ADA Specialized Sp. | | | 7.65 | | | SF/ADA Specialized Sp. | | | 10.31 | | |

Total Comparison Group STS 49,679 / Comparison Group School ADA 2,068 = 24.02 ADA Specialized Teaching Space

| TEACHING STATIONS (CLASSROOMS) | | | | | |
|--------------------------------|-------|----------------|-------------------------------|-------|--------------|
| LOS CERRITOS | 661 | ADA | REDWOOD | 597 | ADA |
| Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use |
| 1 | 900 | Special Ed | C9 | 960 | 6/8 |
| 2 | 900 | Special Ed | C10 | 960 | 7 |
| 4 | 900 | Special Ed | C11 | 960 | 6/8 |
| 7 | 900 | Science | C28 | 960 | 6 |
| 8 | 900 | Science | C29 | 960 | 6 |
| 11 | 830 | Science | C30 | 960 | 6 |
| 12 | 960 | English | D13 | 960 | 6 |
| 13 | 870 | English | D15 | 960 | Special Ed |
| 24 | 900 | Special Ed | D16 | 960 | 7/8 |
| 25 | 900 | Special Ed | D23 | 960 | 7/8 |
| 29 | 900 | 6 | D27 | 960 | 6 |
| 33 | 900 | 6 | E17 | 960 | 7 |
| 34 | 900 | 6 | E18 | 960 | Special Ed |
| 35 | 900 | 6/8 | E19 | 960 | 8 |
| 36 | 900 | 6 | E20 | 960 | 8 |
| 39 | 809 | 6 | E21 | 960 | 6/7/8 |
| 40 | 809 | 6/7/8 | E22 | 960 | 7 |
| B-2 | 960 | English | F43 | 960 | Special Ed |
| B-3 | 960 | English | F45 | 960 | 8 |
| C-1 | 960 | Math | H31 | 960 | 7/8 |
| C-2 | 960 | Math | H32 | 960 | 7/8 |
| C-3 | 960 | Social Science | H37 | 960 | 7/8 |
| C-4 | 960 | Social Science | H38 | 960 | 7 |
| D-1 | 960 | Math | H39 | 960 | 8 |
| D-2 | 960 | Math | H40 | 960 | 7 |
| D-3 | 960 | Social Science | | | |
| Total Classrooms (6-8) | | 26 | Total Classrooms (6-8) | | 25 |
| ADA/Classrooms | | 25.42 | ADA/Classrooms | | 23.88 |

Comparison Group Total ADA 1,258 / Comparison Group Total Teaching Stations 51 = 24.67 ADA/Teaching Stations

MPR AND LIBRARY SPACE

| LOS CERRITOS | 661 | ADA | REDWOOD | 597 | ADA |
|--------------|--------|---------|---------|--------|---------|
| | 6,783 | MPR | A3 | 3,899 | MPR |
| | 4,165 | Library | A2 | 1,470 | Library |
| | 11,057 | Gym | | 11,057 | Gym |

Comparison Group Total MPR SF 10,682 / Comparison Group Total ADA 1,258 = 8.49 SF/ADA
 Comparison Group Total Library SF 5,635 / Comparison Group Total ADA 1,258 = 4.48 SF/ADA
 Comparison Group Total Gym SF 22,114 / Comparison Group Total ADA 1,258 = 17.58 SF/ADA

| SPECIALIZED TEACHING SPACE | | | | | |
|---------------------------------|-------|---------------|---------------------------------|-------|--------------|
| LOS CERRITOS | 661 | ADA | REDWOOD | 597 | ADA |
| Room # | Sq Ft | Room Type | Room # | Sq Ft | Room Type |
| 9 | 900 | Science Lab | B4 | 1,170 | Science Lab |
| 20 | 2,539 | Band Room | D14 | 960 | ETHOS |
| 21 | 3,272 | Strings Room | D24 | 960 | Band |
| 23 | 2,418 | Art Room | D25 | 1,500 | Band |
| 26 | 1,475 | Computer Lab | D26 | 960 | Strings |
| 30 | 1,260 | Computer Lab | F44 | 960 | Spanish |
| B-1 | 960 | EL | F46 | 960 | Choir |
| D-4 | 960 | Woodshop | F48 | 960 | Computer Lab |
| | 1,245 | Media Center | H34 | 960 | Speech |
| | 350 | Kiln Room | H35 | 480 | Motor |
| Total Specialized SF | | 15,379 | Total Specialized SF | | 9,870 |
| SF/ADA Specialized Space | | 23.27 | SF/ADA Specialized Space | | 16.53 |

Total Comparison Group STS SF 25,249 / Comparison Group School ADA 1,258 = 20.07 ADA/Specialized Teaching Space

NON-TEACHING SPACE

| LOS CERRITOS | 661 | ADA | REDWOOD | 597 | ADA |
|---------------------------------|----------------|-----------------|---------------------------------|------------------|---------------|
| Room # | Sq Ft | Room Type | Room # | Sq Ft | Room Type |
| 3 | 900 | Counseling | A1 | 1,868 | Admin |
| 10 | 900 | Vacant | A4 | 1,864 | Counseling |
| 14 | 840 | Vacant | B3 | 4,428 | Vacant |
| 22 | 1,365 | Tech Storage Rm | B5 | 960 | Vacant |
| 27 | 900 | Vacant | B6 | 960 | Vacant |
| 28 | 460 | CLU Room | B7 | 860 | Vacant |
| 31 | 900 | Vacant | B8 | 960 | Vacant |
| 32 | 900 | Vacant | D12 | 960 | Tech Ofc. |
| 37 | 900 | Conf. Room | F47 | 960 | Vacant |
| 38 | 900 | Conf. Room | F49 | 960 | Tech Storage |
| B-4 | 960 | Vacant | H33 | 960 | Conf. Room |
| C-5 | 960 | Wellness | H36 | 960 | DO Nurse Ofc. |
| | 3,022 | Admin | H41 | 960 | Conf. Room |
| | 1,392 | Kitchen | H42 | 960 | Wellness |
| | 883 | Staff Lounge | | 395 | Health Ofc. |
| | | | | 1,158 | Kitchen |
| Total Specialized SF | | 10,782 | Total Specialized SF | | 11,045 |
| SF/ADA Specialized Space | | 16.31 | SF/ADA Specialized Space | | 18.50 |

Total Comparison Group NTS SF 21,827 / Comparison Group School ADA 1,258 = 17.35 ADA/Non-Teaching Space

OUTDOOR SPACE

| LOS CERRITOS | 661 | ADA | REDWOOD | 597 | ADA |
|--------------|-------|--------|-------------|-------|--------|
| | Total | SF/ADA | | Total | SF/ADA |
| Field (AC) | 7.8 | 0.012 | Field (AC) | 12.5 | 0.021 |
| Blcktp (AC) | | | Blcktp (AC) | | |
| Site (AC) | 18.15 | 0.027 | Site (AC) | 23.42 | 0.039 |

Total Field/Blacktop AC 20.3 / Comparison Group School ADA 1,258 = 0.02 AC/ADA
 Total Site AC 41.57 / Comparison Group School ADA 1,258 = 0.03 AC/ADA

| TEACHING STATIONS (CLASSROOMS) | | |
|--------------------------------|-------|-----------|
| BRIDGES | 180.5 | ADA |
| Room # | Sq Ft | Grade Use |
| K-1 | 1,663 | K |
| K-2A | 1,663 | K |
| 3 | 960 | 3 |
| 4 | 960 | 3 |
| 7 | 960 | 1 |
| 8 | 960 | 1 |
| 9 | 960 | 2 |
| 10 | 960 | 2 |
| 11 | 960 | 4/5 |
| 12 | 960 | 4/5 |
| 13 | 960 | 4/5 |
| 14 | 960 | 6/7/8 |
| 16 | 960 | 6/7/8 |

Total Classrooms (TK-5) 13
ADA/Classrooms 9.35 ADA TK-5
 4.53 ADA 6-8

MPR AND LIBRARY SPACE

| | | |
|-----|-------|---------|
| MPR | 3,700 | MPR |
| 23 | 1,800 | Library |

SPECIALIZED TEACHING SPACE

| Room # | Sq Ft | Room Type |
|-------------------------------|-------|---|
| 17A/B | 1,500 | Science Lab |
| 24 | 1,440 | Art/CC |
| Total Specialized SF | | 2,940 |
| SF/ADA Specialized Sp. | | 24.18 SF/ADA TK-5 49.92 SF/ADA 6-8 |

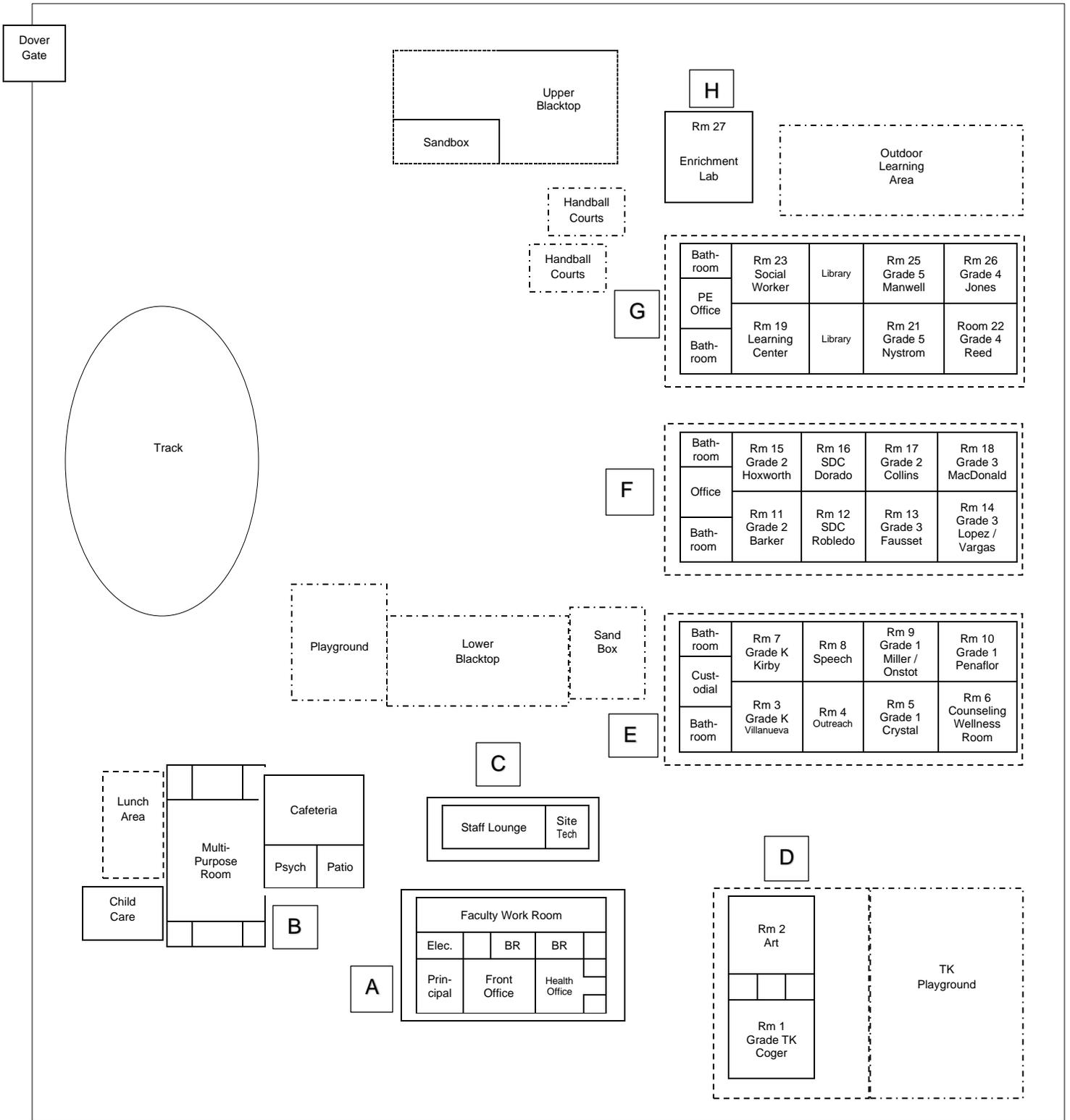
NON-TEACHING SPACE

| Room # | Sq Ft | Room Type |
|------------------------------|-------|--|
| K-2B | 1,663 | H/S future UTK |
| 5 | 960 | Admin |
| 6 | 960 | Resource |
| | 1,900 | Admin |
| | 540 | Closet |
| Total Non-Teaching SF | | 6,023 |
| SF/ADA Non-Teaching | | 49.53 SF/ADA TK-5 102.26 SF/ADA 6-8 |



Acacia Magnet School

2023-2024



ASPEN ELEMENTARY

Child Care

H

Primary
Playground

| Girls RR | Recess Supplies | Boys RR |
|--|---|---------|
| 3 Emily Fick Transitional Kindergarten | 6 Allison Chenevert SAI Grades TK/K | |
| 2 Haley Rosenberg Grade 1 | 5 Intervention | |
| 1 Christy Button Grade 1 | 4 Shauna Behm SAI Grade 1 | |

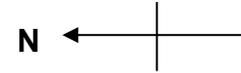
D

| Girls RR | Support Space | Boys RR |
|---|--------------------------------|---------|
| 9 Ann Oppenheim Grade 2 | 12 Emily Kneller Grade 2 | |
| 8 Nicole Dann Grade 4 | 11 Greg Stelle Grade 5 | |
| 7 Vivianne Palazzo SAI Grades 2/3 | 10 Kaylee Sosa Grade 4 | |

E

| |
|---------------------------------------|
| 22 Sheala Larimer SAI Grade 4/5 |
| 21 Diane Barrett Grade 3 |
| 20 Kathi Byington Grade 3 |
| 19 Donna Manley Learning Center |

F



Upper
Playground

Lunch Area

| | | | |
|----------------------------------|----------------|---------------------------|---|
| Girls RR | 14 Art Room | 15 Music Room/ ELOP | Boys RR |
| K. VanVoy Sp/Lang | | | Cust. Room |
| 13 Psychologist/ Counselor | Text Book Room | LIBRARY | 16 Technology Office |
| Copy Room | Work Room | | 17 EL Facilitator/ Student Support Services/ ELOP |
| Office | Office | | 18 Dance Room |
| Nurse | Supply Room | Principal | |

A

Multipurpose
Room/
Kitchen

G

| | |
|-------------------------------|------------|
| B | |
| Samantha Birg Kindergarten | |
| KDG RR | Cust. Room |
| A | |
| Vicki Calle Kindergarten | |

C

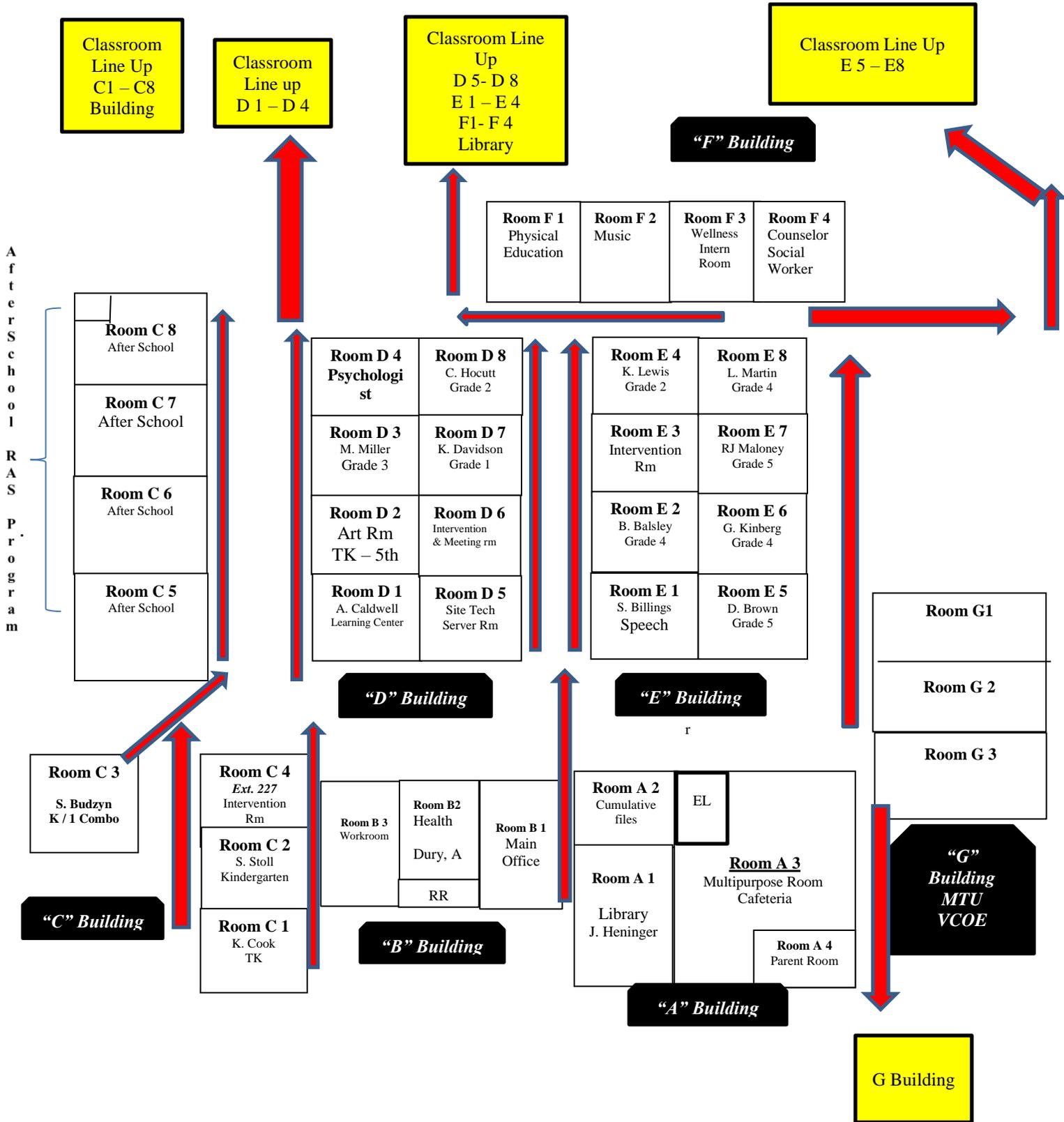
C

Staff Lounge

B

Parking
Oberlin Avenue

GLENWOOD ELEMENTARY SCHOOL Site Utilization 23-24



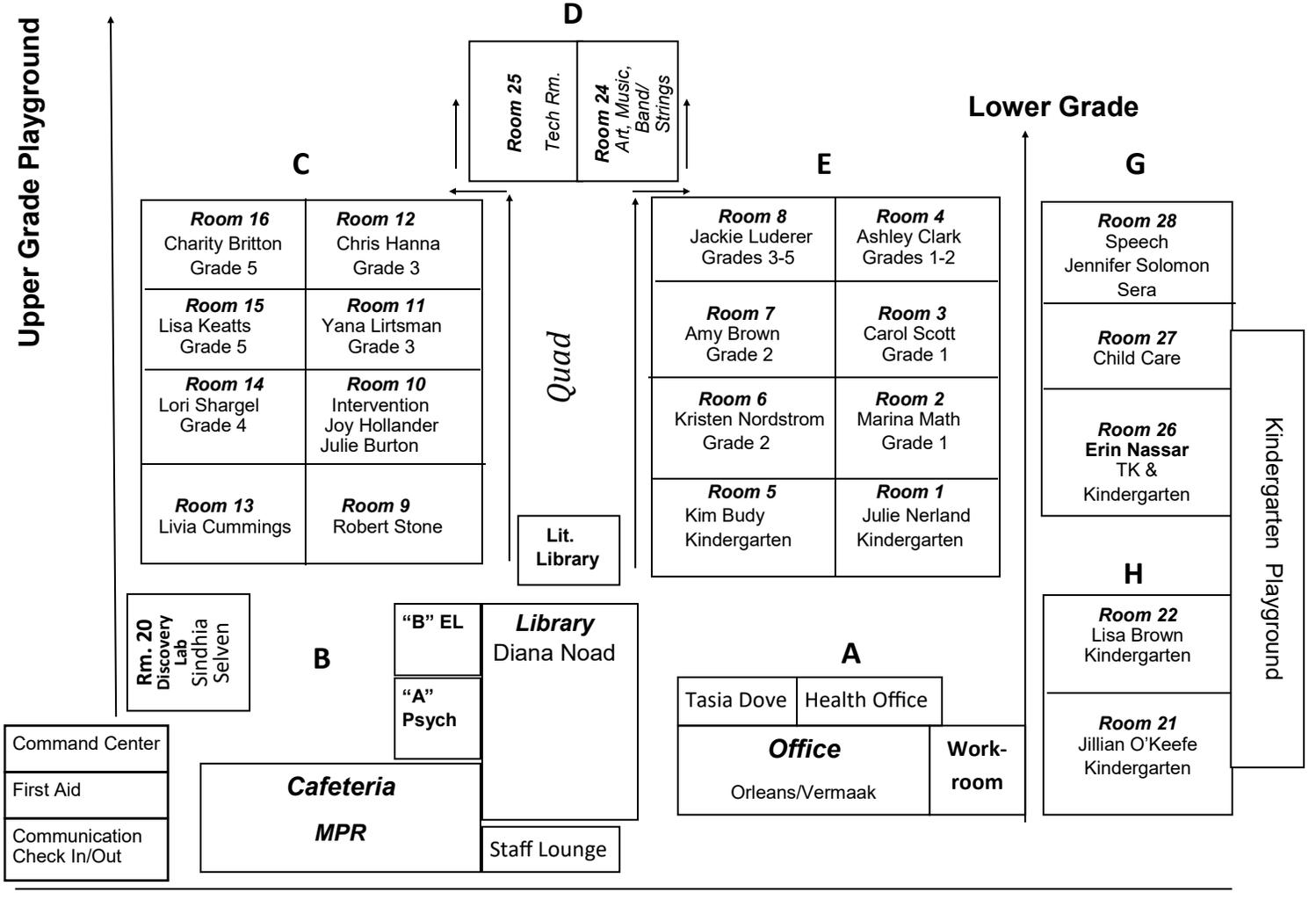
Ladera STARS Academy

~Campus Evacuation Map~

2023-2024

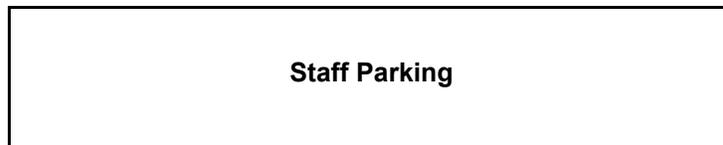
Evac to FIELD

Evac to FIELD

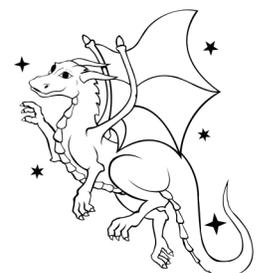


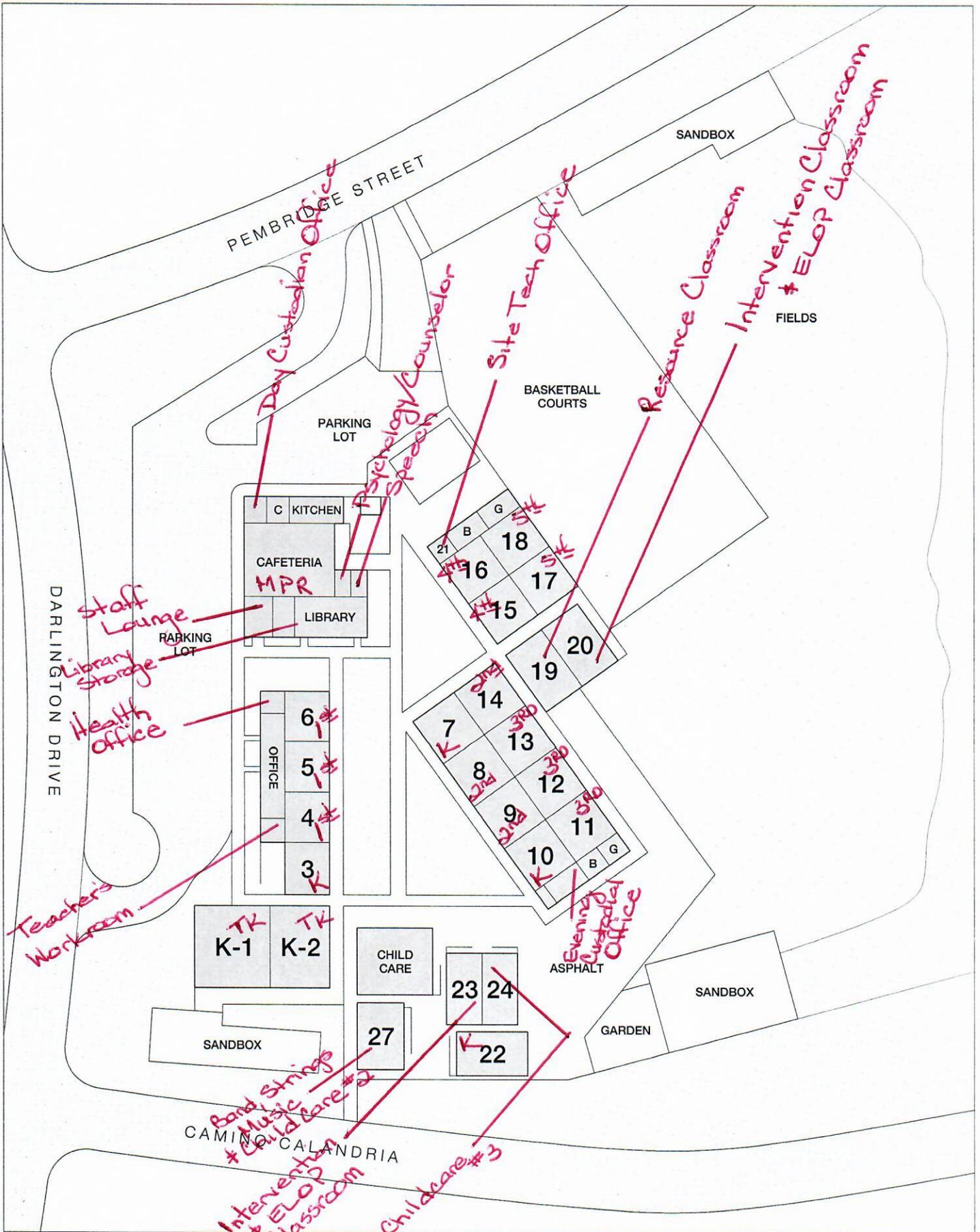
Visitors

Parking



Calle Almendro



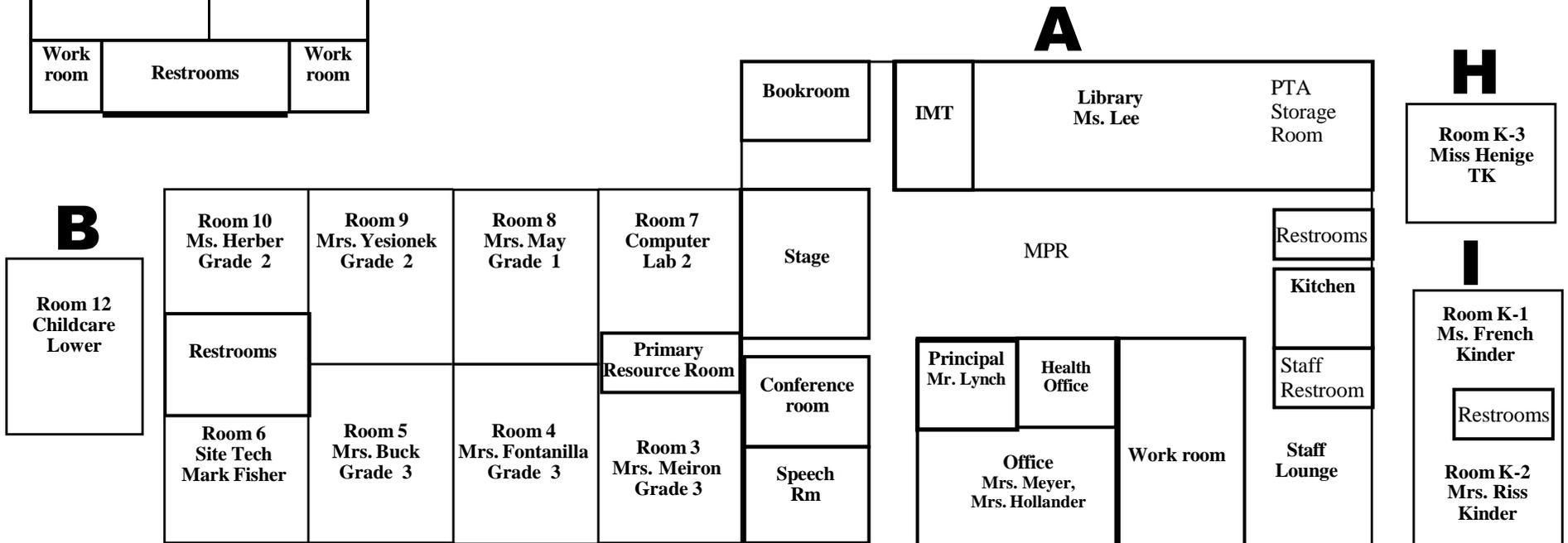
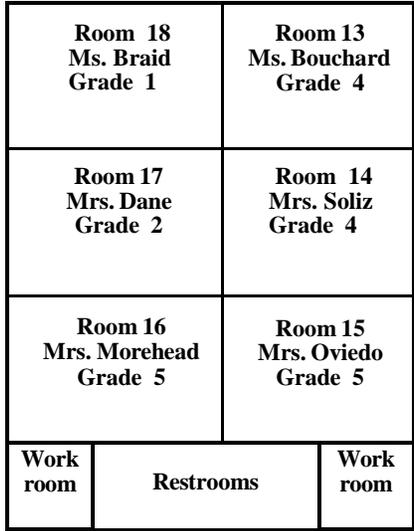
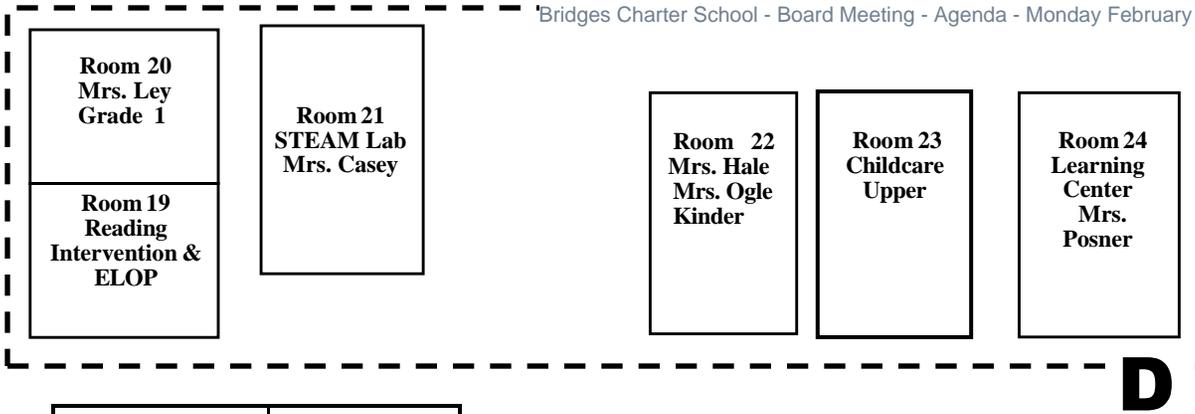


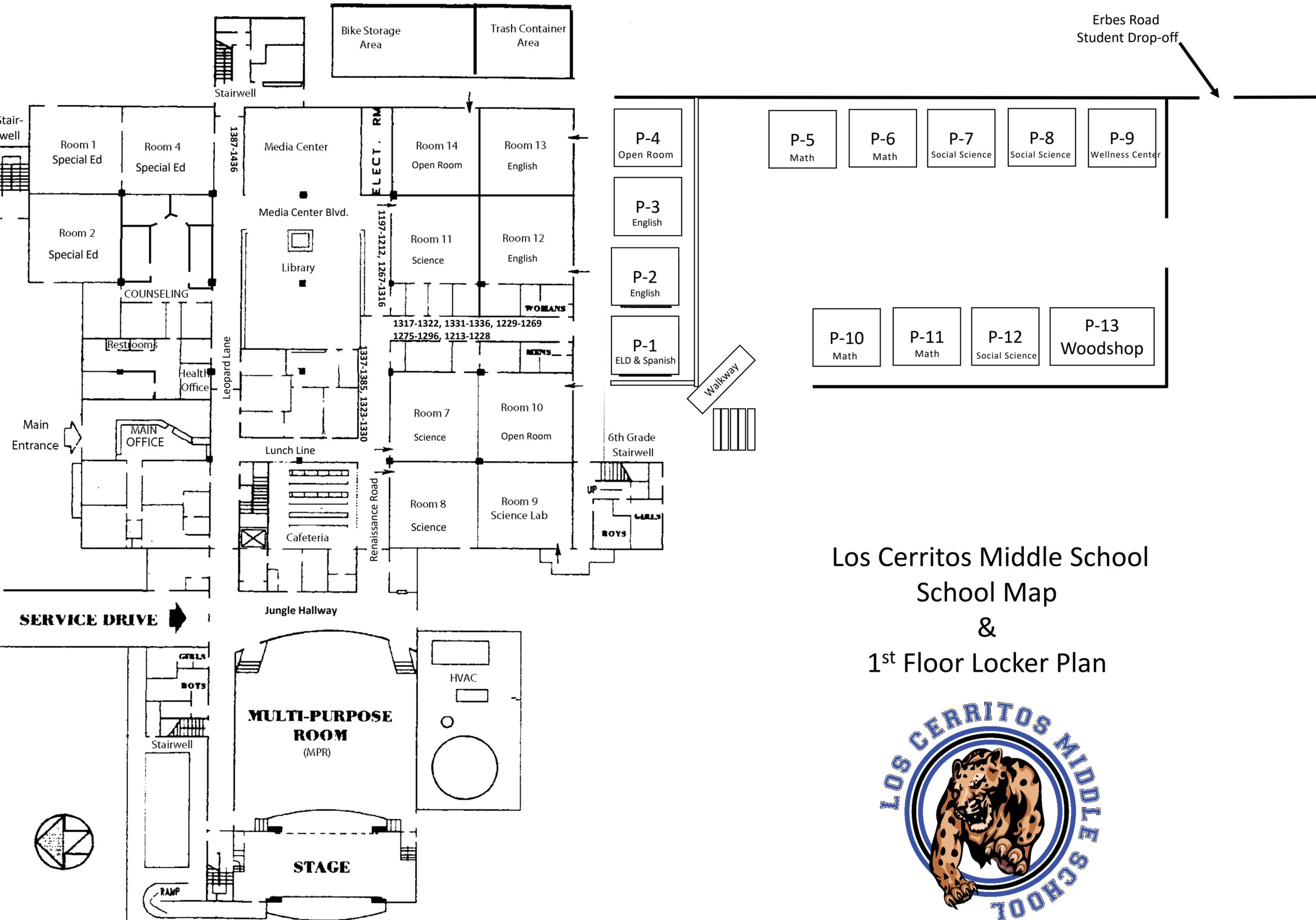
WEATHERSFIELD ELEMENTARY

3151 Darlington Drive, Thousand Oaks, CA 91360



Wildwood Elementary School 2023-2024

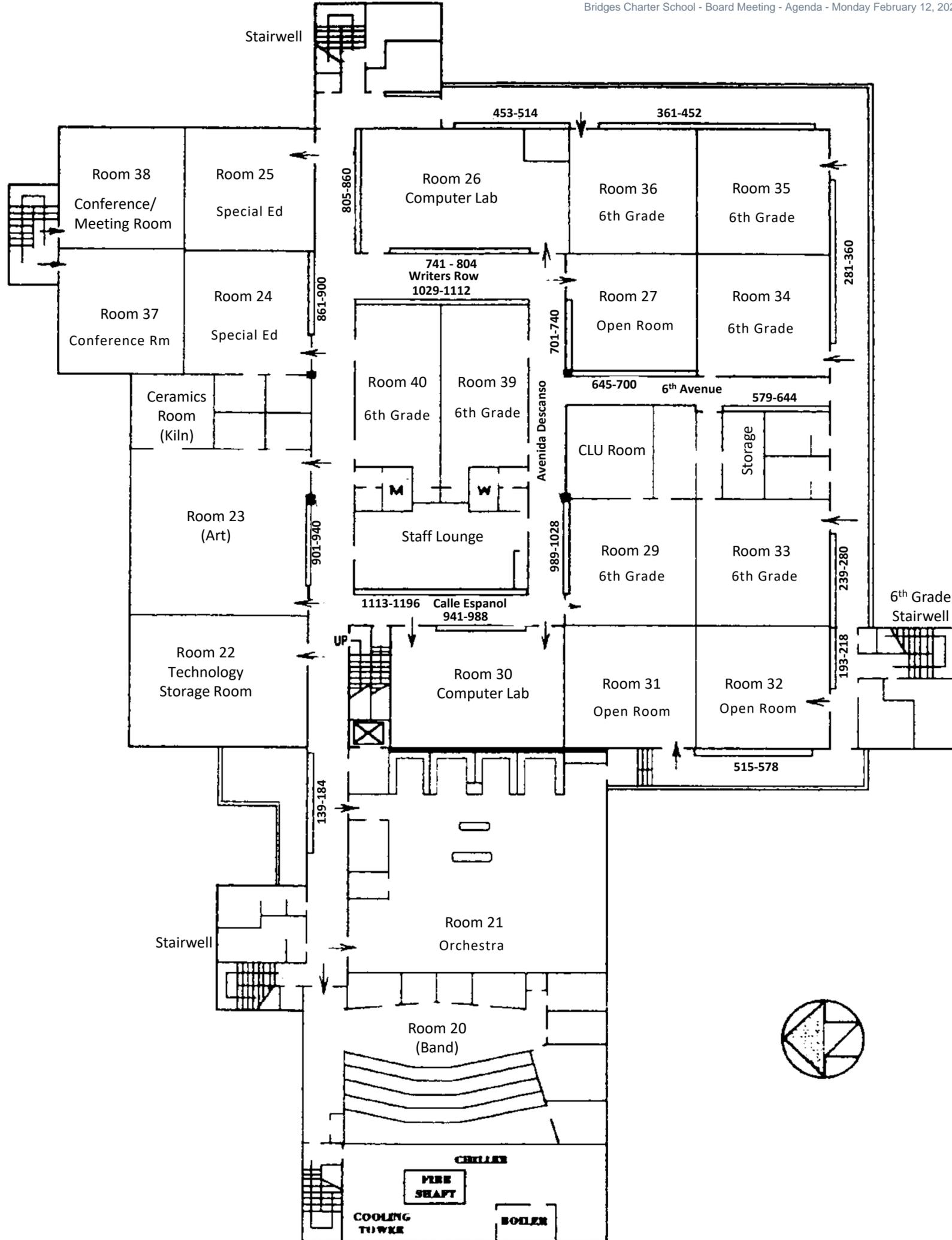




Los Cerritos Middle School
 School Map
 &
 1st Floor Locker Plan



Revised 10/22/2014



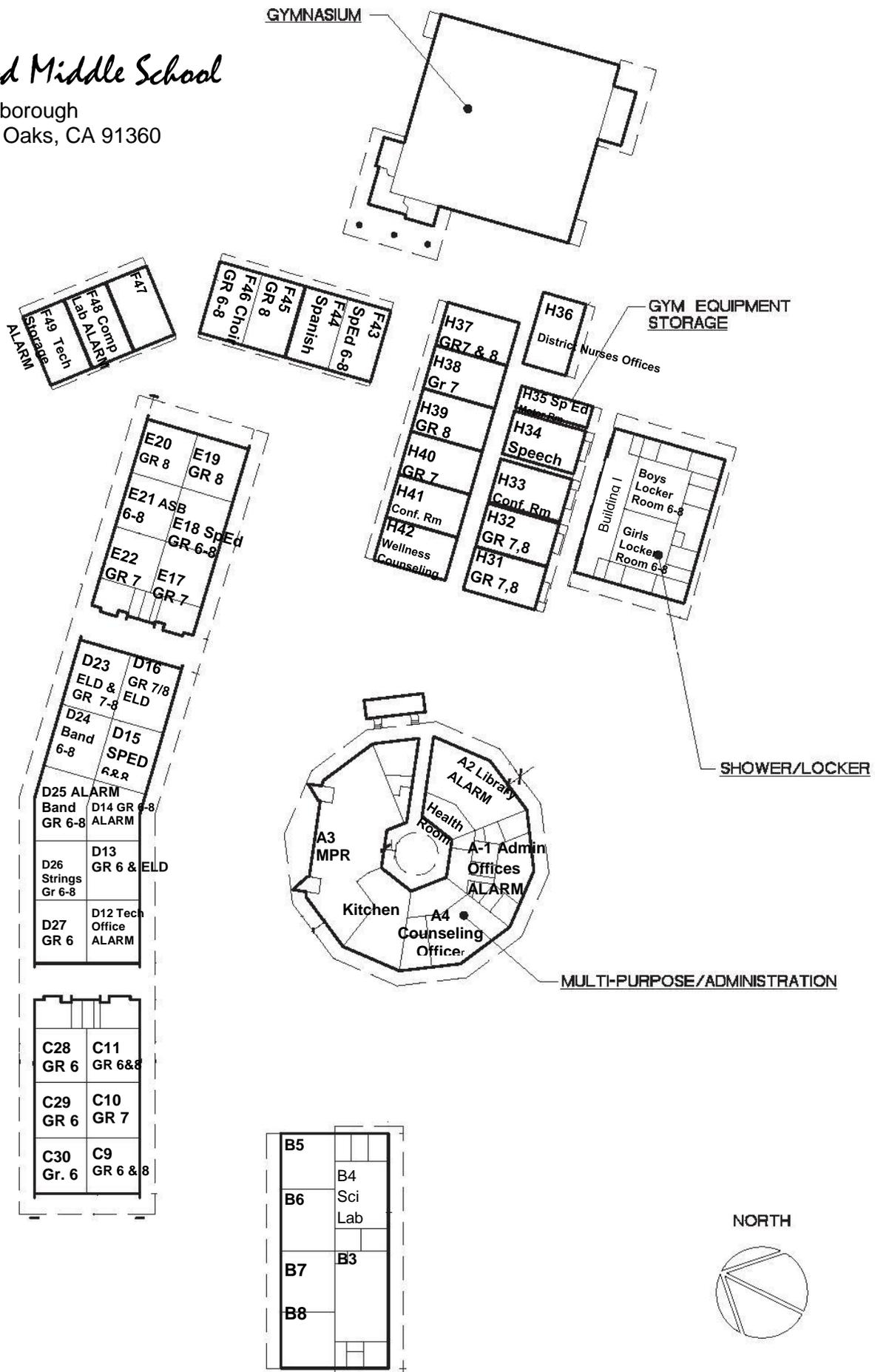
Los Cerritos Middle School
 School Map
 &
 2nd Floor Locker Plan



Revised 10/22/2014

Redwood Middle School

233 Gainsborough
 Thousand Oaks, CA 91360



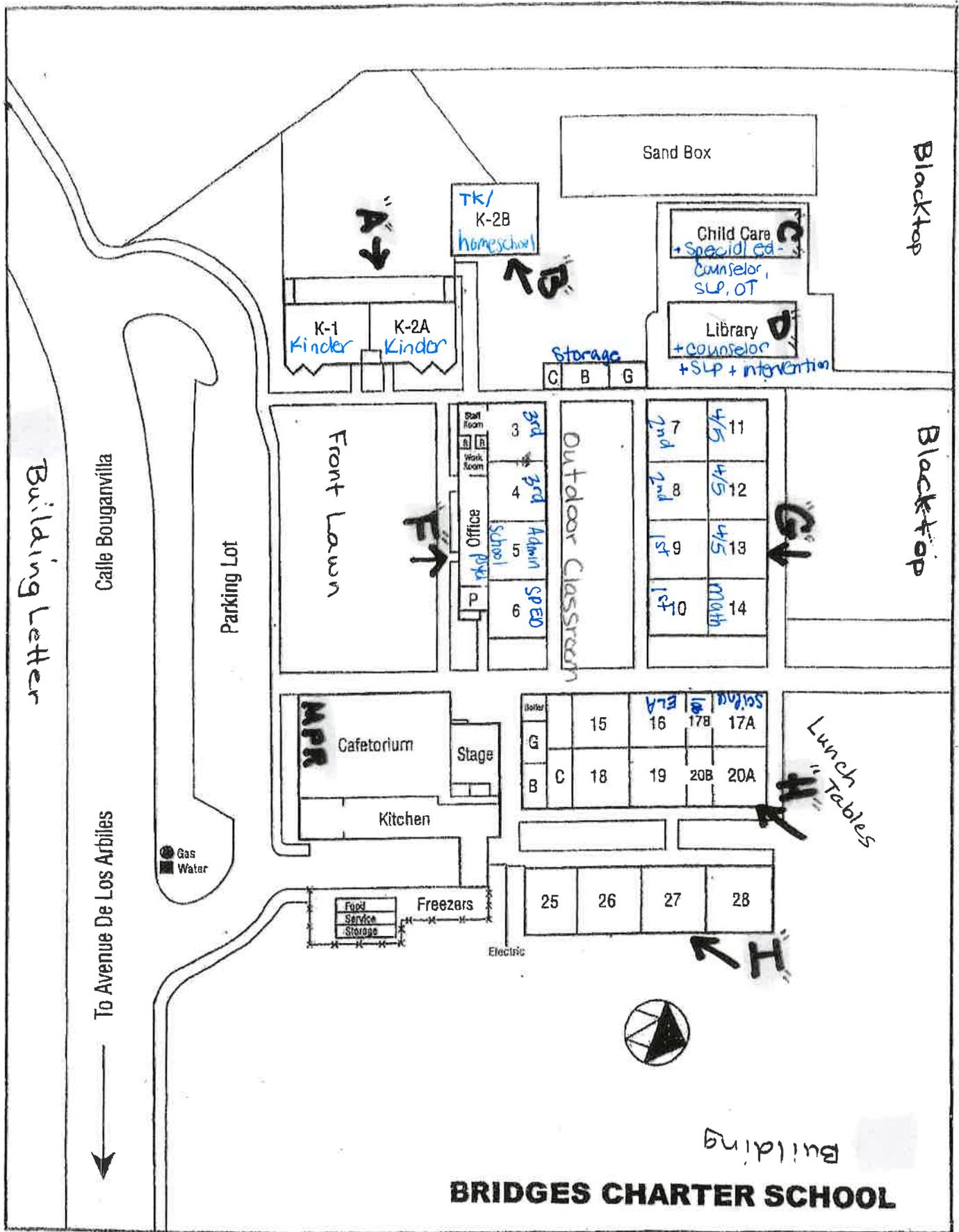


EXHIBIT C

For reference only to show BRIDGES' current allocation and to identify room numbers to be recovered by District.

BRIDGES Charter Facilities Use

| LEGEND: | | | | | |
|-------------------------------|-------------|----------|-------------|----------------|--------------|
| Room No. | Floor Area | Room No. | Floor Area | Room No. | Floor Area |
| K-1 | 1,663 sq ft | 9 | 960 sq ft | 23 | 1,800 sq ft |
| K-2A | 1,663 sq ft | 10 | 960 sq ft | 24 | 1,440 sq ft |
| K-2B | 1,440 sq ft | 11 | 960 sq ft | Closet | 540 sq ft |
| 3 | 960 sq ft | 12 | 960 sq ft | MPR | 2,765 sq ft |
| 4 | 960 sq ft | 13 | 960 sq ft | Stage | 935 sq ft |
| 5 | 960 sq ft | 14 | 960 sq ft | Administration | 1,900 sq ft |
| 6 | 960 sq ft | 16 | 960 sq ft | Restrooms | 1,150 sq ft |
| 7 | 960 sq ft | 17A | 1,020 sq ft | | |
| 8 | 960 sq ft | 17B | 480 sq ft | | |
| Total Building Area Allocated | | | | | 29,276 sq ft |
| Total Area Billed | | | | | 27,836 sq ft |

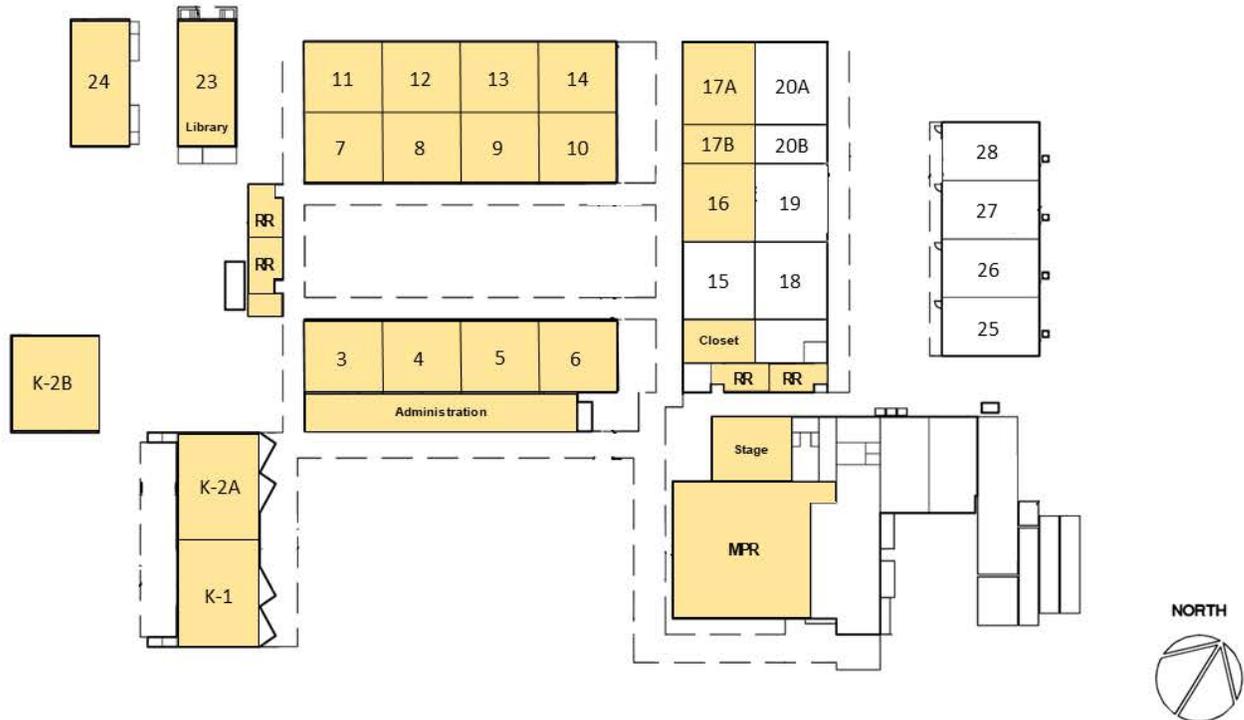


EXHIBIT D

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET AS OF OCTOBER 31, 2023 (2023-24 1ST INTERIM)
 BRIDGES FACILITY COSTS AT THE PARK OAKS ELEMENTARY SITE

FISCAL YEAR 2023-24

**ONGOING AND MAJOR MAINTENANCE ACCOUNTS
 GENERAL AND DEFERRED MAINTENANCE FUND, RESOURCE 0000-1999 & 8150**

| FUNCTION CODES | DESCRIPTION | PERSONNEL BUDGET | OTHER EXP BUDGET | TOTAL EXP BUDGET | PERCENT OF EXP | TOTAL EST 2023-24 CHARGE |
|---|-------------------------------|---------------------|---------------------|--------------------------|-------------------|--------------------------------|
| #8110 | MAINTENANCE | 4,806,200 | 1,272,092 | 6,078,292 | 100% | 6,078,292 |
| #8200 | OPERATIONS | 3,258,636 | 978,670 | 4,237,306 | 100% | 4,237,306 |
| #8300 | SECURITY | 0 | 383 | 383 | 100% | 383 |
| #8500 | FACILITIES, ACQ, CONSTRUCTION | 0 | 658,420 | 658,420 | 100% | 658,420 |
| #7200 | TRANS | 0 | 120,000 | 120,000 | 100% | 120,000 |
| TOTAL ESTIMATED 2023-24 EXPENDITURES | | | | <u>11,094,401</u> | | <u>11,094,401</u> |

| | |
|---|------------------|
| TOTAL DISTRICT BUILDING SQUARE FOOTAGE | 2,041,908 |
| BRIDGES BUILDING USAGE AT PARK OAKS SQUARE FOOTAGE | 27,836 |
| BRIDGES PERCENT OF TOTAL DISTRICT SQUARE FOOTAGE | 1.36% |

| | |
|--|-------------------|
| ESTIMATED ANNUAL ONGOING AND MAJOR MAINTENANCE ACCOUNTS | 11,094,401 |
| BRIDGES PERCENT OF DISTRICT SQUARE FOOTAGE | 1.36% |
| ESTIMATED TOTAL BRIDGES FACILITY COST | 151,243 |

| | |
|--|----------------|
| ESTIMATED TOTAL BRIDGES FACILITY COST PER SQUARE FOOT | \$ 5.43 |
|--|----------------|

EXHIBIT E

**CHARTER FACILITIES AGREEMENT
BY AND BETWEEN
CONEJO VALLEY UNIFIED SCHOOL DISTRICT AND
BRIDGES CHARTER SCHOOL**

THIS AGREEMENT (“Agreement”) is made this 17th day of May, 2023, by and between the Conejo Valley Unified School District, a public school district organized and existing under the laws of the State of California (“District”) and BRIDGES Charter School, a California public charter school (“Charter School” or “BRIDGES”). The District and the Charter School are collectively referred to as “the parties.”

R E C I T A L S

WHEREAS, pursuant to the requirements of California Education Code section 47614 and its implementing regulations (also known as “Proposition 39”), the Charter School has made a written request for facilities for the 2023-2024 school year, and;

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations, the District made a written preliminary offer to provide the Charter School with facilities, and;

WHEREAS, pursuant to the requirements of Proposition 39 and its implementing regulations, the District Board of Trustees made a written final offer (**Exhibit A**) to provide the Charter School with facilities for its in-District students, and;

WHEREAS, the Charter School accepts the District’s Final facilities offer, and;

WHEREAS, the parties desire to set forth the terms and conditions pursuant to which the Charter School will occupy classrooms and facilities at the Park Oaks site (“Site”) during the 2023-2024 school year; and

NOW THEREFORE, in consideration of the covenants and agreements hereinafter set forth, the parties agree as follows:

Section 1. Use of Site. The Charter School shall operate at the Site, and the facilities thereon, for the sole purpose of operating the Charter School’s educational program and related Charter School activities in accordance with the Charter School’s charter and MOU with the Ventura County Office of Education. Charter School’s right to use of the Site shall be coterminous with the term of this Agreement. Upon the termination of this Agreement, the right to use and occupation of the Site and the facilities and equipment thereon shall revert to the District, subject to the parties’ negotiation of a successor Agreement, if necessary, containing the terms of the District’s provision of facilities to the Charter School in accordance with the provisions of Proposition 39, should the charter school qualify. As titleholder to the Site and the facilities and equipment located thereon, the District reserves the right at the termination of this

Agreement to recoup the full rights and benefits of such ownership, including but not limited to use of such Site, facilities and equipment for District services.

Section 2. Facilities. Charter School shall have the right to use and possession of facilities consisting of facilities, furnishings and equipment at Park Oaks Elementary School, located at 1335 Calle Bouganvilla, Thousand Oaks, CA, 91360, as is set forth in the District's Final Offer of Facilities.

a. Facilities: Charter School agrees that, for the term of this Agreement, the Charter School's exclusive entitlement to teaching stations, non-teaching space, specialized teaching space, and all other facilities, furnishings and equipment, shall be based upon Charter School's projection of ADA as set forth in the District's Final Offer of Facilities, and that the District's exclusive obligations shall be limited to providing teaching stations, non-teaching space, specialized teaching space, and all other facilities, furnishings and equipment as set forth in this Agreement and the Final Offer. In no event during the duration of this Agreement shall the District be obligated to provide Charter School any teaching stations, non-teaching space, specialized teaching space, or all other facilities, furnishings and equipment not being provided to Charter School at the time of mutual execution of this Agreement, and not set forth herein.

If the Charter School wishes to install teaching stations, non-teaching space, specialized teaching space, and all other facilities, furnishings and equipment, in addition to those set forth above, and allocated to Charter School at the time of mutual execution of this Agreement, it shall do so at its sole expense. Charter School shall ask for and receive the express written consent of the District in compliance with Section 9 of this Agreement before adding any buildings to the site, or making any improvements, additions or modifications thereto.

b. Over-allocation: The parties agree that the over-allocation penalty set forth in 5 CCR § 11969.8 shall apply. That section provides as follows:

Space is considered to be over-allocated if (1) the charter school's actual in-district classroom ADA is less than the projected in-district classroom ADA upon which the facility allocation was based and (2) the difference is greater than or equal to a threshold ADA amount of 25 ADA or 10 percent of projected in-district classroom ADA, whichever is greater. The per-pupil rate for over-allocated space shall be equal to the statewide average cost avoided per pupil set pursuant to Education Code section 42263 for 2005-06, adjusted annually thereafter by the CDE by the annual percentage change in the general-purpose entitlement to charter schools calculated pursuant to Education Code section 47633, rounded to the next highest dollar, and posted on the CDE Web site. The reimbursement amount owed by the charter school for over-allocated space shall be equal to (1) this rate times the difference between the charter school's actual in-district classroom ADA and the projected in-district classroom ADA upon which the facility

allocation was based, less (2) this rate times one-half the threshold ADA. For purposes of this subdivision, the actual in-district classroom ADA shall be determined using the report submitted pursuant to section 11969.9(I) in conjunction with the second principal apportionment under Education Code section 41601.

The parties agree that any over-allocation penalty shall be based upon an allocation of facilities, furnishings and equipment under this agreement upon an ADA projection as set forth in the chart above.

c. Other Conditions: Charter School shall comply with District policies and/or practices regarding the operations and maintenance of the facilities, furnishings, and equipment.

Although Charter School shall have partial use of the facilities at the Site, as specifically enumerated herein, Charter School agrees to comply with the provisions of the Civic Center Act (Education Code section 38131 et seq.) in making use of the facilities accessible to members of the community. For purposes of compliance with the Civic Center Act with respect to the Site only, the Charter School Governance Council agrees to comply with the provisions of Education Code sections 38130-38139 and shall also follow District Board Policy and Administrative Regulations in making use of the facilities accessible to members of the community. Charter School shall not allow any use of the facility other than Charter School use. Charter School shall refer any party or group interested in use of the facility to the District or District's web portal for facility use.

The District will be enforcing its right to make the facilities accessible to the community through the Civic Center Act outside of the Charter School's school hours, starting at 3:15 p.m. Monday through Friday. The Charter School may reserve use of the shared facilities after its school hours for special events such as parent nights and school dances by utilizing the facility management scheduling platform. The Charter School shall be required to use the facility management scheduling calendar for all school activities that require space reservation. As the Charter School will have priority use of the Premises, the Charter School shall have access to the facility management scheduling system to update, maintain and schedule their use accordingly.

Charter School acknowledges that the District has allocated to it all of the facilities, furnishings and equipment contained in its Request for Facilities. The parties agree that the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to Charter School under Education Code section 47614 and the Proposition 39 regulations for the entire duration of this Agreement. Charter School agrees to waive its right to bring a legal action for the term of this Agreement based on compliance or noncompliance with Education Code section 47614. Should Charter School desire to obtain facilities from the District under Proposition 39 for the 2023-2024 school year and beyond, it shall make a written request in compliance with that statute and its implementing regulations. Nothing

in this provision shall be construed to limit or impair Charter School's right to make a facilities request for the 2023-2024 and beyond.

d. **Name of the School:** The name of the Charter School to be located on the Premises is BRIDGES Charter School. The Charter School shall be entitled to install signage customarily used by other schools in the District at the Site. The Charter School shall seek approval from the District of all signage, including location and size, but the District shall not unreasonably deny approval of signage that complies with District custom and practice.

Section 3. Furnishings and Equipment. For the term of this Agreement, the Charter School's exclusive entitlement to furnishings and equipment shall constitute those set forth in this Agreement, and those provided at the time of mutual execution of this Agreement. In no event shall District be obligated to provide Charter School any other furnishings and equipment not being provided to Charter School at the time of mutual execution of this Agreement, and not set forth herein. The District and the Charter School shall develop a mutually agreeable written inventory of the furnishings and equipment that will be located at the Site which shall be attached as **Exhibit B** and is hereby incorporated by reference. All furnishings and equipment provided shall remain the property of the District. Charter School shall follow all District policies regarding disposal of any assets.

The existing fire alarm, bell system, clocks, phone systems, and LAN systems currently on the Site will remain for Charter School's use, and the District's Maintenance and Technology staff will coordinate with Charter School and Ventura County Office of Education staff on the use and maintenance of the systems.

Section 4. Term. The term of this agreement shall begin on July 1, 2023 and end June 30, 2024. Charter School shall quit the premises and remove its possessions therefrom as of the effective date of termination, or upon the expiration of this Agreement.

Section 5. Termination. This Agreement will automatically terminate upon the revocation, or non-renewal or other termination of Charter School's charter (after exhaustion of all non-judicial administrative remedies to the State Board of Education, or any other authorizing agency having jurisdiction recognized by law, as defined under Education Code sections 47605(j) or 47607(f) or the permanent cessation of Charter School's operations for any reason.) Neither this Agreement, nor the Charter School's right to use and possession of the Site and facilities set forth herein, shall continue in operation while Charter School exercises any judicial challenges to any such nonrenewal/revocation.

Section 6. Pro Rata Share The District shall yearly charge the Charter School a pro rata share amount for use of the facilities, consistent with Education Code section 47614(b)(1) and 5 C.C.R. Section 11969.7. The calculation of this sum for the 2023-2024 school year is attached as **Exhibit C** and is hereby incorporated by reference. The District shall perform the calculation for each

subsequent year, to be submitted to the Charter School for review no later than April 1. If the Charter School does not agree with the District's calculation, the dispute shall be resolved by requesting that the Ventura County Office of Education review the relevant information and provide a binding decision. The pro rata share shall be divided into 12 equal payments, with the resulting amount to be paid by the Charter School to the District on or before the 1st of each month, commencing July 1. The pro rate share is subject to adjustment and reconciliation upon the District's receipt of actual audited facilities costs for the fiscal year on which it is calculated.

Section 7. Utilities. Charter School shall pay for all utilities consumed by Charter School on the Premises, including but not limited to, gas, electric, water, sewage, and for any and all connection charges. Charter School shall also be responsible for wiring/MIS infrastructure improvements. The Charter School will be responsible to make arrangements for and to pay for garbage, internet, telephone service and any related connection charges. Charter School shall obtain its own internet service provider and shall assume sole responsibility for upkeep and maintenance of all telephone systems, data lines, and related equipment, software and hardware.

Section 8. Maintenance. Facilities and furnishings and equipment provided to the Charter School shall remain the property of the District. The ongoing operations and maintenance of the facilities and equipment are provided by the District. The Charter School shall provide its own custodial services. The parties agree that the District shall be entitled to include the costs of operations and maintenance as "Facilities Costs" in the pro-rata share during every school year in which it provides operations and/or maintenance services at the Site. Projects identified under Education Code section 17582(a) and the replacement of furnishings and equipment supplied by the District in accordance with District schedules and practices shall remain the responsibility of the District. District shall be responsible for the maintenance of irrigations systems and all other grounds maintenance functions, including mowing and trimming.

District shall be responsible for the major maintenance of the facilities used by Charter School. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items identified under Education Code section 17582(a). All other kinds of maintenance shall be considered routine maintenance.

Section 9. Installation of Improvements. Charter School shall not construct or install any improvements on the Site or otherwise alter the Site without the prior written consent of District, and if required, the Division of the State Architect. District's approval of any improvements, including the construction schedule, work hours, and modifications, shall be at District's sole discretion. District shall provide its response to any request for improvements within fifteen (15) calendar days after the request is submitted. Contractors retained by Charter School with respect to the construction or installation of improvements shall be fully licensed and bonded as required by law and must maintain levels of casualty, liability and

workers' compensation insurance and performance and payment bonds consistent with District construction requirements. The construction or installation of improvements shall be performed in a sound and workmanlike manner, in compliance with all laws applicable to charter schools, including buildings codes and prevailing wage laws. District or District's agent shall have a continuing right at all times during the period that improvements are being constructed or installed to enter the premises and to inspect the work, provided that such entries and inspections do not unreasonably interfere with the progress of the construction or interrupt instruction to students.

Section 10. Condition of Property. The District is not aware of any defect in or condition of the Site that would prevent its use for the Charter School's purposes. The District has not received any notice of violation of statute, ordinance, regulation, order or holding from any state or federal agency with jurisdiction over the Site that calls into question the appropriateness or sufficiency of the Site for its intended purpose. Charter School, at its expense, shall comply with all applicable laws, regulations, rules and orders with respect to its use and occupancy of the Site that are triggered by the Charter School's use, modifications or alterations to the Site, including, without limitation, those relating to health, safety, noise, environmental protection, waste disposal, and water and air quality and shall use the Site in accordance with all applicable law. The Charter School shall not be responsible for any and all environmental conditions that exist on the Site unless caused by the Charter School, or occurring after its first date of occupation at the Site. The District shall remain responsible for compliance with the ADA, FEHA, and other applicable building code standards regarding access for any existing compliance issue prior to the date that Charter School first took possession of the Site, and which are not the result of any modifications or improvement made by the Charter School. The Charter School shall only assume responsibility for compliance with ADA and FEHA access rights to the extent of any modifications or improvement made by the Charter School since the date that it first took possession of the Site.

Should any discharge, leakage, spillage, emission, or pollution of any type occur upon or from the Site after Charter School's first date of occupation of the Site, Charter School, at its expense, shall be obligated to clean all the property affected, to the satisfaction of District and any governmental agencies having jurisdiction over the Site.

Section 11. Title to Property. The parties acknowledge that title to the Site is held by the District and shall remain in the District at all times.

Section 12. Fingerprinting. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1.

District shall be responsible for complying with all criminal background check laws for all employees or vendors that work on the Site, or which it directs to the Site for any work to be performed at its direction.

Section 13. Insurance. The District will continue to maintain its current levels of insurance on the structures on the Site. Charter School shall, during the term of this Agreement, maintain in force the required levels of insurance as stated in the MOU between the Charter School and the Ventura County Office of Education. The District shall be named as an additional insured on all liability insurance policies obtained by the Charter School, and with certificates of insurance and endorsement pages.

In addition, the Charter School shall secure and maintain property insurance that addresses business interruption and casualty needs, including flood, fire, and other hazards with replacement costs coverage for all assets listed in the Charter School's property inventory and consumables. The Charter School shall secure property coverage with a minimum policy limit of 80% of the fair market value of the Charter School's contents.

The District shall maintain, during the term of this Agreement, insurance against claims for injuries to persons or damages to property (real and personal, including the structures on the Site and any District owned personal property) in amounts equal to that which would be in place if the Site were occupied by another school of the District.

Third-Party Claims. District's insurance shall be primary for claims for damage to the Site's physical structures caused by the actions of third parties, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the Charter School. The Charter School's liability insurance shall be primary to the District's for all third party liability claims related to the site, except to the extent that the third party's actions arose as a result of the negligence, intentional disregard or malfeasance of the District.

Section 14. Indemnification. Charter School shall indemnify, hold harmless, and defend the District, its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring in, on or about the Site after District delivers possession of the Site to the Charter School, arising from the Charter School's use of the Site or from the conduct of its business or from any activity, work, or other things done, permitted or suffered by Charter School in or about the Site; provided, however, that Charter School shall not have any obligation to indemnify, hold harmless or defend the District, its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring in, on or about the Site after District delivers possession of the Site to the Charter School, resulting from or arising out of the sole negligence or willful malfeasance of the District, its trustees, officers, employees and agents or any person or entity not subject to the Charter School's control and supervision.

District shall indemnify, hold harmless, and defend the Charter School, its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring in, on or about the Site after District delivers possession of the Site to the Charter School, arising from the District's use of the Site or from the conduct of its business or from any activity, work, or other things done, permitted or suffered by District in or about the Site; provided, however, that District shall not have any obligation to indemnify, hold harmless or defend the Charter School, its trustees, officers, employees and agents against and from any and all claims, demands, actions, suits, losses, liability, expenses and costs for any injury, death or damage to any person or property occurring in, on or about the Site after District delivers possession of the Site to the Charter School, resulting from or arising out of the sole negligence or willful malfeasance of the Charter School, its trustees, officers, employees and agents or any person or entity not subject to the District's control and supervision.

Section 15. Access. Charter School shall permit District, its agents, representatives or employees, to enter upon the Site for the purpose of inspecting same or to make repairs, alterations, or additions to any portion of the Site. District shall attempt to give reasonable notice where practicable but shall not be obligated to do so in the event of emergency or imminent threat to health or safety of occupants.

Section 16. Damage and Destruction of Site:

Partial Damage. If the Site is damaged by any casualty which is covered by applicable insurance, and the Charter School still has access to at least sixty percent (60%) of the usable classroom space, then the Site shall be restored provided insurance proceeds are available to pay for the cost of restoration, and provided such restoration can be completed within one hundred twenty (120) days after the commencement of the work in the opinion of a registered architect or engineer approved by District. In such event, this Agreement shall continue in full force and effect, except that Charter School shall be entitled to proportionate reduction of all fees and payments while such restoration takes place, such proportionate reduction to be based upon the extent to which the restoration efforts interfere with Charter School's business on the Site.

Total Destruction. If the Site is totally destroyed (defined as the destruction of more than forty percent (40%) of the usable classroom space), or the Site cannot be restored as required herein, notwithstanding the availability of insurance proceeds, then this Agreement shall be terminated effective the date of the damage. Immediately upon the effective date of the damage, the District will comply with Proposition 39 and provide a school facility to the Charter School as soon as reasonably possible so as to avoid any interruption in the educational program of the Charter School.

Section 17. Notice. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Victor P. Hayek, Ed.D.
Deputy Superintendent, Business Services
Conejo Valley Unified School District
750 Mitchell Road
Newbury Park, CA 91320

If to the School: Kelly R. Simon, Ph.D.
Director
BRIDGES Charter School
1335 Calle Bouganvilla
Thousand Oaks, CA, 91360

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

Section 18. Charter School's Material Breach and Default. The occurrence of any one of the following events shall be considered a material breach and default of this Agreement by Charter School:

(a) Any failure by Charter School to make payments required to be paid hereunder (where such failure continues for thirty (30) days after receipt of written notice by District to Charter School);

(b) The complete abandonment or vacation of the entire Site by Charter School;

(c) A failure by Charter School to observe and perform any other provision of this Agreement to be observed or performed by Charter School, where such failure continues for thirty (30) days after receipt of written notice thereof by District to Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said thirty (30) day period. Charter School shall not be deemed to be in default if Charter School shall within such thirty (30) day period commence such cure and thereafter diligently prosecute the same to completion;

(d) The making by Charter School of any general assignment or general arrangement for the benefit of creditors; the filing by or against Charter School of a petition to have Charter School adjudged bankrupt or of a petition for reorganization or arrangement under any law relating to bankruptcy (unless, in

the case of a petition filed against Charter School, the same is dismissed within 60 days); the appointment of a trustee or receiver to take possession of substantially all of Charter School's assets located at the Site or of Charter School's interest in this Agreement, where possession is not restored to Charter School within 30 days; or the attachment execution or other judicial seizure of substantially all of Charter School's assets located at the Site or of Charter School's interest in this Agreement, where such seizure is not discharged within 30 days.

Section 18.2. Remedies for District. If the Charter School commits a material breach and default, then District may exercise any right or remedy at law or in equity which District may have by reason of such default or breach.

Section 18.3. Material Breach and Default by District. District shall not be in material breach and default unless District fails to perform obligations required of District within a reasonable time, but in no event later than 30 days after receipt of written notice by Charter School to District specifying wherein District has failed to perform such obligations; provided however, that if the nature of District's obligation is such that more than 30 days are required for performance, then District shall not be in default if District commences performance within such 30-day period and thereafter diligently prosecutes the same to completion.

Section 18.4. Remedies for Charter School. If the District commits a material breach and default, then Charter School may exercise any right or remedy at law or in equity which Charter School may have by reason of such default or breach.

Section 19. Subcontract and Assignment. Neither party shall assign its rights, duties or privileges under this Agreement, nor shall a party attempt to confer any of its rights, duties or privileges under this Agreement (including that of sublease) on any third party, without the written consent of the other party.

Section 20. Independent Status. This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

Section 21. Entire Agreement of Parties. This Agreement and the MOU constitute the entire agreement between the parties and supersede all prior discussions, negotiations and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by the parties.

Section 22. California Law. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California. The parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Ventura County, California.

Section 23. Attorneys' Fees. If either party files any action or brings any proceedings against the other arising out of this Agreement, the prevailing party shall be entitled to recover, in addition to its costs of suit and damages, reasonable attorneys' fees to be fixed by the court. The "prevailing party" shall be the party who is entitled to recover its costs of suit, whether or not suit proceeds to final judgment. No sum for attorneys' fees shall be counted in calculating the amount of a judgment for purposes of determining whether a party is entitled to its costs or attorneys' fees.

Section 24. Waiver. The waiver by any party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

Section 25. Successors and Assigns. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors, and assigns.

Section 26. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

Section 27. Captions. The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

Section 28. Severability. Should any provision of this Agreement be determined to be invalid, illegal or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal and enforceable.

Section 29. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are incorporated herein by reference.

Section 30. Compliance with District Policies. The Charter School shall comply with all school district policies regarding the operations and maintenance of the school facility and furnishings and equipment, including but not limited to ensuring only age-appropriate use of all facilities, furnishings and equipment, including playground equipment, and with respect to the disposal of trash.

Section 31. Full Satisfaction of Proposition 39/Release of Claims. Parties agree that this is a negotiated agreement and both parties agree to waive their right to bring a legal action for the term of this Agreement based on compliance or noncompliance with Education Code section 47614 and the Proposition 39 regulations. This waiver does not extend to the obligations set forth in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the date first above written.

CONEJO VALLEY UNIFIED SCHOOL DISTRICT

By: 
Dr. Victor P. Hayek
Title: Deputy Superintendent, Business Services

Dated: May 17, 2023

BRIDGES CHARTER SCHOOL

By: 
Dr. Kelly R. Simon
Title: Director

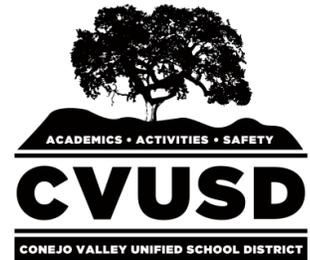
Dated: April 27, 2023

EXHIBIT A

[District Final Offer of Facilities, 2023-2024]

Mark W. McLaughlin, Ed.D.
Superintendent

Victor P. Hayek, Ed.D.
Deputy Superintendent, Business Services



March 31, 2023

VIA ELECTRONIC MAIL

Kelly R. Simon, Ph.D., Director
BRIDGES Charter School
1335 Calle Bouganvilla
Thousand Oaks, CA, 91360

Re: Conejo Valley Unified School District
Proposition 39 Facilities Request, 2023-2024
Final Offer of Facilities

Dear Dr. Simon:

The Conejo Valley Unified School District (“District”) makes this Final Offer of Facilities to BRIDGES Charter School (“BRIDGES” or “Charter School”) for the 2023-2024 school year under Cal. Admin. Code, title 5, §11969.9(h).

The District has carefully considered the Charter School’s request for facilities under the criteria set forth in Proposition 39 and its implementing regulations. (Cal. Ed. Code § 47614; Cal. Admin. Code, title 5, §§ 11969.1, *et seq.*) This Final Offer complies with all of the requirements of Proposition 39 and Cal. Admin. Code, title 5 §11969.9(h).

A. Procedural History

The Charter School submitted a November 1, 2022 Request for Facilities under Proposition 39 pursuant to Cal. Admin. Code, title 5, § 11969.9(c). The Charter School’s Request for Facilities was based upon a projected total classroom ADA of 301.15 ADA, and total classroom in-District ADA of 198.55.

On or about December 1, 2022, the District issued a written counterprojection of 281.20 total classroom ADA, and 178.60 in-District ADA, upon which it also based its February 1, 2023 Preliminary Offer. In its March 1, 2023 response, the Charter School did not further address the District’s counterprojection, and stated that “BRIDGES is pleased with the District’s Preliminary Offer and looks forward to receiving the District’s Final Offer on April 1st.” The District will address the Charter School’s response concerning the pro-rata share in Section C(1) of this letter (p. 6-7).

B. 2023-2024 Final Offer to the Charter School

Education Code § 47614 and its implementing regulations obligate the District to offer space sufficient to accommodate the Charter School's in-District classroom ADA. Though not obligated, for the 2023-24 school year, the facilities offer will include in and out-of-district students, but not students that are enrolled in a home-school, distance learning, or independent study type programs. However, the District's calculation of the Charter School's allocation of space based on comparison group school data will be based upon its in-District classroom ADA.

The District's total allocation of space is based upon the following ADA grade-level breakdown:

The District applied the percentage of the District's counterprojection to BRIDGES's projection (93.38% for total classroom ADA of 301.15, 90.0% for total in-District ADA of 198.55) to each grade level projected by the charter school.

| Total Classroom ADA | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|--------------------------------------|-------|-------|-------|-------|-------|-------|------------|-------|-------|--------|
| BRIDGES 2023-24 Projected ADA | 34.20 | 38.00 | 34.20 | 43.70 | 33.25 | 33.25 | 35.15 | 30.40 | 19.00 | 301.15 |
| District's 2023-24 Counterprojection | 31.94 | 35.48 | 31.94 | 40.80 | 31.05 | 31.05 | 32.82 | 28.38 | 17.74 | 281.20 |
| K-5: 202.26 | | | | | | | 6-8: 78.94 | | | |

| Total In-District Classroom ADA | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|--------------------------------------|-------|-------|-------|-------|-------|-------|------------|-------|-------|--------|
| BRIDGES 2023-24 Projected ADA | 24.70 | 19.00 | 26.60 | 27.55 | 19.00 | 23.75 | 21.85 | 19.95 | 16.15 | 198.55 |
| District's 2023-24 Counterprojection | 22.22 | 17.09 | 23.93 | 24.78 | 17.09 | 21.36 | 19.65 | 17.95 | 14.53 | 178.60 |
| K-5: 126.47 | | | | | | | 6-8: 52.13 | | | |

In-District ADA Breakdown: **Grades K-5 = 126.47 Grades 6-8 = 52.13**
 Out-of-District ADA Breakdown: **Grades K-5 = 75.79 Grades 6-8 = 26.81**
 Total ADA Breakdown: **Grades K-5 = 202.26 Grades 6-8 = 78.94**

The District's Final Offer of Facilities consists of facilities, furnishings and equipment at Park Oaks Elementary School, located at 1335 Calle Bouganvilla, Thousand Oaks, CA, 91360, under Cal. Admin. Code tit. 5, § 11969.3(d).

1. Methodology

Cal. Admin. Code, title 5, § 11969.3 governs the identification of the comparison group sites. Subsection (a)(1) states as follows:

Comparison Group:

The standard for determining whether facilities are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending (in-person) public schools of the school district. Providing facilities shall be a comparison group of district-operated schools with similar grade levels. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility within the meaning of subdivision (d) of section 11969.2 shall be an existing facility that is most consistent with the

needs of students in the grade levels served at the charter school. The district is not obligated to pay for the modification of an existing school site to accommodate the charter school’s grade level configuration.

Cal. Admin. Code, title 5, § 11969.3(a)(2) governs the determination of the comparison group schools for districts whose students live in high school attendance areas:

The comparison group shall be the school district-operated schools with similar grade levels that serve students living in the high school attendance area, as defined in Education Code section 17070.15(b), in which the largest number of students of the charter school reside. The number of charter school students residing in a high school attendance area shall be determined using in-district classroom ADA projected for the fiscal year for which facilities are requested.

Based on the information provided in the Charter School’s facilities request, the District has determined that the K-5 comparison group schools for BRIDGES are Acacia, Aspen, Glenwood, Ladera, Madrona, Weathersfield and Wildwood, which fall within the Thousand Oaks High School attendance area. For grades 6-8, the comparison group schools are Los Cerritos and Redwood.

2. Facilities Offered

a. Reasonable Equivalence Methodology

In order to determine whether facilities are “reasonably equivalent,” the District compares the proposed facilities to District-operated schools constituting the comparison group of schools. The District may propose facilities to the Charter School that are comparable to the comparison group in the following ways:

| No. | Facility Characteristic – Capacity | Regulatory Authority |
|-----|---|------------------------------------|
| 1. | Ratio of teaching stations to average daily attendance (“ADA”) | C.C.R., tit. 5, § 11969.3(b)(1) |
| 2. | Specialized classroom space if such facilities are available to the district comparison group (e.g., science laboratories) | C.C.R., tit. 5, § 11969.3(b)(2) |
| 3. | Non-teaching space, which the district can share with the charter school (e.g., administrative, kitchen, multi-purpose, and/or play area space) | C.C.R., tit. 5, § 11969.3(b)(3) |
| 4. | School site size | C.C.R., tit. 5, § 11969.3(c)(1)(A) |
| 5. | Condition of interior and exterior surfaces | C.C.R., tit. 5, § 11969.3(c)(1)(B) |
| 6. | Mechanical, plumbing, electrical, and fire alarm systems in condition and conformity to applicable law | C.C.R., tit. 5, § 11969.3(c)(1)(C) |
| 7. | Availability and condition of technology resources | C.C.R., tit. 5, § 11969.3(c)(1)(D) |
| 8. | Overall learning environment qualities (e.g., lighting, noise mitigation, and/or size for intended use) | C.C.R., tit. 5, § 11969.3(c)(1)(E) |
| 9. | Furnishings and equipment | C.C.R., tit. 5, § 11969.3(c)(1)(F) |
| 10. | Condition of athletic fields and/or play area space | C.C.R., tit. 5, § 11969.3(c)(1)(G) |

The District has considered capacity, condition, location, and other relevant factors, using as a point of reference the comparison group schools identified

above, to allocate a facility to the Charter School that meets Proposition 39 standards for “reasonable equivalence.” The District’s reasonable equivalence analysis is contained on **Exhibit A**.

Teaching Stations: With respect to teaching stations, Cal. Admin. Code title 5, § 11969.3(b)(1) states that “facilities made available by a school district to a charter school shall be provided in the same ratio of teaching stations (classrooms) to ADA as those provided to students in the school district attending comparison group schools.”

Specialized Teaching Space: With respect to specialized teaching space, Cal. Admin. Code title 5, § 11969.3(b)(2) states as follows:

If the school district includes specialized classroom space, such as science laboratories, in its classroom inventory, the space allocation provided pursuant to paragraph (1) of subdivision (b) shall include a share of the specialized classroom space and/or a provision for access to reasonably equivalent specialized classroom space. The amount of specialized classroom space allocated and/or the access to specialized classroom space provided shall be determined based on three factors:

- (A) the grade levels of the charter school’s in-District students;
- (B) the charter school’s total in-District classroom ADA; and
- (C) the per-student amount of specialized classroom space in the comparison group schools.

Non-Teaching Space: With respect to non-teaching space, Cal. Admin. Code title 5, § 11969.3(b)(3) states as follows:

The school district shall allocate and/or provide access to non-teaching station space commensurate with the in-district classroom ADA of the charter school and the per-student amount of non-teaching station space in the comparison group schools. Non-teaching station space is all of the space that is not identified as teaching station space or specialized classroom space and includes, but is not limited to, administrative space, kitchen, multi-purpose room, and play area space. If necessary to implement this paragraph, the district shall negotiate in good faith with the charter school to establish time allocations and schedules so that educational programs of the charter school and school district are least disrupted.

The District’s inventory of the teaching stations, specialized teaching space, and non-teaching space at the comparison group schools and the Charter School’s Site, as well as site maps for those schools, are attached as **Exhibit B**.

Following is the District’s determination of the teaching station, specialized-teaching space, and non-teaching space allocation to BRIDGES for 2023-2024:

| Comparison Group School Ratio | BRIDGES Allocation: In-District Classroom ADA | | BRIDGES Allocation Out-of-District Classroom ADA | |
|---------------------------------------|---|--|--|--|
| | K-5: 126.47 | 6-8: 52.13 | K-5: 75.79 | 6-8: 26.81 |
| 18.64 ADA/Teaching Stations (K-5) | 6.78 | | 3.50 | |
| 24.80 ADA/Teaching Stations (6-8) | | 2.10 | | 1.08 |
| 21.90 SF/ADA STS (K-5) | 2,769.69 SF/ 2.89 Rooms | | 1,659.80 SF/ 1.73 Rooms | |
| 16.01 ADA/STS (6-8) | | 834.60 SF/ 0.87 Rooms | | 429.23 SF/ 0.45 Rooms |
| 20.98 SF/ADA NTS (K-5) | 2,653.34 SF/ 2.76 Rooms | | 1,590.07 SF/ 1.66 Rooms | |
| 18.61 SF/ADA Non-Teaching Space (6-8) | | 970.14 SF STS/ 1.01 Rooms Gymnasium 7.79% Science Lab 7.79% | | 498.93 SF/ 0.52 Rooms Gymnasium 4.0% Science Lab 4.0% |
| Total | 16.41 Rooms @ 960 SF | | 8.94 Rooms @ 960 SF | |
| 12.91 SF/ADA MPR (K-5) | 1,632.73 SF | | 978.45 SF | |
| 4.07 SF/ADA Library (K-5) | 514.73 SF | | 308.47 SF | |
| Outdoor Space | | | | |
| .02 AC/ADA Field/Blacktop AC (K-5) | 2.53 AC | | 1.52 AC | |
| .02 AC/ADA Field/Blacktop AC (6-8) | | 1.04 AC | | 0.54 AC |
| .03 AC/ADA Total Site AC (K-5) | 3.79 AC | | 2.27 AC | |
| .03 AC/ADA Total Site AC (6-8) | | 1.56 AC | | 0.80 AC |
| Total | 8.92 | | 5.13 | |
| *Rooms Calculated @ 960 SF each. | | | | |

b. Allocation to BRIDGES for 2023-2024

Following is a summary of the total allocation of classroom, specialized classroom and non-teaching space to BRIDGES for 2023-2024:

| | |
|--|--|
| Classrooms and Specialized Teaching Space | K1, K2A, K2B, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 2 |
| Additional teaching space: Portable | Room 24 for an additional \$10,200 per year |
| Total Classrooms (including Specialized Teaching Space and Non-Teaching Space) | 19 |

The District also allocates the following non-teaching space to BRIDGES on a shared basis:

| Facility | Sharing Term |
|----------------------|--|
| Multi-Purpose Room | Exclusive access only during District's instructional day. The District reserves the right to use the MPR on an as-needed basis with proper notice and shall have use of the space after school hours for time not previously reserved by Charter. |
| Library | Exclusive |
| Administrative Space | Exclusive |
| Student Restrooms | Exclusive during the school day |
| Gymnasium | Based on 11.79% ratio, BRIDGES may access the gymnasium at Los Cerritos or Redwood middle schools for 127 hours during middle school hours for the 2023-2024 school year, on a schedule to be mutually agreed upon by the parties. |
| Science Laboratories | Based on 11.79% ratio, BRIDGES may access the science labs at Los Cerritos or Redwood middle schools for 127 hours during middle school hours for the 2023-2024 school year, on a schedule to be mutually agreed upon by the parties. |

A site map showing BRIDGES’s proposed allocation is attached as **Exhibit C** for reference and to indicate the room numbers identified by the District.

The District also offers the Charter School reasonably equivalent Furnishings and Equipment for 281.20 ADA.

C. Final Facilities Offer – Other Terms and Conditions

1. Fees Assessed to Charter School

Response to Charter School’s March 1, 2023 Letter:

The Charter School’s March 1, 2023 letter contends that “the District’s total facilities costs, as used to calculate the pro rata share, appear to have increased significantly in the last year,” and that “it appears that inappropriate costs may have been included in the total amount of facilities costs attributable to the Charter School” (March 1, 2023 letter, p. 1.) The Charter School then proceeds to state that because “the charter school will provide its own ongoing operations and maintenance services for its allocated space, the pro rata share must be re-calculated to exclude any District facilities costs for the ongoing operations and maintenance of District facilities.” The District has an obligation to ensure that its capital asset is maintained in a responsible manner that will help prolong its life. Because the Charter School has not previously provided maintenance on the District’s site, the District has no proof that it “shall comply with school district policies regarding the operations and maintenance of the school facility and furnishings and equipment,” and that it has the personnel or financial resources to do so.

The Charter School also incorrectly claims that “the District does not provide security for the campus, and thus the District’s security costs could not be included in the calculation.” However, there is no basis in law for exclusion of security costs, as the District is entitled to include them in *Districtwide* facilities costs under Cal. Admin. Code tit. 5, § 11969.7(a) and Cal. Admin. Code tit. 5, § 11969.2 as a subset of “Plant Maintenance and Operations” under Function 8300, even if the District does not provide security to the Charter School.

Variance in Pro-Rata Share: The Charter School fails to cite any legal authority supporting its contention that variations in the pro-rata share from year to year are unlawful or inappropriate. Since the pro-rata share is based upon the District's total facilities costs in a given fiscal year, and since the District's facilities costs will invariably change each year, it stands to reason that a charter school's pro-rata share will also vary from year to year.

The District's calculation of the pro-rata share has been transparent, and in response your inquiry, you were provided the breakdown and backup for the calculation for the past three years by e-mail on February 28, 2023, showing that the District used the same methodology each year. We trust that this documentation resolves any issue regarding the District's calculations.

a. Pro-Rata Share: In-District Students

In the event that the Charter School accepts the District's Final Offer and occupies the facilities **1335 Calle Bouganvilla, Thousand Oaks, CA 91360**, in 2023-2024, under Cal. Admin. Code title 5, § 11969.7, the District will charge the Charter School for its use of the District's site proportionally, according to its in-District and out-of-District student populations. The Charter School's proportion of in-District students is 63.51% (178.6/281.2). Therefore, the District will charge 63.51% of the total 27,836 square feet (17,678.64 SF) under the pro-rata share calculation set forth in the Proposition 39, regulations, and the remaining square footage (10,157.36 SF) under the out-of-District rate set forth below.

Charter School's annual pro-rata share payment to the District, under Cal. Admin. Code title 5, § 11969.7, will be a sum of no less than (17,678.64 SF x \$5.37 psf*) \$94,934.30.

b. Charge for Out-of-District Students

Proposition 39 does not obligate the District to provide facilities for the Charter School's out-of-District students. However, the District offers the proportion of facilities commensurate with the Charter School's out-of-District students not to exceed the numbers as set forth above. The additional charge to the Charter School for its out-of-district student population is (10,157.36 SF x \$8.06 psf*) \$81,868.32. Charter School has the option to reduce its requested use of the facility and District will recompute based on the amended space request.

c. Additional Charge(s)

For additional teaching space, formerly known as a "child care" classroom, a portable adjacent to the library, \$10,200.

d. Total charge

Charges for the 2023-24 school year for in-district and out-of-district students shall be \$176,802.62, plus \$10,200 for the additional portable for a total of \$187,002.62. The calculation of this fee is attached as **Exhibit D**.

2. Miscellaneous

This offer of facilities, should it be accepted, is valid only for the 2023-24 school year.

Should Charter School accept the Final Offer of Facilities, the District will require it to return the signed Facilities Use Agreement (attached as **Exhibit E**) with the Charter School's acceptance of the Final Offer.

3. Community Use of Facilities

The District will be enforcing its right to make the facilities accessible to third parties outside of BRIDGES's school hours, starting at 3:15 p.m. Monday through Friday, weekends, holidays, and other times BRIDGES is not in session and has not reserved the space for school activities. BRIDGES may request use of the facilities after its school hours by making a facility use request in accordance with District Board Policy and Administrative Regulations.

4. Charter School's Response

Cal. Admin. Code tit. 5, § 11969.9(i) provides as follows:

The charter school must notify the school district in writing whether or not it intends to occupy the offered space. This notification must occur by May 1 or 30 days after the school district notification pursuant to subdivision (h), whichever is later ...

The District understands that the Charter School has accepted the Preliminary Offer to occupy the facilities identified in this offer during the 2022-2023 school year.

If you have any questions, please do not hesitate to contact me.

Very truly yours,



Dr. Victor P. Hayek
Deputy Superintendent, Business Services

EXHIBIT A

Mark W. McLaughlin, Ed.D.
Superintendent

Victor P. Hayek, Ed.D.
Deputy Superintendent, Business Services



“Condition” Analysis for Comparison Group Schools

| <i>School</i> | ACACIA (398 ADA) | ASPEN (301 ADA) | GLENWOOD (243 ADA) | LADERA (284 ADA) | MADRONA (267 ADA) | WEATHERSFIELD (368 ADA) | WILDWOOD (355 ADA) | MATES (369 ADA) |
|---------------------------------------|---------------------|--------------------|-----------------------|---------------------|----------------------|----------------------------|-----------------------|--------------------|
| Age of Buildings | 1963 | 1967 | 1963 | 1961 | 1964 | 1962 | 1972 | 1961 |
| Size of Site (Acres) | 10.29 | 10.94 | 11.09 | 9.58 | 11.44 | 8.76 | 8.98 | 7.90 |
| Surfaces- Interior | Good | Good | Average | Average | Average | Average | Fair | Good |
| Surfaces- Exterior | Good | Fair | Fair | Fair | Average | Fair | Average | Good |
| Mechanical Systems | Average | Average | Good | Fair | Average | Fair | Fair | Average |
| Plumbing | Average | Good | Average | Fair | Good | Fair | Fair | Average |
| Electrical | Average | Average | Average | Fair | Good | Good | Fair | Average |
| Fire | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Conformity to Applicable Codes | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| Tech Infrastructure | | | | | | | | |
| --- Available? | Yes | Yes | Yes | Yes | Yes | Yes | Yes | Yes |
| --- Condition? | Good | Good | Good | Good | Good | Good | Good | Good |
| Lighting | Good | Good | Good | Good | Good | Good | Good | Good |
| Noise | Average | Average | Average | Average | Average | Average | Average | Average |
| Adequacy of Size | Good | Good | Good | Good | Good | Good | Good | Fair |
| | | | | | | | | |
| Furnishings/Equipment | Good | Good | Good | Good | Good | Good | Good | Good |
| Play Fields | Good | Good | Good | Good | Good | Good | Good | Good |

Source: Facilities Master Plan 2017 Executive Summary

EXHIBIT B

TEACHING STATIONS (CLASSROOMS)

| ACACIA (362 ADA) | | | ASPEN (287 ADA) | | | GLENWOOD (214 ADA) | | | LADERA (287 ADA) | | | MADRONA (245 ADA) | | | WEATHERSFIELD (385 ADA) | | | WILDWOOD (364 ADA) | | |
|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|--------------------------------|-----------|-----------|
| Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use |
| 1 | 1280 | TK | A | 1247 | K | C1 | 1439 | K | 1 | 960 | TK/K | 1 | 1337 | TK | K1 | 1432 | TK | K1 | 997 | K |
| 2 | 1280 | 2 | B | 1247 | K | C2 | 1439 | K | 2 | 960 | 1 | 2 | 1337 | K | K2 | 1212 | TK | K2 | 1164 | K |
| 3 | 1024 | K | 1 | 1024 | 1 | C3 | 1440 | TK | 3 | 960 | 1 | 2A | 1246 | TK-2 LEAP | 3 | 960 | K | K3 | 1440 | TK |
| 5 | 1024 | 1 | 2 | 1024 | 1 | D4 | 960 | 1 | 4 | 960 | ½ | 3 | 960 | K | 4 | 960 | 1 | 3 | 615 | 3 |
| 7 | 1024 | K | 3 | 1024 | TK | D7 | 960 | 1 | 6 | 960 | 2 | 5 | 960 | 2 | 5 | 960 | 1 | 4 | 872 | 3 |
| 9 | 1024 | 1 | 4 | 1024 | SAI 2/3 | D8 | 960 | 2 | 7 | 960 | 2 | 6 | 960 | 2 | 6 | 960 | 1 | 5 | 830 | 3 |
| 10 | 1024 | 1 | 5 | 1024 | SAI 1 | E2 | 960 | 3 | 8 | 960 | 3/4/5 | 7 | 960 | 4 | 7 | 960 | K | 8 | 780 | 1 |
| 11 | 1024 | 2 | 6 | 1024 | SAI TK/K | E3 | 960 | 3 | 11 | 960 | 3 | 10 | 960 | 3 | 8 | 960 | 2 | 9 | 819 | 2 |
| 12 | 608 | 2/3 SDC | 7 | 1024 | 4 | E4 | 960 | 2 | 12 | 960 | 3 | 11 | 960 | 4/5 LEAP | 9 | 960 | 2 | 10 | 672 | 2 |
| 13 | 1024 | 3 | 8 | 1024 | 5 | E5 | 960 | 5 | 13 | 960 | 4 | 12 | 960 | 3/4 LEAP | 10 | 960 | K | 13 | 945 | 4 |
| 14 | 1024 | 3 | 9 | 1024 | 2 | E6 | 960 | 4 | 14 | 960 | 4 | 14 | 960 | 1 | 11 | 960 | 3 | 14 | 900 | 5 |
| 15 | 1024 | 2 | 10 | 1024 | 3 | E7 | 960 | 4/5 | 15 | 960 | 5 | 15 | 960 | 1 | 12 | 960 | 3 | 15 | 1010 | 5 |
| 16 | 608 | 4/5 SDC | 11 | 1024 | 5 | | | | 16 | 960 | 5 | 16 | 960 | 4 | 13 | 960 | 3 | 16 | 1013 | 5 |
| 17 | 1024 | 2 | 12 | 1024 | 2 | | | | 21 | 1406 | K | 17 | 960 | 5 | 14 | 960 | 2 | 17 | 900 | 4 |
| 18 | 1024 | 3 | 20 | 960 | 3 | | | | 22 | 1423 | K | 22 | 960 | 3 | 15 | 960 | 4 | 18 | 945 | 3 |
| 21 | 1024 | 5 | 21 | 960 | 3 | | | | 26 | 1440 | TK | | | | 16 | 960 | 4 | 20 | 720 | 1 |
| 22 | 1024 | 4 | 22 | 960 | SAI 4/5 | | | | | | | | | | 17 | 960 | 5 | 24 | 960 | K |
| 25 | 1024 | 5 | | | | | | | | | | | | | 18 | 960 | 5 | 24 | 960 | 1 |
| 26 | 1024 | 4 | | | | | | | | | | | | | | | | | | |
| Total Classrooms (TK-5) | 19 | | Total Classrooms (TK-5) | 17 | | Total Classrooms (TK-5) | 12 | | Total Classrooms (TK-5) | 16 | | Total Classrooms (TK-5) | 15 | | Total Classrooms (TK-5) | 18 | | Total Classrooms (TK-5) | 18 | |

115 Comparison Group Total Teaching Stations

Comparison Group Total ADA 2,144/115 Comparison Group Total Teaching Stations = 18.64 ADA/Teaching Stations

MPR AND LIBRARY SPACE

| ACACIA (362 ADA) | | | ASPEN (287 ADA) | | | GLENWOOD (214 ADA) | | | LADERA (287 ADA) | | | MADRONA (245 ADA) | | | WEATHERSFIELD (385 ADA) | | | WILDWOOD (364 ADA) | | |
|------------------|-------|---------|-----------------|-------|---------|--------------------|-------|---------|------------------|-------|---------|-------------------|-------|---------|-------------------------|-------|---------|--------------------|-------|---------|
| MPR | Sq Ft | Library | MPR | Sq Ft | Library | MPR | Sq Ft | Library | MPR | Sq Ft | Library | MPR | Sq Ft | Library | MPR | Sq Ft | Library | MPR | Sq Ft | Library |
| MPR | 4243 | Library | MPR | 5852 | Library | A3 | 3210 | Library | MPR | 2774 | Library | MPR | 4655 | Library | MPR | 2886 | Library | MPR | 4050 | Library |
| 20 | 608 | Library | LIB | 1224 | Library | A1 | 1278 | Library | LIB | 1591 | Library | 35 | 1712 | Library | LIB | 1307 | Library | LIB | 1010 | Library |

Comparison Group Total MPR SF 27,670

Comparison Group Total MPR SF 27,670/Comparison Group Total ADA 2,144 = 12.91 SF/ADA

Comparison Group Total Library 8,730 SF

Comparison Group Total Library 8,730 SF/ Comparison Group Total ADA 2,144 = 4.07 SF/ADA

SPECIALIZED TEACHING SPACE

| ACACIA (362 ADA) | | | ASPEN (287 ADA) | | | GLENWOOD (214 ADA) | | | LADERA (287 ADA) | | | MADRONA (245 ADA) | | | WEATHERSFIELD (385 ADA) | | | WILDWOOD (364 ADA) | | |
|-----------------------------|--------------|------------|-----------------------------|--------------|------------|-----------------------------|---------------|------------|-----------------------------|--------------|------------|-----------------------------|---------------|------------|-----------------------------|--------------|------------|-----------------------------|--------------|------------|
| Specialized Teaching Rooms | | | Specialized Teaching Rooms | | | Specialized Teaching Rooms | | | Specialized Teaching Rooms | | | Specialized Teaching Rooms | | | Specialized Teaching Rooms | | | Specialized Teaching Rooms | | |
| 8 | 608 | Speech | 13 | 900 | Psy/Cnsl | C4 | 960 | Interventn | A | 146 | Psych | 2A-O | 144 | Psych | 20 | 960 | Interventn | 6 | 660 | Interventn |
| 19 | 1024 | Learn Cent | 14 | 900 | Art | C5 | 720 | A.S. Star | B | 146 | EL | 8 | 960 | Learn Cent | 21 | 360 | Interventn | 7 | 657 | Comp Lab |
| 27 | 720 | Enr. Lab | 17 | 900 | Comp. Lab | C6 | 720 | A.S. Star | 5 | 960 | Interventn | 9 | 960 | Art | 22 | 960 | Music | 12 | 960 | Learn Cent |
| | 301 | Psy/Cnsl | 18 | 900 | Dance | C7 | 720 | A.S. Star | 9 | 960 | Learn Cent | 18 | 960 | Comp. Lab | 23 | 720 | ELOP | 19 | 720 | Interventn |
| | 88 | Speech | 19 | 960 | Learn Cent | C8 | 720 | A.S. Star | 10 | 960 | Interventn | 21 | 960 | Mkr Spc | 27 | 960 | CC/Mus | | 310 | Speech |
| | | | | 201 | Sp./Lang. | D1 | 960 | Learn Cent | 20 | 961 | Lab | 23 | 960 | ELOP | | 186 | Psych/Coun | | | |
| | | | | | | D2 | 960 | PE | 24 | 944 | Art/Mus. | 24 | 960 | ELOP | | 182 | Speech | | | |
| | | | | | | E1 | 960 | Speech | 28 | 960 | Speech | 25 | 960 | ELOP | | | | | | |
| | | | | | | F1 | 960 | PE | | | | 26 | 960 | Sci. Lab | | | | | | |
| | | | | | | F2 | 960 | Music | | | | 27 | 960 | Comp. Lab | | | | | | |
| | | | | | | F4 | 960 | Cnsl | | | | 29 | 960 | Interventn | | | | | | |
| | | | | | | F5 | 960 | Psych | | | | 30 | 960 | Interventn | | | | | | |
| | | | | | | F6 | 960 | OT's | | | | 33 | 710 | Motor/OT | | | | | | |
| | | | | | | | | | | | | 34 | 710 | Music | | | | | | |
| | | | | | | | | | | | | 37 | 717 | EL | | | | | | |
| | | | | | | | | | | | | 38 | 717 | Speech | | | | | | |
| | | | | | | | | | | | | 39 | 710 | Speech | | | | | | |
| Total Specialized SF | 2,741 | | Total Specialized SF | 4,761 | | Total Specialized SF | 11,520 | | Total Specialized SF | 6,037 | | Total Specialized SF | 14,268 | | Total Specialized SF | 4,328 | | Total Specialized SF | 3,307 | |

Total Comparison Group STS 46,962 SF

Total Comparison Group STS 46,962 SF/Comparison Group School ADA 2,144 = 21.90 SF/ADA Specialized Teaching Space

NON-TEACHING SPACE

| ACACIA (362 ADA) | | | ASPEN (287 ADA) | | | GLENWOOD (214 ADA) | | | LADERA (287 ADA) | | | MADRONA (245 ADA) | | | WEATHERSFIELD (385 ADA) | | | WILDWOOD (364 ADA) | | |
|------------------------------|--------------|-----------|------------------------------|--------------|------------|------------------------------|--------------|------------|------------------------------|--------------|-------------|------------------------------|---------------|------------|------------------------------|--------------|--------------|------------------------------|--------------|------------|
| Non-Teaching Space | | | Non-Teaching Space | | | Non-Teaching Space | | | Non-Teaching Space | | | Non-Teaching Space | | | Non-Teaching Space | | | Non-Teaching Space | | |
| 4 | 608 | Outreach | C | 960 | St. Lounge | A2 | 102 | Storage | 25 | 944 | Tech. Ofc. | 4 | 960 | IEP | 19 | 960 | Resource | 21 | 960 | Tech. Ofc. |
| 6 | 1024 | Conf. Rm. | CC | 1440 | Childcare | A4 | 400 | St. Lounge | 27 | 1024 | Childcare | 13 | 960 | Storage | 24 | 720 | Tech. Ofc. | 22 | 720 | Childcare |
| 23 | 1024 | Acad Spec | 16 | 900 | Tech. Ofc. | B1 | 288 | Main Ofc | | 230 | Health Ofc | 19 | 960 | Childcare | CC | 954 | Childcare | 23 | 720 | Childcare |
| 24 | 608 | Wellness | | 280 | Rec. Sup. | B2 | 258 | Health | | 470 | Office/WR | 20 | 960 | Childcare | | 221 | Day Cust Of | | 172 | Wkrrm (15) |
| CC | 1440 | Childcare | | 280 | PE Room | B3 | 240 | Workroom | | 432 | Lit Lib/PTA | 28 | 960 | Tech. Ofc. | | 196 | Nig. Cust Of | | 178 | Wkrrm (16) |
| | 718 | Admin | | 340 | Office | D3 | 960 | Acad Spec | | 385 | St. Lounge | 31 | 710 | St. Lounge | | 380 | St Lounge | | 236 | Prim. Res. |
| | 94 | Tech Ofc. | | 229 | Wk. Room | D5 | 960 | Tech. Ofc. | | 392 | Kitchen | 32 | 717 | T. Lounge | | 352 | Office | | 142 | PTA St. |
| | 230 | Health | | 216 | Textbook | D6 | 960 | T. Lounge | | | | 36 | 710 | Wellness | | 187 | Health Ofc | | 335 | St. Lounge |
| | 198 | PE Office | | 135 | Cust. Rm. | E8 | 960 | EL | | | | | 1036 | Office | | 252 | T Workrm | | 410 | Workroom |
| | 666 | T. Lounge | | 534 | Kitchen | F3 | 960 | Supp. Rm | | | | | 1012 | Work Rm | | 458 | Kitchen | | 350 | Bookroom |
| | 165 | Cust. Rm. | | | | | 779 | Kitchen | | | | | 1384 | Kitchen | | | | | 282 | IMT |
| | 1353 | Kitchen | | | | | | | | | | | | | | | | | 130 | Pr. Off |
| | | | | | | | | | | | | | | | | | | | 419 | Office |
| | | | | | | | | | | | | | | | | | | | 185 | Health Ofc |
| | | | | | | | | | | | | | | | | | | | 511 | Kitchen |
| Total Non-Teaching SF | 8,128 | | Total Non-Teaching SF | 5,314 | | Total Non-Teaching SF | 6,867 | | Total Non-Teaching SF | 3,877 | | Total Non-Teaching SF | 10,369 | | Total Non-Teaching SF | 4,680 | | Total Non-Teaching SF | 5,750 | |

Total Comparison Group STS 44,985 /Comparison Group School ADA 2,144 = 20.98 SF/ADA Non-Teaching Space

OUTDOOR SPACE

| ACACIA (362 ADA) | | | ASPEN (287 ADA) | | | GLENWOOD (214 ADA) | | | LADERA (287 ADA) | | | MADRONA (245 ADA) | | | WEATHERSFIELD (385 ADA) | | | WILDWOOD (364 ADA) | | |
|------------------|-------|--------|-----------------|-------|--------|--------------------|-------|--------|---|-------|--------|--|-------|--------|-------------------------|-------|--------|--------------------|-------|--------|
| Outdoor Space | | | Outdoor Space | | | Outdoor Space | | | Outdoor Space | | | Outdoor Space | | | Outdoor Space | | | Outdoor Space | | |
| | Total | SF/ADA | | Total | SF/ADA | | Total | SF/ADA | | Total | SF/ADA | | Total | SF/ADA | | Total | SF/ADA | | Total | SF/ADA |
| Field (AC) | 6.5 | .018 | Field (AC) | 8.4 | .029 | Field (AC) | 3.5 | .016 | Field (AC) | 6.6 | .023 | Field (AC) | 7.0 | .028 | Field (AC) | 4.5 | .012 | Field (AC) | 6.8 | .019 |
| Blcktp (AC) | | | Blcktp (AC) | | | Blcktp (AC) | | | Blcktp (AC) | | | Blcktp (AC) | | | Blcktp (AC) | | | Blcktp (AC) | | |
| Site (AC) | 11.35 | .031 | Site (AC) | 10.98 | .038 | Site (AC) | 10.01 | .047 | Site (AC) | 9.58 | .033 | Site (AC) | 11.39 | .046 | Site (AC) | 8.76 | .023 | Site (AC) | 9.35 | .026 |
| | | | | | | | | | LOS CERRITOS MIDDLE SCHOOL (702 ADA) | | | REDWOOD MIDDLE SCHOOL (637 ADA) | | | | | | | | |
| | | | | | | | | | | Total | SF/ADA | | Total | SF/ADA | | | | | | |
| | | | | | | | | | Play (AC) | 7.8 | .011 | Play (AC) | 12.5 | .020 | | | | | | |
| | | | | | | | | | Site (AC) | 18.0 | .026 | Site (AC) | 23.6 | .037 | | | | | | |
| | | | | | | | | | AC/ADA Play | | .011 | AC/ADA Play | | .020 | | | | | | |
| | | | | | | | | | AC/ADA Site | | .026 | AC/ADA Site | | .037 | | | | | | |

K-5: 43.3 Total Field/Blacktop AC/Comparison Group School ADA 2,144 = 0.02 AC/ADA

K-5: 71.42 Total Site AC/Comparison Group School ADA 2,144 = 0.03 AC/ADA

6-8: 20.3 Total Play AC/Comparison Group School ADA 1,339 = 0.02 AC/ADA

6-8: 41.6 Total Site AC/Comparison Group School ADA 1,339 = 0.03 AC/ADA

TEACHING STATIONS (CLASSROOMS)

| LOS CERRITOS (702 ADA) | | | REDWOOD (637 ADA) | | |
|-------------------------------|-----------|----------------|-------------------------------|-----------|-----------|
| Room # | Sq Ft | Grade Use | Room # | Sq Ft | Grade Use |
| 2 | 900 | Special Ed | B7 | 960 | 8 |
| 4 | 900 | Special Ed | B8 | 960 | 7 |
| 7 | 900 | Science | C9 | 960 | 6/8 |
| 8 | 900 | Science | C11 | 960 | 6/7/8 |
| 11 | 830 | Science | C28 | 960 | 6 |
| 12 | 960 | English | C29 | 960 | 6 |
| 13 | 870 | English | C30 | 960 | 6 |
| 24 | 900 | Special Ed | D13 | 960 | 6 |
| 25 | 900 | Special Ed | D15 | 960 | 6/7/8 |
| 29 | 900 | 6 | D16 | 960 | 7 |
| 30 | 1260 | 6 | D23 | 960 | 7/8 |
| 34 | 900 | 6 | D27 | 960 | 6 |
| 35 | 900 | 6 | E17 | 960 | 7 |
| 36 | 900 | 6 | E18 | 960 | 6/7/8 |
| 39 | 809 | 6 | E20 | 960 | 8 |
| 40 | 809 | Special Ed | E21 | 960 | 6/7/8 |
| P-2 | 960 | English | E22 | 960 | 7/8 |
| P-3 | 960 | English | F43 | 960 | 6/7/8 |
| P-4 | 960 | Spanish | F44 | 960 | 7/8 |
| P-5 | 960 | Math | F45 | 960 | 8 |
| P-6 | 960 | Math | H31 | 960 | 6/7/8 |
| P-7 | 960 | Social Science | H32 | 960 | 7/8 |
| P-8 | 960 | Social Science | H33 | 960 | 7/8 |
| P-9 | 960 | Math | H37 | 960 | 7/8 |
| P-10 | 960 | Math | H38 | 960 | 7 |
| P-11 | 960 | Math | H39 | 960 | 8 |
| P-12 | 960 | Social Science | H40 | 960 | 7/8 |
| Total Classrooms (6-8) | 27 | | Total Classrooms (6-8) | 27 | |

Comparison Group Total ADA 1,339/54 Comparison Group
 Total Teaching Stations = **24.80 ADA/Teaching Stations**

MPR AND LIBRARY SPACE

| LOS CERRITOS (702 ADA) | | | REDWOOD (637 ADA) | | |
|------------------------|-------|---------|-------------------|-------|---------|
| MPR | Sq Ft | MPR | MPR | Sq Ft | MPR |
| MPR | 6783 | MPR | MPR | 3899 | MPR |
| | 4165 | Library | A2 | 1470 | Library |
| | 11057 | Gym | | 11057 | Gym |

Comparison Group Total MPR 10,682 SF/Comparison Group Total ADA 1,339= 7.98 SF/ADA
 Comparison Group Total Library 5,635 SF/Comparison Group Total ADA 1,339= 4.21 SF/ADA
 Comparison Group Total Gym 22,114 SF/Comparison Group Total ADA 1,339 = 16.52 SF/ADA

SPECIALIZED TEACHING SPACE

| LOS CERRITOS (702 ADA) | | | REDWOOD (637 ADA) | | |
|-------------------------------|---------------|--------------|-------------------------------|--------------|--------------|
| Specialized Teaching Rooms | | | Specialized Teaching Rooms | | |
| 9 | 900 | Science Lab | B4 | 1170 | Science Lab |
| 20 | 2539 | Band | D14 | 960 | ETHOS |
| 21 | 3272 | Orchestra | D24 | 960 | Band |
| 23 | 2418 | Art | D25 | 1500 | Band |
| 26 | 1475 | Computer Lab | D26 | 960 | Strings |
| P-13 | 1440 | Woodshop | F46 | 960 | Choir |
| | | | F47 | 960 | Computer Lab |
| | | | F48 | 960 | Computer Lab |
| | | | H34 | 960 | SLP |
| Total Specialized SF | 12,044 | | Total Specialized SF | 9,390 | |
| SF/ADA Specialized Sp. | 17.16 | | SF/ADA Specialized Sp. | 14.74 | |

Total Comparison Group STS 21,434 SF/Comparison Group School 1,339 ADA =
 16.01 SF/ADA Specialized Teaching Space

NON-TEACHING SPACE

| LOS CERRITOS (702 ADA) | | | REDWOOD (637 ADA) | | |
|------------------------------|---------------|---------------|------------------------------|---------------|--------------------|
| Non-Teaching Space | | | Non-Teaching Space | | |
| 1 | 900 | ISBT Office | B3 | 1428 | Not in use |
| 10 | 900 | Not in use | B5 | 960 | Not in use |
| 14 | 840 | Storage | B6 | 960 | Storage |
| 22 | 1365 | IT Storage | C10 | 960 | Not in use |
| 27 | 900 | Not in use | D12 | 960 | Tech Office |
| 28 | 460 | CLU Room | E19 | 960 | Not in use |
| 31 | 900 | Not in use | F49 | 960 | Tech Storage |
| 32 | 900 | Not in use | H41 | 960 | Conference Rm |
| 33 | 900 | Not in use | H42 | 960 | Wellness Center |
| 37 | 900 | Conference Rm | H35 | 480 | Mental Health Ofc. |
| 38 | 900 | Conference Rm | H36 | 960 | DO Nurses Office |
| P-1 | 960 | Wellness | | 1545 | Kitchen |
| 1 st Floor | 1769 | Storage | | 1477 | Counseling Office |
| 2 nd Floor | 883 | Staff Lounge | | 395 | Health Room |
| | 3022 | Admin | | 1868 | Admin |
| | 1392 | Kitchen | | | |
| Total Non-Teaching SF | 13,391 | | Total Non-Teaching SF | 11,525 | |
| SF/ADA Non-Teaching | 19.08 | | SF/ADA Non-Teaching | 18.09 | |

Total Comparison Group STS 24,916 SF/Comparison Group School ADA 1,339 =
 18.61 SF/ADA Non-Teaching Space

OUTDOOR SPACE

| LOS CERRITOS (702 ADA) | | | REDWOOD (637 ADA) | | |
|---|-------|--------|-------------------|-------|--------|
| Outdoor Space | | | Outdoor Space | | |
| | Total | SF/ADA | | Total | SF/ADA |
| Field (AC) | 7.8 | .011 | Field (AC) | 12.5 | .020 |
| Blcktp (AC) | | | Blcktp (AC) | | |
| Site (AC) | 18.15 | .026 | Site (AC) | 23.42 | .037 |
| 20.3 Total Field/Blacktop AC/Comparison Group School 1,339 = .02 AC/ADA 41.57 Total Site AC/Comparison Group School 1,339 ADA= 0.03 AC/ADA | | | | | |

TEACHING STATIONS (CLASSROOMS) BRIDGES (178.60 ADA)

| Room # | Sq Ft | Grade Use |
|--------------------------------|----------------------|----------------------|
| K-1 | 1663 | K |
| K-2A | 1663 | K |
| 3 | 960 | 3 |
| 4 | 960 | 3 |
| 7 | 960 | 1 |
| 8 | 960 | 1 |
| 9 | 960 | 2 |
| 10 | 960 | 2 |
| 11 | 960 | 4/5 |
| 12 | 960 | 4/5 |
| 13 | 960 | 4/5 |
| 14 | 960 | 6/7/8 |
| 16 | 960 | 6/7/8 |
| Total Classrooms (TK-5) | 13 | |
| ADA/Classrooms | 19.49 ADA K-5 | 23.09 ADA 6-8 |

MPR AND LIBRARY SPACE

| | | |
|-----|------|---------|
| MPR | 3700 | MPR |
| 23 | 1800 | Library |

SPECIALIZED TEACHING SPACE

| | | |
|-------------------------------|--------------------------|--------------------------|
| 17A/B | 1500 | Science Lab |
| 24 | 1440 | Art/CC |
| Total Specialized SF | 2,940 | |
| SF/ADA Specialized Sp. | 21.38 SF/ ADA K-5 | 19.53 SF/ ADA 6-8 |

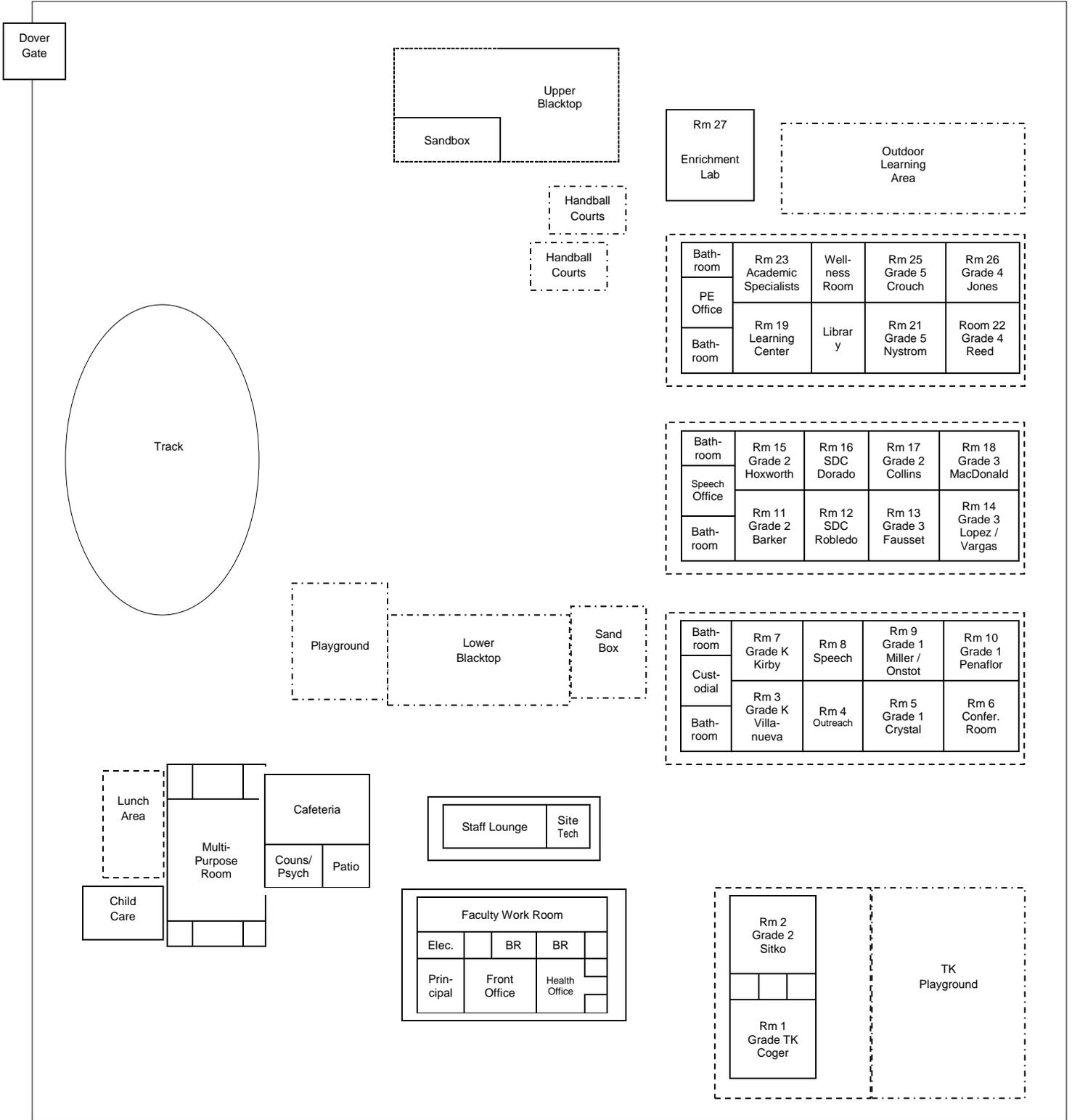
NON-TEACHING SPACE

| | | |
|------------------------------|-------------------------|-------------------------|
| K-2B | 1663 | H/S future UTK |
| 5 | 960 | Admin |
| 6 | 960 | Resource |
| | 1900 | Admin |
| | 540 | Closet |
| Total Non-Teaching SF | 6,023 | |
| SF/ADA Non-Teaching | 22.83 SF/ADA K-5 | 15.41 SF/ADA 6-8 |



Acacia Magnet School

2022-2023



ASPEN ELEMENTARY

Child Care

Primary
Playground

| |
|---------------------------------|
| 22 |
| Sheala Larimer SAI 4/5 |
| 21 |
| Diane Barrett Grade 3 |
| 20 |
| Kathi Byington Grade 3 |
| 19 |
| Donna Manley Learning Center |

Upper
Playground

| Girls RR | Recess Supplies | Boys RR |
|---|---|---------|
| 3 Emily Fick Transitional Kindergarten | 6 Allison Chenevert SAI Grades TK/K | |
| 2 Haley Rosenberg Grade 1 | 5 Shauna Behm SAI Grade 1 | |
| 1 Christy Button Grade 1 | 4 Vivianne Palazzo SAI Grades 2/3 | |

| Girls RR | PE Room | Boys RR |
|-------------------------------|--------------------------------|---------|
| 9 Sue Sundstrom Grade 2 | 12 Emily Kneller Grade 2 | |
| 8 Nicole Dann Grade 5 | 11 Greg Stelle Grade 5 | |
| 7 Lori Brown Grade 4 | 10 Kaylee Sosa Grade 3 | |



Lunch Area

| | | | |
|----------------------------|----------------|-------------------------------|-----------------------------------|
| Girls RR | 14 | 15 | Boys RR |
| K. VanVoy Sp/Lang | Art Room | Intervention/ Meeting Room | Cust. Room |
| 13 | Text Book Room | L I B R A R Y | 16 |
| Psychologist/ Counselor | | | Technology Office |
| Work Room | | | 17 |
| Copy Room | | | Computer Lab/ ELD Advisor Room |
| Office | Office | | 18 |
| Nurse | Principal | Supply Room | Dance/Music Room |

Multipurpose Room/
Kitchen

| | |
|-------------------------------|------------|
| B | |
| Samantha Birg Kindergarten | |
| KDG RR | Cust. Room |
| A | |
| Vicki Calle Kindergarten | |

C

Staff Lounge

Parking
Oberlin Avenue

GLENWOOD ELEMENTARY SCHOOL 2022-2023

After School Program

"F" Building

| | | | | | |
|--|--------------------------------------|---|--|--|--|
| Room F 1 Ext. 223 PE J. Clem | Room F 2 Ext. 224 MUSIC | Room F 3 Ext. 225 FRIENDSHIP | Room F 4 Ext. 226 G. Magdaleno Social Worker and V, Martinez Counselor | Room F 5 Ext. 228 E. Joaquin Psychologists | Room F 6 OTs District |
|--|--------------------------------------|---|--|--|--|

| |
|---|
| Room C 8 Ext. 222 STAR |
| Room C 7 Ext. 221 STAR |
| Room C 6 Ext. 220 STAR intervention |
| Room C 5 Ext. 219 STAR intervention |

| | |
|---|--|
| Room D 4 Ext. 206 K. Lewis Grade 1 | Room D 8 Ext. 210 C. Hocutt Grade 2 |
| Room D 3 Ext. 205 M. Miller | Room D 7 Ext. 209 K Davidson Grade 1 |
| Room D 2 Ext. 204 M. Abraham Physical | Room D 6 Ext. 208 Teacher's lounge |
| Room D 1 Ext. 203 A. Caldwell Learning Center | Room D 5 Ext. 117 Site Tech Al, Nobile |

| | |
|--|--|
| Room E 4 Ext. 214 Gomez-Benito Grade 2 | Room E 8 Ext. 218 Hernandez, Sandra |
| Room E 3 Ext. 213 E. Chun Grade 3 | Room E 7 Ext. 217 RJ Maloney Grade 4/5 |
| Room E 2 Ext. 212 B. Balsley Grade 3 | Room E 6 Ext. 216 G. Kinberg Grade 4 |
| Room E 1 Ext. 211 Speech S. Billings | Room E 5 Ext. 215 D. Brown Grade 5 |

Possible County Program

| |
|-----------------------------|
| Room G1 Ext. 230 |
| Room G 2 |
| Room G 3 Ext. 231 |

"D" Building

"E" Building

"G" Building

| |
|--|
| Room C 3 Ext. 232 K. Cook Grade TK |
|--|

| |
|---|
| Room C 4 Ext. 227 Intervention |
| Room C 2 Ext. 202 S. Stoll Kindergarten |
| Room C 1 Ext. 201 S. Budzy Kindergarten |

| | | |
|--|---|---|
| Room B 3 Ext 116 Workroom Ext. 107 | Room B2 Ext. 106 A Dury Health Clerk RR | Room B 1 Carmen 104 Elsa - 100 Gabby -114 Main Office |
|--|---|---|

| | | |
|---|--|-----------------------------|
| Room A 2 Ext. 109 | Room A 3 Multipurpose Room Cafeteria Ext. 113 | |
| Room A 1 Ext. 108 Library J. Heninger | | Room A 4 Ext. 112 |

"C" Building

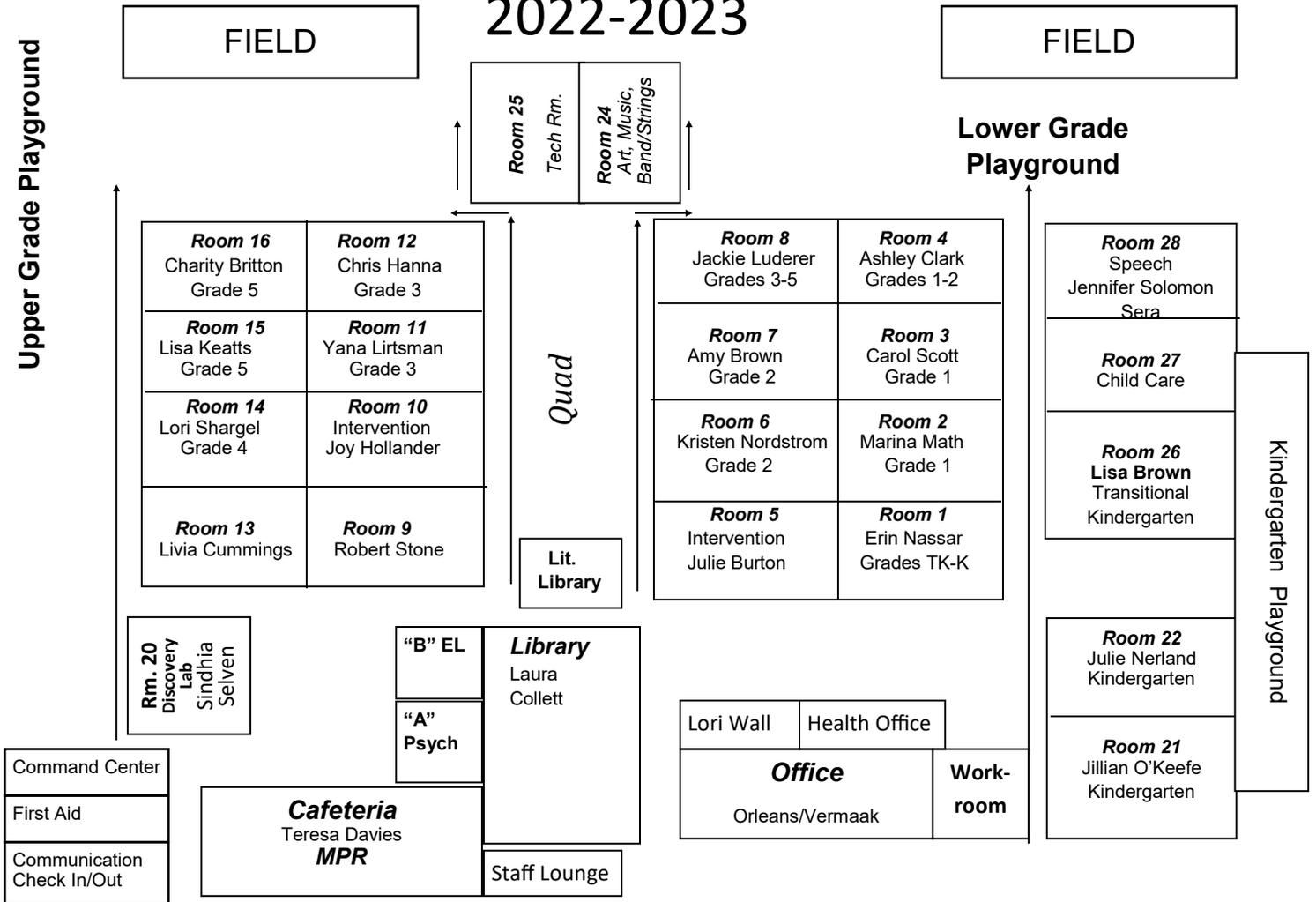
"B" Building

"A" Building

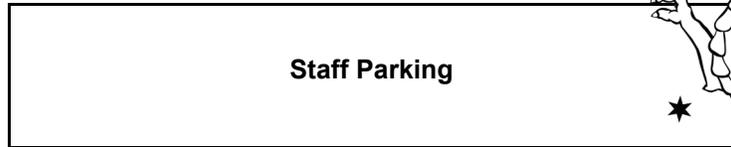
Ladera STARS Academy

~Campus Map~

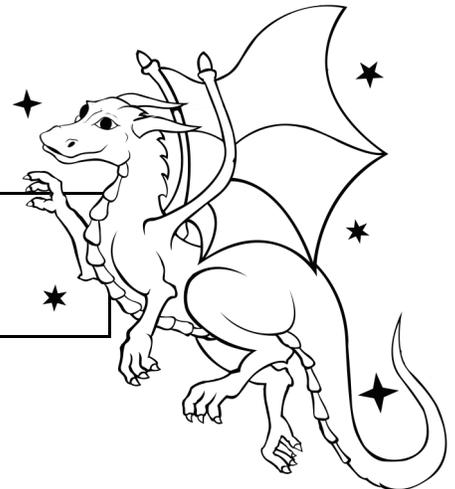
2022-2023



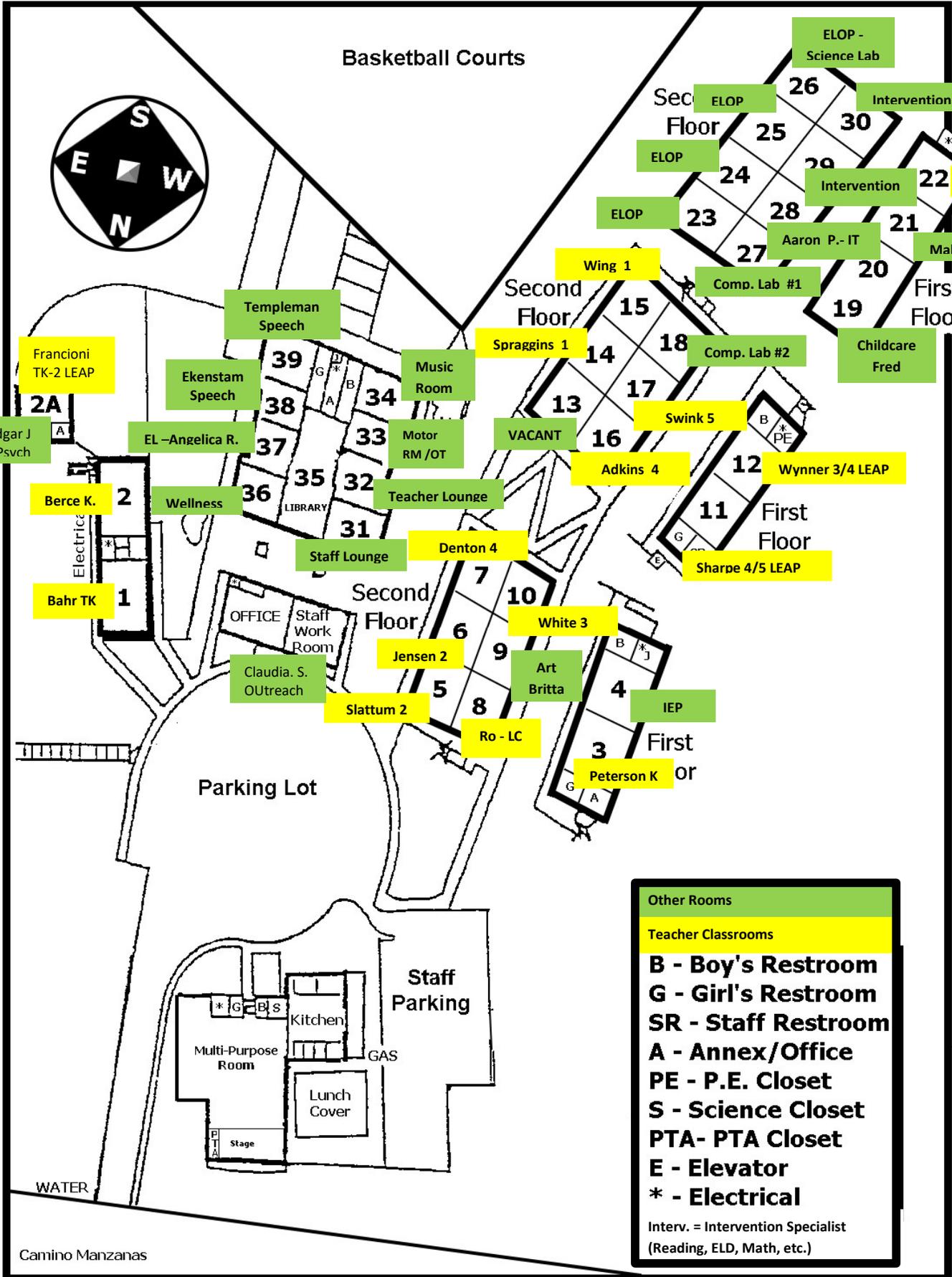
**Visitors
Parking**



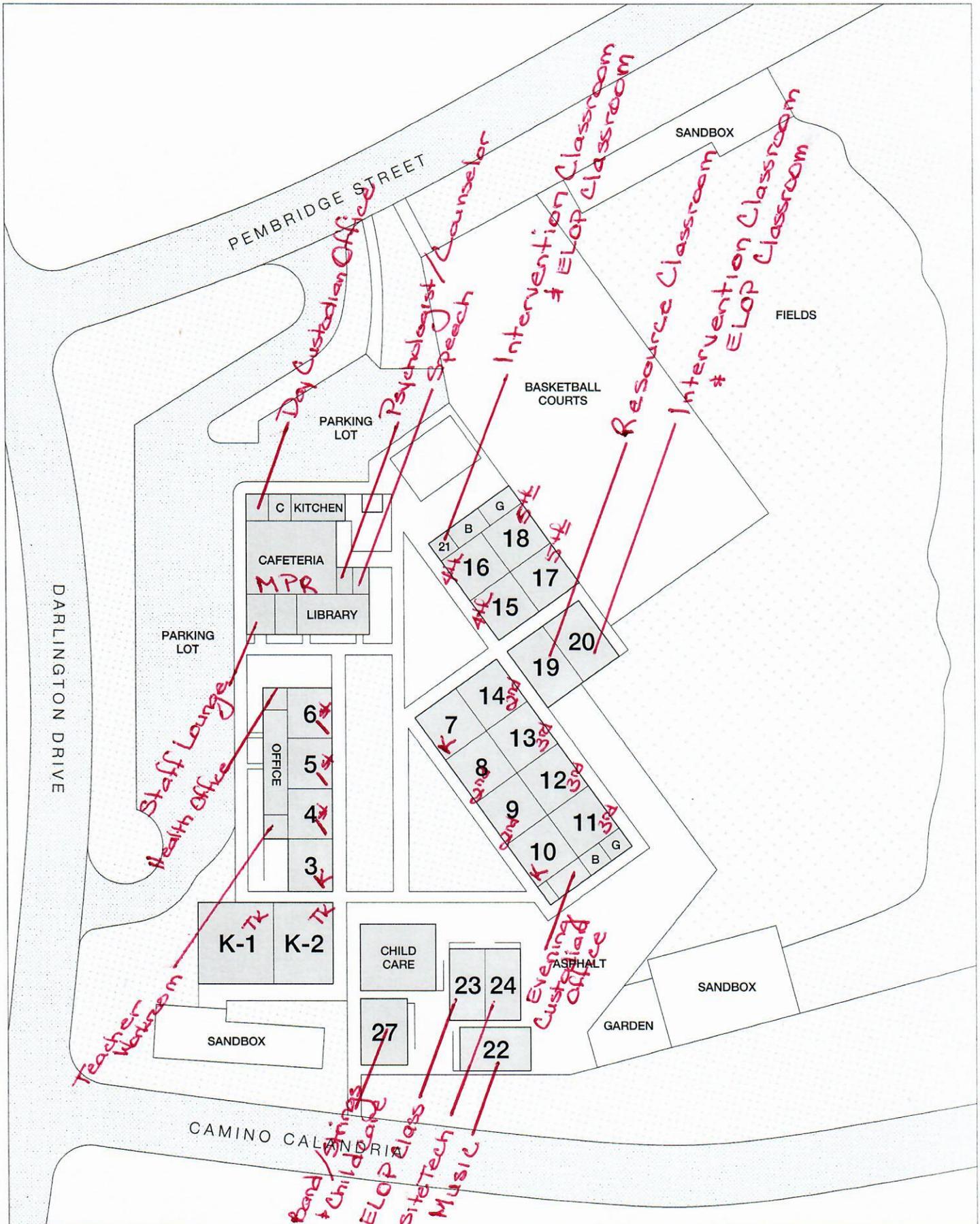
Calle Almendro



Madrona Room Map



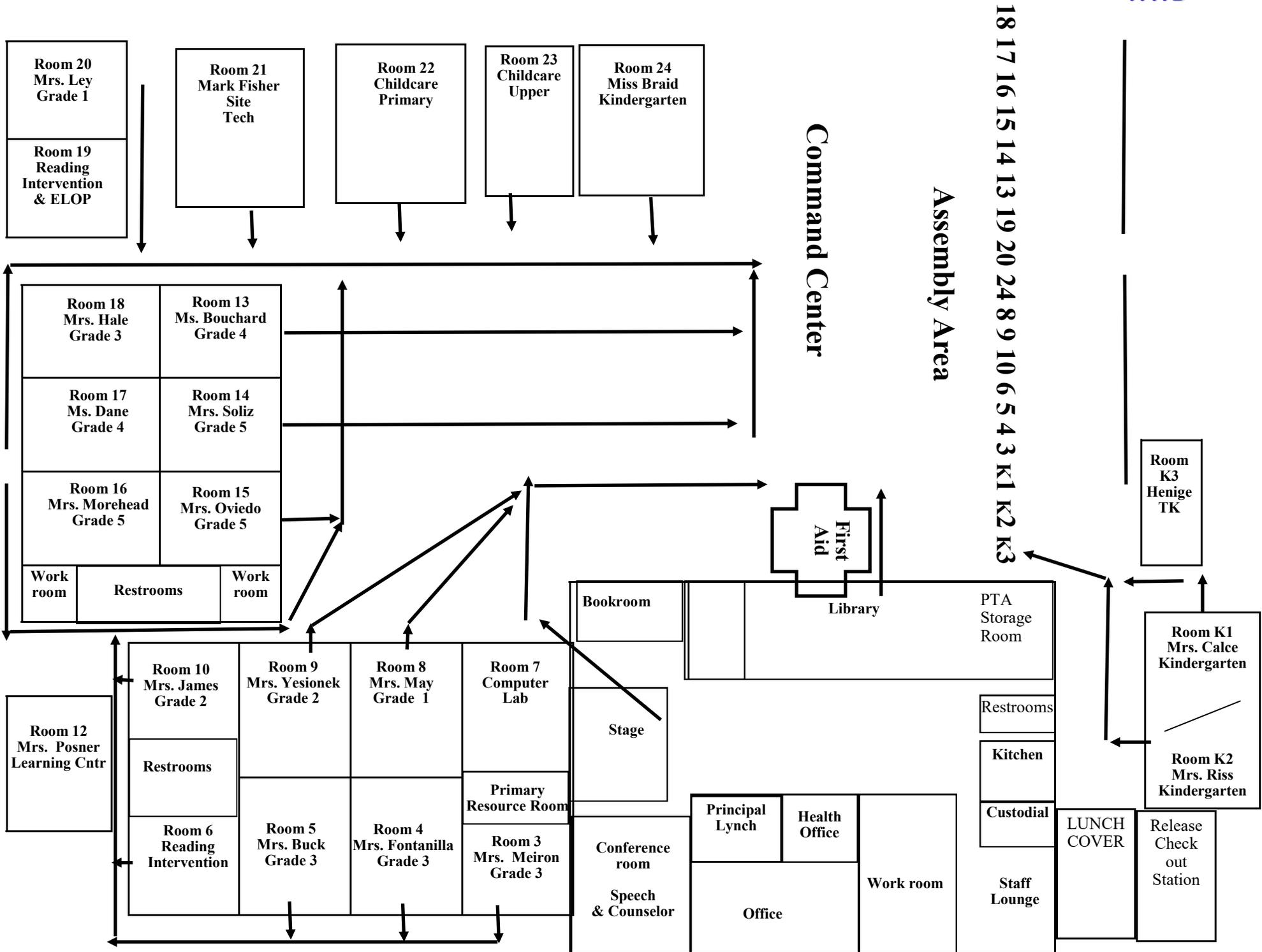
Camino Manzanitas



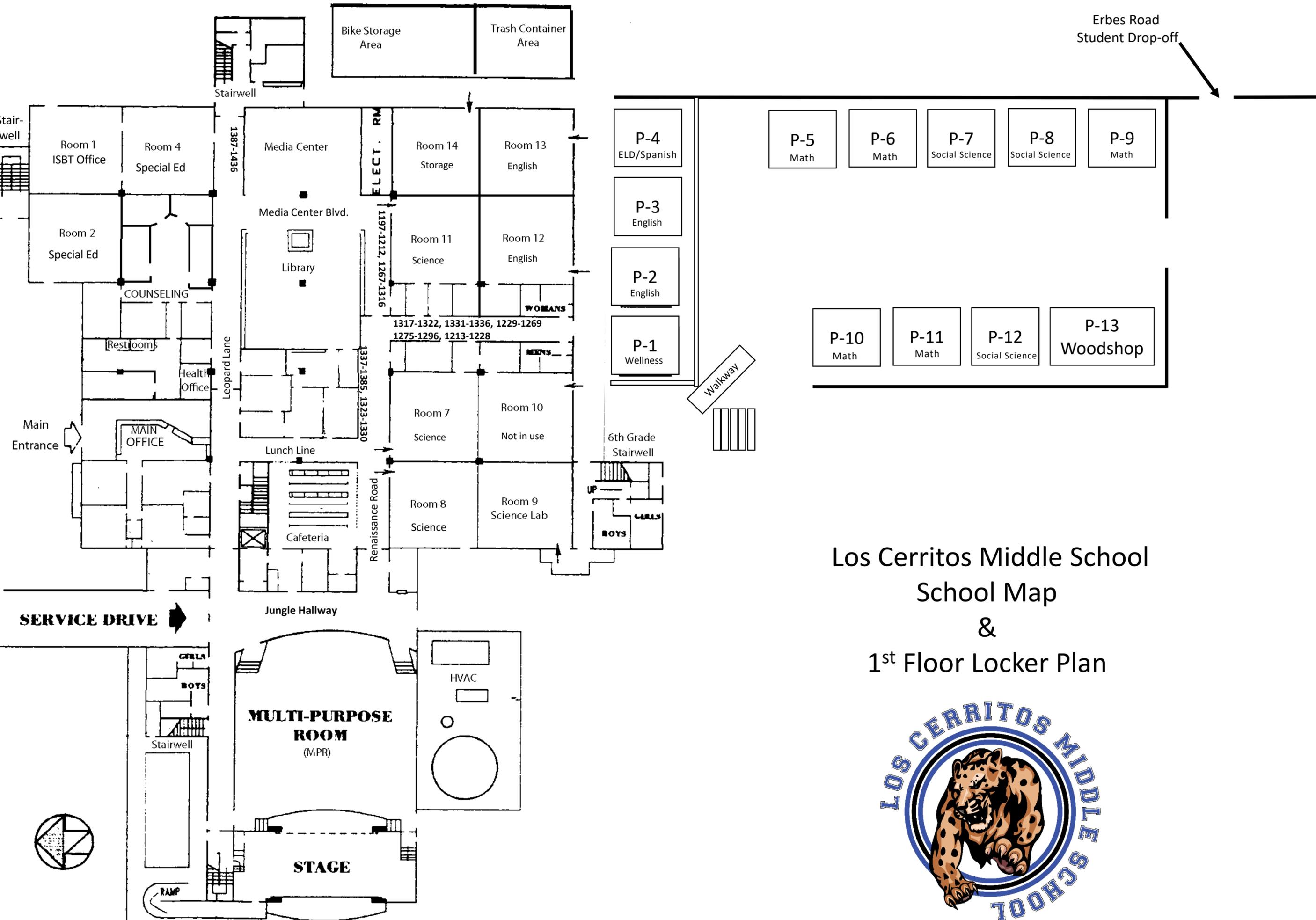
WEATHERSFIELD ELEMENTARY

3151 Darlington Drive, Thousand Oaks, CA 91360





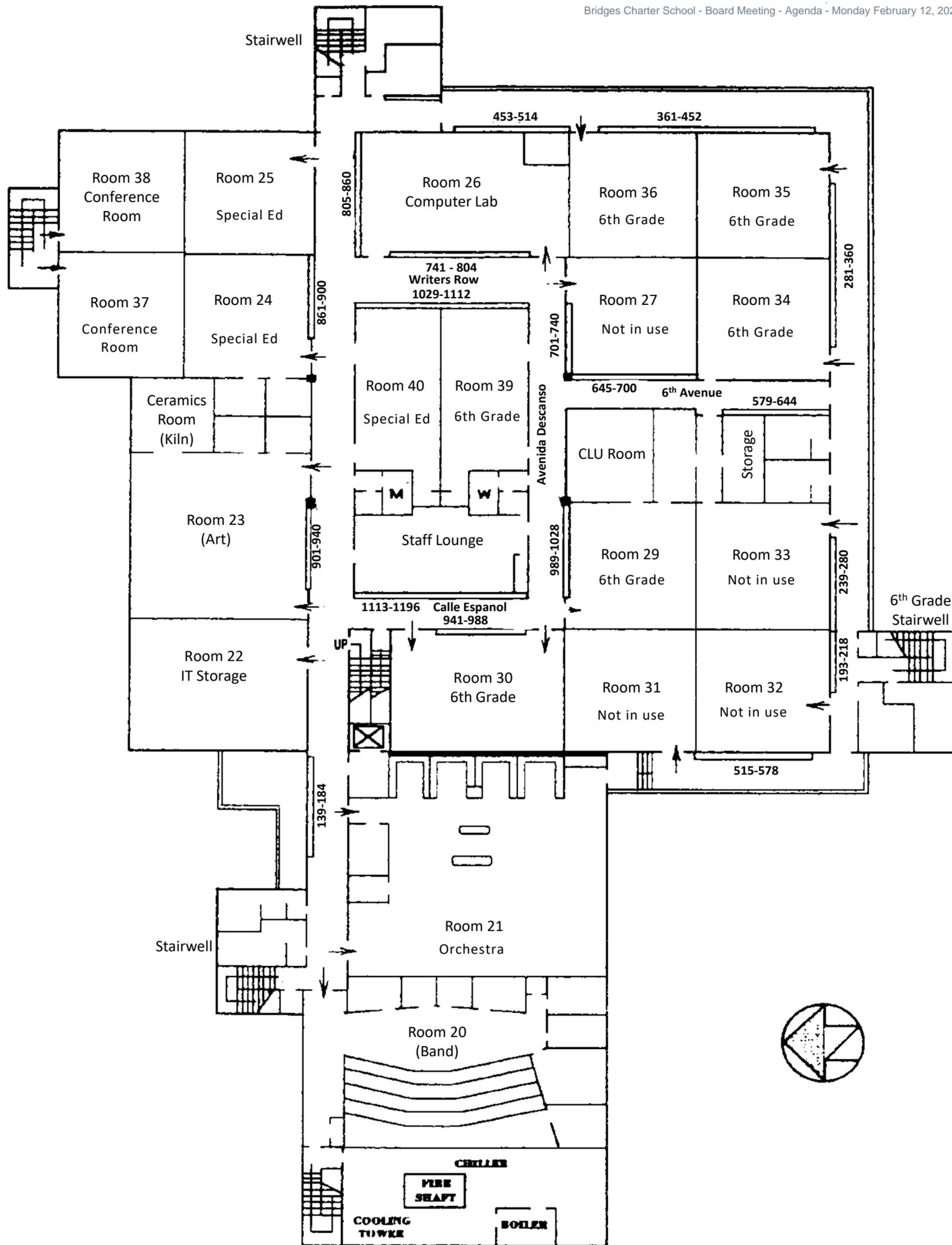
Erbes Road Student Drop-off



Los Cerritos Middle School School Map & 1st Floor Locker Plan



Revised 10/22/2014



Los Cerritos Middle School School Map & 2nd Floor Locker Plan



Revised 10/22/2014

Redwood Middle School

233 Gainsborough
 Thousand Oaks, CA 91360

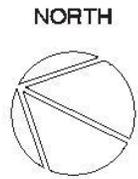
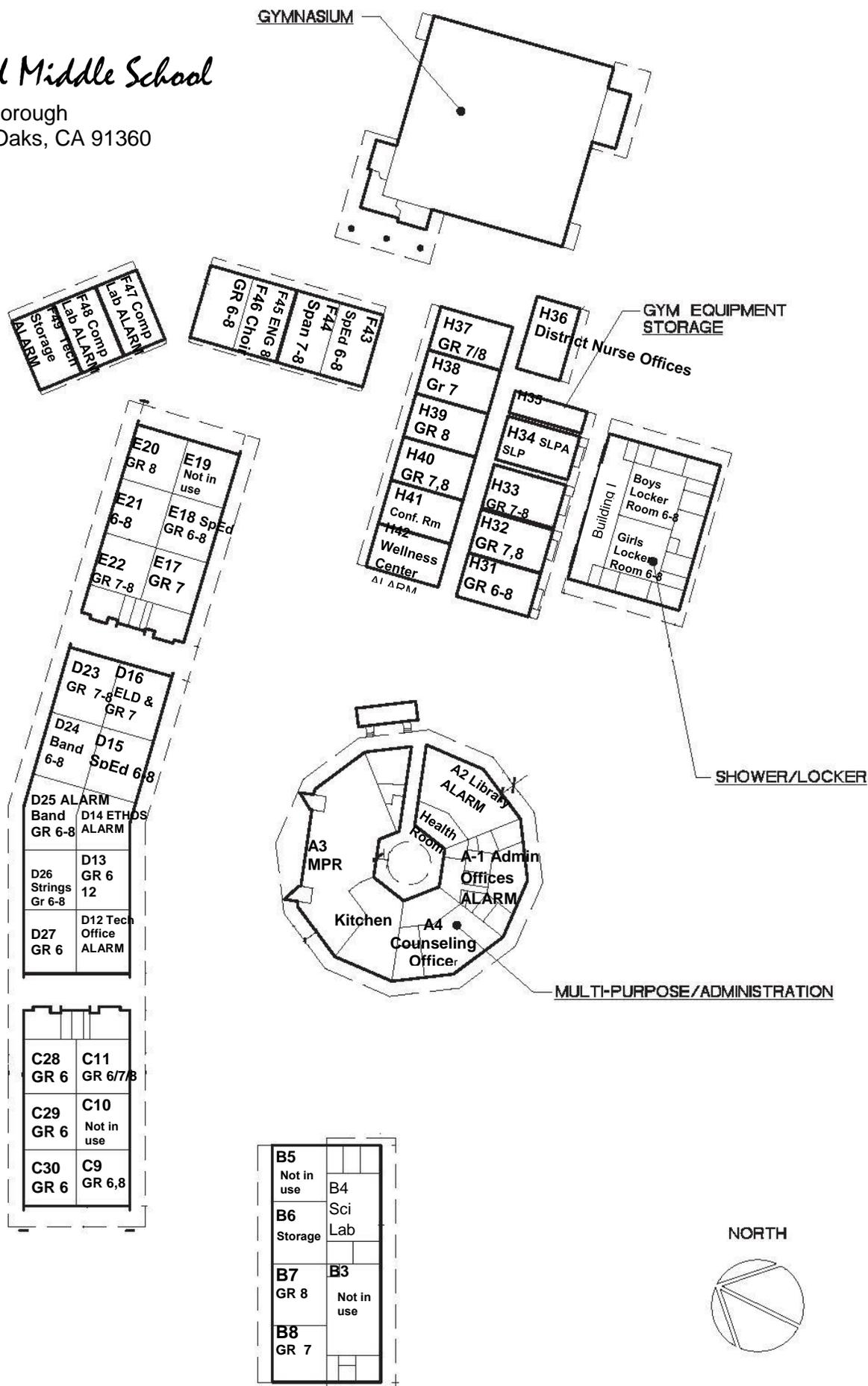


EXHIBIT C

For reference only to show BRIDGES' current allocation and to identify room numbers to be recovered by District.

BRIDGES Charter Facilities Use

| LEGEND: | | | | | |
|----------|-------------|----------|------------|----------------|-------------|
| Room No. | Floor Area | Room No. | Floor Area | Room No. | Floor Area |
| K-1 | 1,663 sq ft | 8 | 960 sq ft | 17 | 1,500 sq ft |
| K-2A | 1,663 sq ft | 9 | 960 sq ft | 23 | 1,800 sq ft |
| K-2B | 1,440 sq ft | 10 | 960 sq ft | 24 | 1,440 sq ft |
| 3 | 960 sq ft | 11 | 960 sq ft | Closet | 540 sq ft |
| 4 | 960 sq ft | 12 | 960 sq ft | MPR | 2,765 sq ft |
| 5 | 960 sq ft | 13 | 960 sq ft | Stage | 935 sq ft |
| 6 | 960 sq ft | 14 | 960 sq ft | Administration | 1,900 sq ft |
| 7 | 960 sq ft | 16 | 960 sq ft | Restrooms | 1,150 sq ft |

Total Building Area Allocated 29,276 sq ft

Total Area Billed 27,836 sq ft



K1: Kindergarten

K2: Kindergarten

7: 1st grade

8: 1st grade

9: 2nd grade

10: 2nd grade

3: 3rd grade

4: 3rd grade

11: 4th/5th grade

12: 4th/5th grad

13: 4th/5th grade

14: middle school

17: middle school + science lab

16: middle school

6: Resource Room

5: Admin Offices (Director, Assistant Director, Admin Coordinator, Attendance Clerk/Health Clerk, Office Assistant, School Psychologist, Special Ed offices for assessment, Nurse Station)

MPR and stage: Universal Lunch program, performing arts, music, PE

Portable #1: Library, Counselor's Office

Portable #2: Art Room and child care program (ELO-P)

Portable #3: Homeschool program, and future UTK program

EXHIBIT D

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET AS OF MARCH 31, 2023 (2022-23 2ND INTERIM)
 BRIDGES FACILITY COSTS AT THE PARK OAKS ELEMENTARY SITE

FISCAL YEAR 2022-23

**ONGOING AND MAJOR MAINTENANCE ACCOUNTS
 GENERAL AND DEFERRED MAINTENANCE FUND, RESOURCE 0000-1999 & 8150**

| FUNCTION CODES | DESCRIPTION | PERSONNEL BUDGET | OTHER EXP BUDGET | TOTAL EXP BUDGET | PERCENT OF EXP | TOTAL EST 2022-23 CHARGE |
|---|-------------------------------|------------------|------------------|-------------------|----------------|--------------------------|
| #8110 | MAINTENANCE | 4,627,978 | 1,469,734 | 6,097,712 | 100% | 6,097,712 |
| #8200 | OPERATIONS | 3,157,704 | 491,709 | 3,649,413 | 100% | 3,649,413 |
| #8300 | SECURITY | 0 | 383 | 383 | 100% | 383 |
| #8500 | FACILITIES, ACQ, CONSTRUCTION | 0 | 1,010,603 | 1,010,603 | 100% | 1,010,603 |
| #7200 | TRANS | 0 | 196,787 | 196,787 | 100% | 196,787 |
| TOTAL ESTIMATED 2022-23 EXPENDITURES | | | | 10,954,898 | | 10,954,898 |

| | |
|---|------------------|
| TOTAL DISTRICT BUILDING SQUARE FOOTAGE | 2,041,908 |
| BRIDGES BUILDING USAGE AT PARK OAKS SQUARE FOOTAGE | 27,836 |
| BRIDGES PERCENT OF TOTAL DISTRICT SQUARE FOOTAGE | 1.36% |

| | |
|--|-------------------|
| ESTIMATED ANNUAL ONGOING AND MAJOR MAINTENANCE ACCOUNTS | 10,954,898 |
| BRIDGES PERCENT OF DISTRICT SQUARE FOOTAGE | 1.36% |
| ESTIMATED TOTAL BRIDGES FACILITY COST | 149,341 |

| | |
|--|----------------|
| ESTIMATED TOTAL BRIDGES FACILITY COST PER SQUARE FOOT | \$ 5.37 |
|--|----------------|

EXHIBIT B

[Inventory of Furnishings and Equipment]

Bridges Inventory 5/12/16

| Asset Id | Location | Room | Asset Category | Description |
|----------|---------------|-------|----------------|--|
| 25629 | Bridges (170) | 15 | BOOKCASE LG | 2 each bookcase 36 x 48 |
| 25741 | Bridges (170) | 16 | BOOKCASE LG | bookcase 36 x 48 |
| 25760 | Bridges (170) | 7 | BOOKCASE LG | bookcase 36 x 48 |
| 25631 | Bridges (170) | 7 | BOOKCASE LG | bookcase large storage rolling cabinet |
| 25740 | Bridges (170) | 18 | BOOKCASE LG | BOOKCASE, ROLLING |
| 25697 | Bridges (170) | LIB | BOOKCASE LG | BOOKCASE, ROLLING |
| 25652 | Bridges (170) | 8 | BOOKCASE LG | cabinet, bookcase rolling |
| 32407 | Bridges (170) | 8 | BOOKCASE SM | 2 each bookcase |
| 32406 | Bridges (170) | MPR | BOOKCASE SM | 2 each bookcase |
| 25660 | Bridges (170) | 7 | BOOKCASE SM | BOOKCASE, ROLLING |
| 25710 | Bridges (170) | K2A | BOOKCASE SM | BOOKCASE, ROLLING |
| 25696 | Bridges (170) | K2A | CABINET | 2 ea cabinet, 4 DRAWER |
| 25642 | Bridges (170) | 7 | CABINET | cabinet bookcase rolling large |
| 25671 | Bridges (170) | 18 | CABINET | cabinet, 4 DRAWER |
| 25762 | Bridges (170) | 18 | CABINET | cabinet, 4 DRAWER |
| 25685 | Bridges (170) | 13 | CABINET | cabinet, 4 DRAWER |
| 25698 | Bridges (170) | 14 | CABINET | cabinet, 4 drawer |
| 25723 | Bridges (170) | LIB | CABINET | cabinet, file 4 drawer |
| 25744 | Bridges (170) | 10 | CABINET | cabinet, paper 4 drawer |
| 25755 | Bridges (170) | 6 | CABINET | cabinet, paper 4 drawer |
| 25726 | Bridges (170) | K1 | CABINET | cabinet, paper 4 drawer |
| 25641 | Bridges (170) | 8 | CABINET | cabinet, paper rolling |
| 25711 | Bridges (170) | 7 | CABINET | cabinet, paper, 4 drawer |
| 25754 | Bridges (170) | 18 | CABINET | cabinet, paper, 4 drawer |
| 25672 | Bridges (170) | 9 | CABINET | cabinet, paper, rolling |
| 25725 | Bridges (170) | 16 | CABINET | cabinet, teacher wardrobe |
| 25743 | Bridges (170) | K2A | CABINET | cabinet, teacher wardrobe |
| 25758 | Bridges (170) | K2A | CHAIR GUEST | 3 ea chair, office |
| 25659 | Bridges (170) | 3 | CHAIR GUEST | chair, guest |
| 25712 | Bridges (170) | 8 | CHAIR GUEST | chair, student, rolling |
| 25713 | Bridges (170) | 6 | CHAIR LARGE | 10 chair, student 17" |
| 25699 | Bridges (170) | 15 | CHAIR LARGE | 17 chair, large 19" |
| 25700 | Bridges (170) | 18 | CHAIR LARGE | 19 each chair, medium, multi colors, 17" |
| 32415 | Bridges (170) | 12 | CHAIR LARGE | 32 ea Chair 17" |
| 25727 | Bridges (170) | 14 | CHAIR LARGE | 34 ea Chair 17" |
| 32416 | Bridges (170) | 13 | CHAIR LARGE | 36 ea Chair 17" |
| 25714 | Bridges (170) | 11 | CHAIR LARGE | 37 chair, student 17" |
| 32414 | Bridges (170) | 3 | CHAIR LARGE | 4 ea Chair 17" |
| 32413 | Bridges (170) | 16 | CHAIR LARGE | Chair 17" |
| 25753 | Bridges (170) | 16 | CHAIR LARGE | chair, teacher |
| 32410 | Bridges (170) | 10 | CHAIR MEDIUM | 17 ea chair 15" |
| 25624 | Bridges (170) | 18 | CHAIR MEDIUM | 2 chair blue and orange |
| 32417 | Bridges (170) | 12 | CHAIR MEDIUM | 2 chairs, pink/metal |
| 25661 | Bridges (170) | MPR | CHAIR MEDIUM | 2 ea chair, student |
| 25636 | Bridges (170) | STAGE | CHAIR MEDIUM | 23 ea chair, 15", multi colors |
| 32411 | Bridges (170) | 9 | CHAIR MEDIUM | 25 ea chair 15" |
| 25653 | Bridges (170) | 8 | CHAIR MEDIUM | 28 chair, multi colors 15" |
| 25686 | Bridges (170) | 10 | CHAIR MEDIUM | 3 ea chair 15" |

| | | | |
|---------------------|----------|---------------|--|
| 25764 Bridges (170) | 3 | CHAIR MEDIUM | 30 ea chair, student, 15" |
| 32418 Bridges (170) | LIBRARY | CHAIR MEDIUM | 32 chairs, pink/metal 34 each chairs 15" multi colors |
| 25673 Bridges (170) | 3 | CHAIR MEDIUM | |
| 25643 Bridges (170) | 7 | CHAIR MEDIUM | 35 each chair multi colors 15" |
| 25746 Bridges (170) | 19 | CHAIR MEDIUM | 36 ea chair, student 17" |
| 25632 Bridges (170) | 19 | CHAIR MEDIUM | 5 ea multi colors chair 15" |
| 25633 Bridges (170) | MPR | CHAIR MEDIUM | 61 ea chair 15 " multi colors |
| 32412 Bridges (170) | WORKROOM | CHAIR MEDIUM | 9 ea chair 15" |
| 32409 Bridges (170) | 16 | CHAIR MEDIUM | 9 ea chair 15" |
| 25651 Bridges (170) | 9 | CHAIR ROLLING | chair, office, gray |
| 25630 Bridges (170) | 7 | CHAIR ROLLING | teacher chair 32 each chair, 13" multi colors |
| 25687 Bridges (170) | K1 | CHAIR SMALL | |
| 32408 Bridges (170) | MPR | CHAIR SMALL | 34 ea chair, 13" |
| 25756 Bridges (170) | K2A | CHAIR SMALL | 34 ea chair, 13" |
| 25675 Bridges (170) | 10 | CHAIR SMALL | 4 each chair, 13" student |
| 25644 Bridges (170) | 10 | CHAIR SMALL | 7 ea chair sm multi color 13" |
| 25716 Bridges (170) | 19 | DESK 2 X 4 | 13 ea table, student |
| 25645 Bridges (170) | 12 | DESK 2 X 4 | 19 desk, student |
| 25742 Bridges (170) | CUST | DESK 2 X 4 | 2 ea desk, teacher |
| 25702 Bridges (170) | 5 | DESK 2 X 4 | 2 ea student desk |
| 32437 Bridges (170) | 10 | DESK 2 X 4 | 2 ea table, student |
| 25701 Bridges (170) | 15 | DESK 2 X 4 | 2 ea table, student |
| 25689 Bridges (170) | 11 | DESK 2 X 4 | 2 table, student |
| 25654 Bridges (170) | 11 | DESK 2 X 4 | 3 desk, student |
| 25637 Bridges (170) | K1 | DESK 2 X 4 | 3 ea student table |
| 25757 Bridges (170) | 9 | DESK 2 X 4 | 3 ea table, student 2 x 4 |
| 25634 Bridges (170) | 3 | DESK 2 X 4 | 3 each table 24 48 |
| 25747 Bridges (170) | LIB | DESK 2 X 4 | 3 table, student 24 x 48 |
| 32419 Bridges (170) | MPR | DESK 2 X 4 | 7 DESK, STD, 24X48 DESK TEACHER, BROWN/BLACK TOP DESK TEACHER, GRAY/WOOD |
| 32431 Bridges (170) | 14 | DESK 2 X 4 | |
| 32432 Bridges (170) | 6 | DESK 2 X 4 | |
| 32426 Bridges (170) | 17A | DESK 2 X 4 | desk, teacher |
| 32429 Bridges (170) | K1 | DESK 2 X 4 | desk, teacher |
| 32422 Bridges (170) | 9 | DESK 2 X 4 | desk, teacher |
| 25709 Bridges (170) | 3 | DESK 2 X 4 | desk, teacher |
| 32420 Bridges (170) | 4 | DESK 2 X 4 | desk, teacher |
| 25724 Bridges (170) | 7 | DESK 2 X 4 | desk, teacher |
| 32421 Bridges (170) | 8 | DESK 2 X 4 | desk, teacher |
| 32425 Bridges (170) | 14 | DESK 2 X 4 | desk, teacher |
| 32424 Bridges (170) | 13 | DESK 2 X 4 | desk, teacher |
| 25640 Bridges (170) | 16 | DESK 2 X 4 | desk, teacher |
| 25635 Bridges (170) | 15 | DESK 2 X 4 | desk, teacher |
| 32427 Bridges (170) | 19 | DESK 2 X 4 | desk, teacher |
| 32428 Bridges (170) | 18 | DESK 2 X 4 | desk, teacher |
| 32423 Bridges (170) | 11 | DESK 2 X 4 | desk, teacher |
| 25684 Bridges (170) | 10 | DESK 2 X 4 | desk, teacher |
| 32430 Bridges (170) | MPR | DESK 2 X 4 | desk, teacher |
| 32436 Bridges (170) | 16 | DESK 2 X 4 | table, student |
| 32438 Bridges (170) | 7 | DESK 2 X 4 | table, student |

| | | | |
|---------------------|-----------|----------------|---|
| 32439 Bridges (170) | 4 | DESK 2 X 4 | table, student |
| 32440 Bridges (170) | 5 | DESK 2 X 4 | table, student |
| 25676 Bridges (170) | 18 | DESK EXECUTIVE | 9 desk, student |
| 25694 Bridges (170) | | DESK EXECUTIVE | credenza |
| 25759 Bridges (170) | FRT OFF | FILE LATERAL | cabinet, file 4 drawer |
| 25722 Bridges (170) | FR OFFICE | FILE VERTICAL | 2 ea cabinet, file 4 drawer |
| 25683 Bridges (170) | 14 | FILE VERTICAL | cabinet file, 4 drawer legal |
| 25695 Bridges (170) | 17A | FILE VERTICAL | cabinet, file 4 drawer |
| 25708 Bridges (170) | CUSTODIAN | FILE VERTICAL | cabinet, file, 3DRAWER, TAN |
| 25752 Bridges (170) | K2A | FILE VERTICAL | cabinet, file, 4 drawer |
| 25627 Bridges (170) | | FILE VERTICAL | 1 grey 2 drawer |
| 25739 Bridges (170) | | FILE VERTICAL | 3 ea file cabinet 4 drawer |
| 25628 Bridges (170) | | FILE VERTICAL | 3 each file cabinet |
| 25626 Bridges (170) | | HEALTH COT | 2 each new health beds |
| 27870 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27871 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27872 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27873 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27874 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27875 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27876 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27877 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |

| | | | |
|---------------------|---------|---------------|---|
| 27878 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 27879 Bridges (170) | Bridges | LUNCH TABLE | WABASH SG111D, 8' PICNIC TABLE, SIGNATURE SERIES PER ATTCHED QUOTE; BLUE WITH BLACK FRAME |
| 32470 Bridges (170) | 11 | MISC SEE DESC | DVD PLAYER |
| 32433 Bridges (170) | 18 | MISC SEE DESC | KEYBOARD/YAMAHA |
| 25681 Bridges (170) | 16 | MISC SEE DESC | maps & projection screen |
| 25650 Bridges (170) | 19 | MISC SEE DESC | maps and projection screen |
| 25639 Bridges (170) | 9 | MISC SEE DESC | maps and projection screen |
| 25751 Bridges (170) | 7 | MISC SEE DESC | maps and projection screen |
| 25721 Bridges (170) | 8 | MISC SEE DESC | maps and projector screen |
| 25707 Bridges (170) | 5 | MISC SEE DESC | maps and projector screen |
| 25693 Bridges (170) | 4 | MISC SEE DESC | maps and projector screen |
| 25657 Bridges (170) | 3 | MISC SEE DESC | maps and projector screen |
| 25734 Bridges (170) | K1 | MISC SEE DESC | maps and projector screen |
| 25679 Bridges (170) | | MISC SEE DESC | plug in table (light table) |
| 25822 Bridges (170) | CAFE | MISC SEE DESC | Refrigerator 2 Door TRUE T- 49 |
| 25682 Bridges (170) | 3 | MISC SEE DESC | tables, computer, 2 STATION |
| 32469 Bridges (170) | 12 | MISC SEE DESC | VCR, PANASONIC |
| 25745 Bridges (170) | | MISC SEE DESC | 2 ea cart, computer, desk |
| 25761 Bridges (170) | | MISC SEE DESC | 25 ea globes, small |
| 25763 Bridges (170) | | MISC SEE DESC | globe, large |
| 25625 Bridges (170) | | MISC SEE DESC | several wall partitions |
| 25677 Bridges (170) | | MISC SEE DESC | study carrell |
| 25766 Bridges (170) | | OHP / STAND | 2 ea projector, overhead |
| 25648 Bridges (170) | 10 | OHP / STAND | cart for projector |
| 25750 Bridges (170) | 13 | OHP / STAND | cart for projector |
| 25706 Bridges (170) | 7 | OHP / STAND | cart for projector |
| 25656 Bridges (170) | 14 | OHP / STAND | cart, projector |
| 25703 Bridges (170) | | OHP / STAND | overhead projector |
| 25729 Bridges (170) | | OHP / STAND | projector, ohp |
| 25733 Bridges (170) | | OHP / STAND | cart, ohp |
| 25680 Bridges (170) | | OHP / STAND | cart, projector |
| 25692 Bridges (170) | | OHP / STAND | cart, projector |
| 25720 Bridges (170) | | OHP / STAND | cart, projector |
| 25649 Bridges (170) | | PARTITIONS | 3 wood partitions 3 sleeves |
| 32442 Bridges (170) | 7 | TABLE | 2 ea table, large 30 x 48 |
| 25728 Bridges (170) | 9 | TABLE | 2 ea tables, long 30 x 60 |
| 32456 Bridges (170) | 10 | TABLE | 2 table, round |
| 32463 Bridges (170) | 9 | TABLE | 2 table, trapezoid |
| 25765 Bridges (170) | 11 | TABLE | 3 ea table, long 30 x 60 |
| 32455 Bridges (170) | 15 | TABLE | 3 table, round |
| 25717 Bridges (170) | LIB | TABLE | 4 ea table, large 30 x 48 |
| 32443 Bridges (170) | MPR | TABLE | 4 ea table, large 30 x 48 |
| 25715 Bridges (170) | MPR | TABLE | 4 ea table, student 24 x 48 |
| 32449 Bridges (170) | K2A | TABLE | 4 ea tables, long 30 x 60 |
| 32446 Bridges (170) | 8 | TABLE | 4 ea tables, long 30 x 60 |

| | | | |
|---------------------|-----|-------|----------------------|
| 32460 Bridges (170) | K1 | TABLE | 4 table, round |
| 32462 Bridges (170) | MPR | TABLE | 4 table, round |
| 32458 Bridges (170) | 4 | TABLE | 5 table, round |
| 25719 Bridges (170) | 3 | TABLE | 7 table, round |
| 32457 Bridges (170) | 3 | TABLE | 7 table, round |
| 32459 Bridges (170) | 13 | TABLE | 8 table, round |
| 32452 Bridges (170) | 19 | TABLE | TABLE, KIDNEY |
| 25691 Bridges (170) | 10 | TABLE | table, kidney |
| 25705 Bridges (170) | 4 | TABLE | table, kidney |
| 25731 Bridges (170) | 5 | TABLE | table, kidney |
| 25749 Bridges (170) | 8 | TABLE | table, kidney |
| 25647 Bridges (170) | 7 | TABLE | table, kidney |
| 32454 Bridges (170) | K1 | TABLE | TABLE, KIDNEY |
| 32451 Bridges (170) | 9 | TABLE | TABLE, KIDNEY |
| 32453 Bridges (170) | K2A | TABLE | TABLE, KIDNEY |
| 32441 Bridges (170) | 16 | TABLE | table, large 30 x 48 |
| 32461 Bridges (170) | LIB | TABLE | table, round |
| 25732 Bridges (170) | 15 | TABLE | table, trapezoid |
| 32444 Bridges (170) | 15 | TABLE | tables, long 30 x 60 |
| 32448 Bridges (170) | 18 | TABLE | tables, long 30 x 60 |
| 32447 Bridges (170) | 13 | TABLE | tables, long 30 x 60 |
| 32445 Bridges (170) | 10 | TABLE | tables, long 30 x 60 |
| 32450 Bridges (170) | K1 | TABLE | tables, long 30 x 60 |
| 32464 Bridges (170) | 12 | TV | tv |
| 25748 Bridges (170) | 16 | TV | tv & dvd/VCR |
| 25690 Bridges (170) | 18 | TV | tv & vcr |
| 25704 Bridges (170) | 17A | TV | tv & vcr/DVD |
| 25678 Bridges (170) | 9 | TV | tv & vcr/DVD |
| 25655 Bridges (170) | 7 | TV | tv & vcr/DVD |
| 25646 Bridges (170) | 8 | TV | tv & vcr/dvd |
| 25638 Bridges (170) | 3 | TV | tv & vcr/DVD |
| 32465 Bridges (170) | 6 | TV | tv, SHARP |
| 32468 Bridges (170) | K1 | TV | tv, SHARP |
| 32466 Bridges (170) | 13 | TV | tv, SHARP |
| 32467 Bridges (170) | 14 | TV | tv, SHARP |
| 25718 Bridges (170) | 19 | TV | tv, vcr, dvd |
| 25730 Bridges (170) | 11 | TV | tv/DVD |

EXHIBIT C

[Calculation of Pro Rata Share]

CONEJO VALLEY UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET AS OF MARCH 31, 2023 (2022-23 2ND INTERIM)
 BRIDGES FACILITY COSTS AT THE PARK OAKS ELEMENTARY SITE

FISCAL YEAR 2022-23

**ONGOING AND MAJOR MAINTENANCE ACCOUNTS
 GENERAL AND DEFERRED MAINTENANCE FUND, RESOURCE 0000-1999 & 8150**

| FUNCTION CODES | DESCRIPTION | PERSONNEL BUDGET | OTHER EXP BUDGET | TOTAL EXP BUDGET | PERCENT OF EXP | TOTAL EST 2022-23 CHARGE |
|---|-------------------------------|---------------------|---------------------|--------------------------|-------------------|--------------------------------|
| #8110 | MAINTENANCE | 4,627,978 | 1,469,734 | 6,097,712 | 100% | 6,097,712 |
| #8200 | OPERATIONS | 3,157,704 | 491,709 | 3,649,413 | 100% | 3,649,413 |
| #8300 | SECURITY | 0 | 383 | 383 | 100% | 383 |
| #8500 | FACILITIES, ACQ, CONSTRUCTION | 0 | 1,010,603 | 1,010,603 | 100% | 1,010,603 |
| #7200 | TRANS | 0 | 196,787 | 196,787 | 100% | 196,787 |
| TOTAL ESTIMATED 2022-23 EXPENDITURES | | | | <u>10,954,898</u> | | <u>10,954,898</u> |

| | |
|---|------------------|
| TOTAL DISTRICT BUILDING SQUARE FOOTAGE | 2,041,908 |
| BRIDGES BUILDING USAGE AT PARK OAKS SQUARE FOOTAGE | 27,836 |
| BRIDGES PERCENT OF TOTAL DISTRICT SQUARE FOOTAGE | 1.36% |

| | |
|--|-------------------|
| ESTIMATED ANNUAL ONGOING AND MAJOR MAINTENANCE ACCOUNTS | 10,954,898 |
| BRIDGES PERCENT OF DISTRICT SQUARE FOOTAGE | 1.36% |
| ESTIMATED TOTAL BRIDGES FACILITY COST | 149,341 |

| | |
|--|----------------|
| ESTIMATED TOTAL BRIDGES FACILITY COST PER SQUARE FOOT | \$ 5.37 |
|--|----------------|



 WESTLAKE VILLAGE
SYMPHONY ORCHESTRA

INSPIRING FUTURES: THE SYMPHONY SCHOOL EXPERIENCE

| SESSIONS | 1 | 2 | 3 |
|----------------|----------------------------|----------------------------|----------------------------|
| ROOM # | 10:00 am - 10:10 am | 10:15 am - 10:25 am | 10:30 am - 10:40 am |
| Room 14 | String | Woodwind | Brass |
| Room 16 | Woodwind | Brass | String |
| Room 17 | Brass | String | Woodwind |

SCHEDULE

| | |
|----------------------------|---------------------------------------|
| 10:40 am - 10:50 am | Orchestra set up in Auditorium |
| 10:45 am - 10:50 am | Students file into Auditorium |
| 10:50 am - 11:20 am | Performance |
| 11:15 am - 11:30 am | Treats |

The Westlake Village Symphony Orchestra is comprised of a number of creative, talented, and multi-diverse musicians. Their unique combination of string, brass, wind, and percussion instruments is sure to create a lasting memory for years to come.

 WESTLAKE VILLAGE SYMPHONY ORCHESTRA
818-288-4404 / luellawagner@hotmail.com

Coversheet

Consent Items

Section: V. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by:
Related Material: 6.1 Checks.pdf
6.1.2 Financial Statements .pdf
6.1.3 Purchases .pdf
6.1.4 Amazon.pdf
Personnel Report 2-12-24.docx

ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|---------------------------------------|------------|---|---|---|-------------|---|-----------------|--------------|
| 620-4100 | | Texbooks | | | | | | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4100 | curriculum | 147.03 | 4,685.65 |
| 5043806259 | 10/10/2023 | Lexia Learning Systems LLC | 1 | 1 | 620-4100 | additional lexia licenses | 2,310.00 | 2,310.00 |
| 5043806274 | 10/17/2023 | Express Readers Inc | 1 | 1 | 620-4100 | print curriculum QUO-000330 | 1,857.87 | |
| | | | | | | Unpaid Sales Tax | 109.06- | |
| 5043806289 | 10/20/2023 | Teaching Strategies, LLC | 1 | 1 | 620-4100 | TK curriculum Changes according to Quote Q-271594 | 4,077.33 | 4,960.62 |
| Total for: 620-4100 - Texbooks | | | | | | | 8,392.23 | |
| 620-4300 | | Materials and Supplies | | | | | | |
| 5043806182 | 08/24/2023 | School Datebooks | 1 | 1 | 620-4300 | Middleteacher lesson plan and grade book | 275.29 | |
| 5043806182 | 08/24/2023 | School Datebooks | 1 | 1 | 620-4300 | teacher lesson plan and grade book | 275.29 | 550.58 |
| 5043806187 | 08/25/2023 | House Sanitary Supply | 1 | 1 | 620-4300 | Janitorial Supplies August 23 | 537.30 | 537.30 |
| 5043806188 | 08/25/2023 | STAPLES INC. & SUBSIDIARIES | 1 | 1 | 620-4300 | Office Supplies Paper | 1,411.20 | 1,411.20 |
| 5043806193 | 08/28/2023 | STATE INDUSTRIAL PROD CORP | 1 | 1 | 620-4300 | Custodial Supplies 23-24 | 731.49 | 731.49 |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-4300 | statement date 7-7-23 June Expenses | 397.98 | |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-4300 | Statement date 8-7-23 | 1,881.72 | 4,482.33 |
| 5043806199 | 09/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 invoice | 1,663.61 | |
| 5043806199 | 09/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 4 invoices | 401.51 | |
| 5043806199 | 09/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 6 homeschool invoices | 1,463.94 | |
| 5043806199 | 09/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 9 homeschool invoices | 1,279.58 | 4,808.64 |
| 5043806201 | 09/11/2023 | House Sanitary Supply | 1 | 1 | 620-4300 | Janitorial Supplies 2023-24 | 359.07 | 359.07 |
| 5043806202 | 09/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 invoice | 3,238.27 | 3,238.27 |
| 5043806205 | 09/12/2023 | Pacific One Source Inc | 1 | 1 | 620-4300 | SY23-24 chrombook purchase quote Q-30756 | 11,632.75 | 11,632.75 |
| 5043806212 | 09/18/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1GFN-GCFD-GDCV | 182.45 | 182.45 |
| 5043806220 | 09/18/2023 | Kendall Hunt Publishing Co ATTN: Accounts Receivable Dept | | | 620-4300 | grade 1-5 curriculum SY 23-24 | 6,664.86 | 6,664.86 |
| 5043806221 | 09/18/2023 | Lakeshore Equipment Company | 1 | 1 | 620-4300 | TK classroom supplies | 1,926.65 | 4,599.03 |
| 5043806222 | 09/18/2023 | No Tears Learning Inc | 1 | 1 | 620-4300 | 1-5 Curriculum | 952.83 | 1,843.83 |
| 5043806224 | 09/18/2023 | School Datebooks | 1 | 1 | 620-4300 | this is for the 12 additional ordered | 57.36 | 57.36 |
| 5043806225 | 09/18/2023 | Singapore Math Inc | 1 | 1 | 620-4300 | homeschool purchase for Luxenberger | 100.13 | 100.13 |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-4300 | acct 4246-0470-0121-1868 (9-7-23) | 126.80 | |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-4300 | Statement date 9-7-23 | 1,020.67 | 4,984.23 |
| 5043806230 | 09/19/2023 | DEMCO, INC. | 1 | 1 | 620-4300 | furniture for library | 174.18 | 698.39 |
| 5043806232 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 invoice | 662.57 | |
| 5043806232 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 6 homeschool invoices | 193.28 | 855.85 |
| 5043806234 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | admin supplies | 917.62 | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

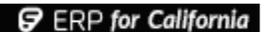
ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | Fund-Object | Comment | Expensed Amount | Check Amount | |
|--------------|------------|---|---|-------------|----------|---|--------------|----------|
| 5043806234 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | classroom supplies | 1,528.21 | 2,445.83 |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | admin supplies | 345.99 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | cafeteria (non food) | 35.47 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | class supplies Laura art | 709.88 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | classroom supplies | 1,009.83 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | desk for classroom | 428.95 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | desks for classrooms | 308.64 | |
| 5043806235 | 09/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | school admin supplies | 1,699.86 | 4,685.65 |
| 5043806240 | 09/26/2023 | Loitz, Martine L | 1 | 1 | 620-4300 | elop supplies | 159.44 | 229.94 |
| 5043806241 | 09/26/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Cafeteria Supplies | 483.05 | |
| 5043806241 | 09/26/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 810.32 | 1,293.37 |
| 5043806243 | 09/26/2023 | KIWICO INC. | 1 | 1 | 620-4300 | Keller/ Hisel Family | 134.01 | 134.01 |
| 5043806244 | 09/26/2023 | Lakeshore Equipment Company | 1 | 1 | 620-4300 | Berkley-Tran/Anttila | 42.37 | 42.37 |
| 5043806245 | 09/26/2023 | Moving Beyond the Page | 1 | 1 | 620-4300 | Berkley-Tran/ Itzkovich | 233.89 | 233.89 |
| 5043806246 | 09/27/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 98.31 | |
| 5043806246 | 09/27/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 61.09 | |
| 5043806246 | 09/27/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | curriculum physical books | 1,484.72 | 1,644.12 |
| 5043806247 | 09/27/2023 | Moving Beyond the Page | 1 | 1 | 620-4300 | Ouerbacker/Douek Family | 148.68 | 148.68 |
| 5043806248 | 09/27/2023 | Scholastic Inc | 1 | 1 | 620-4300 | Invoice number M74281916 | 131.73 | |
| 5043806248 | 09/27/2023 | Scholastic Inc | 1 | 1 | 620-4300 | invoice number M74289117 | 138.37 | 270.10 |
| 5043806253 | 10/03/2023 | Kendall Hunt Publishing Co ATTN: Accounts Receivable Dept | | | 620-4300 | grade 1-5 curriculum SY 23-24 | 86.88 | 86.88 |
| 5043806256 | 10/10/2023 | GUIDED DISCOVERIES, INC. Astrocamp | 1 | 1 | 620-4300 | t shirts and sweatshirts for astrocamp 23-24. | 345.00 | 345.00 |
| 5043806258 | 10/10/2023 | KIWICO INC. | 1 | 1 | 620-4300 | Ouerbacker/Gossett | 72.88 | 72.88 |
| 5043806263 | 10/10/2023 | Rainbow Resource Center | 1 | 1 | 620-4300 | BerkleyTran/Jennings | 263.23 | |
| 5043806263 | 10/10/2023 | Rainbow Resource Center | 1 | 1 | 620-4300 | Ouerbacker (Douek) | 165.18 | 428.41 |
| 5043806265 | 10/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 invoice | 603.33 | |
| 5043806265 | 10/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Instructional Material | 972.72 | |
| 5043806265 | 10/11/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Instructional Materials | 953.11 | 2,529.16 |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 Homeschool Invoice | 29.97 | |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1 invoice | 557.77 | |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1x homeschool invoice | 124.42 | |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 3 x Homeschool Invoices | 214.41 | |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 3 invoices | 802.89 | |
| 5043806267 | 10/17/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 5 invoices for credit memos | 11.41 | 1,740.87 |
| 5043806275 | 10/17/2023 | KIWICO INC. | 1 | 1 | 620-4300 | Berkley-Tran/Sheli | 134.01 | 134.01 |
| 5043806276 | 10/17/2023 | Lakeshore Equipment Company | 1 | 1 | 620-4300 | homeschool- Keller (Trelour) | 324.28 | 324.28 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---------------------------------|---|---|-------------|---|-----------------|--------------|
| 5043806278 | 10/17/2023 | TIME 4 LEARNING | 1 | 1 | 620-4300 | Berkley-Tran/Serota | 100.00 | |
| 5043806278 | 10/17/2023 | TIME 4 LEARNING | 1 | 1 | 620-4300 | Tran (Ramirez) | 100.00 | 200.00 |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 3 invoices and 1 credit memo | 76.04 | |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Cafeteria Bags | 334.13 | |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Credit for Admin Supplies | 7.50- | |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Curriculum | 54.69 | |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | HS Materials | 30.43 | |
| 5043806283 | 10/20/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Insstruactional Materials | 141.14 | 628.93 |
| 5043806284 | 10/20/2023 | DEMCO, INC. | 1 | 1 | 620-4300 | chairs for cafeteria | 1,018.76 | 1,018.76 |
| 5043806287 | 10/20/2023 | School Specialty, LLC | 1 | 1 | 620-4300 | Instructional Supplies 2023-24 | 84.23 | |
| 5043806287 | 10/20/2023 | School Specialty, LLC | 1 | 1 | 620-4300 | Instructional Supplies 2023-24 | 56.42 | 140.65 |
| 5043806289 | 10/20/2023 | Teaching Strategies, LLC | 1 | 1 | 620-4300 | TK curriculum Changes according to Quote Q-271594 | 883.29 | 4,960.62 |
| 5043806291 | 10/23/2023 | U.S. BANK | 1 | 1 | 620-4300 | statement date 10-9-23 | 2,562.25 | 3,286.94 |
| 5043806294 | 10/27/2023 | House Sanitary Supply | 1 | 1 | 620-4300 | Janitorial Supplies 2023-24 | 1,074.58 | 1,074.58 |
| 5043806296 | 10/27/2023 | Pacific One Source Inc | 1 | 1 | 620-4300 | additional chromebooks Q-32825 | 9,025.50 | 11,125.50 |
| 5043806299 | 11/01/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 30.97 | |
| 5043806299 | 11/01/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 792.42 | 823.39 |
| 5043806301 | 11/01/2023 | Singapore Math Inc | 1 | 1 | 620-4300 | homeschool order for Terri/Lopez | 79.12 | 79.12 |
| 5043806304 | 11/07/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 16TH-P334-PNHH Lap Top and Classroom Supplies | 199.58 | |
| 5043806304 | 11/07/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 68.67 | |
| 5043806304 | 11/07/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Bags for Cafeteria | 312.69 | |
| 5043806304 | 11/07/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | PE Supplies | 154.82 | 1,452.95 |
| 5043806305 | 11/07/2023 | DEMCO, INC. | 1 | 1 | 620-4300 | furniture for Library & Cafeteria | 327.70 | 1,313.90 |
| 5043806309 | 11/07/2023 | STAPLES INC. & SUBSIDIARIES | 1 | 1 | 620-4300 | classroom supplies 23-24 | 1,411.20 | 1,411.20 |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | 1x Homeschool Invoice | 143.46 | |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 283.96 | |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 125.23 | |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies SpEd | 177.13 | |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Food Services | 9.67 | |
| 5043806312 | 11/13/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Health Office Items | 51.45 | 790.90 |
| 5043806320 | 11/13/2023 | School Specialty, LLC | 1 | 1 | 620-4300 | Instructional and Misc Supplies 2023-24 | 11.33 | 11.33 |
| 5043806327 | 11/20/2023 | AoPS Inc Art of Problem Solving | 1 | 1 | 620-4300 | Ouerbacker/ Feldman | 76.56 | 166.56 |
| 5043806329 | 11/21/2023 | DEMCO, INC. | 1 | 1 | 620-4300 | furniture for Library & Cafeteria | 2,106.08 | 8,444.52 |
| 5043806332 | 11/29/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 324.24 | |
| 5043806332 | 11/29/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 40.74 | |
| 5043806332 | 11/29/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Credit Memo Admin Items | 30.97- | 728.13 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

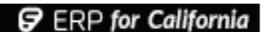
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Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|-----------------------------|---|---|-------------|---|-----------------|--------------|
| 5043806334 | 11/29/2023 | U.S. BANK | 1 | 1 | 620-4300 | Statement Date 11-7-23 | 224.43 | 1,735.52 |
| 5043806338 | 12/06/2023 | No Tears Learning Inc | 1 | 1 | 620-4300 | TK Curriculum | 338.33 | 338.33 |
| 5043806344 | 12/06/2023 | School Specialty, LLC | 1 | 1 | 620-4300 | Instructional and Misc Supplies 2023-24 | 147.98 | 147.98 |
| 5043806348 | 12/12/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 80.72 | |
| 5043806348 | 12/12/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Cafeteria Bags | 250.59 | |
| 5043806348 | 12/12/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 244.41 | |
| 5043806348 | 12/12/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Health Office | 33.21 | |
| 5043806348 | 12/12/2023 | Amazon Capital Services | 1 | 1 | 620-4300 | Teacher Supplies | 42.67 | 651.60 |
| 5043806362 | 12/22/2023 | U.S. BANK | 1 | 1 | 620-4300 | statement date 12-7-23 | 483.70 | 4,427.42 |
| 5043806364 | 01/08/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | admin supplies | 121.67 | |
| 5043806364 | 01/08/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | classroom supplies | 593.32 | |
| 5043806364 | 01/08/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | curicullum for middle school | 417.61 | |
| 5043806364 | 01/08/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | nurse supplies | 39.05 | 1,171.65 |
| 5043806367 | 01/08/2024 | House Sanitary Supply | 1 | 1 | 620-4300 | Janitorial Supplies 2023-24 | 1,180.70 | 1,180.70 |
| 5043806369 | 01/08/2024 | Pacific One Source Inc | 1 | 1 | 620-4300 | 20 additional chromebooks Q-34838 | 5,172.75 | 5,172.75 |
| 5043806371 | 01/11/2024 | Amplify Education Inc. | 1 | 1 | 620-4300 | Q-254440-1 | 3,887.39 | 3,887.39 |
| 5043806382 | 01/18/2024 | House Sanitary Supply | 1 | 1 | 620-4300 | Janitorial Supplies 2023-24 | 82.13 | 82.13 |
| 5043806384 | 01/18/2024 | STAPLES INC. & SUBSIDIARIES | 1 | 1 | 620-4300 | Office Copier Paper | 1,411.20 | 1,411.20 |
| 5043806389 | 01/22/2024 | School Specialty, LLC | 1 | 1 | 620-4300 | Instructional Supplies 2023-24 | 147.98 | 147.98 |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin Supplies | 81.46 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | cafeteria supplies \$162.08 Admin Supplies \$53.18 | 215.26 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | classroom supplies | 924.08 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Health Services Items \$60.02. Admin Supplies \$44.83 | 104.85 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | health supplies | 212.46 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Kitchen T-shirt Bags | 71.69 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Kitchen Tshirt Bags | 51.21- | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Nurse Supplies | 27.93 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | physical education balls | 62.31 | |
| 5043806391 | 01/24/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | physical education supplies | 26.97 | 1,675.80 |
| 5043806392 | 01/24/2024 | U.S. BANK | 1 | 1 | 620-4300 | Statement date 1-8-24 | 241.88 | |
| 5043806392 | 01/24/2024 | U.S. BANK | 1 | 1 | 620-4300 | US Bank Statement 01-08-24 | 605.97 | 2,365.79 |
| 5043806394 | 01/30/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Admin supplies | 71.44 | |
| 5043806394 | 01/30/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | cafeteria supplies | 83.49 | |
| 5043806394 | 01/30/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Classroom Supplies | 1,620.92 | |
| 5043806394 | 01/30/2024 | Amazon Capital Services | 1 | 1 | 620-4300 | Homeschool curriculum | 245.17 | 2,021.02 |
| VCH430000001 | 09/01/2023 | Daley, Chelsea L | 1 | 1 | 620-4300 | classroom supplies | 436.36 | 436.36 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--|----------------------------------|-----------------------------|---|---|-------------|---|------------------|--------------|
| VCH43000002 | 09/15/2023 | Selim, Cori B | 1 | 1 | 620-4300 | beautification PAC gardening | 190.75 | |
| VCH43000002 | 09/15/2023 | Selim, Cori B | 1 | 1 | 620-4300 | gardening supplies | 162.87 | 353.62 |
| VCH43000003 | 09/22/2023 | Fisher, Jessica C | 1 | 1 | 620-4300 | classroom supplies | 638.73 | 638.73 |
| VCH43000005 | 10/06/2023 | Loitz, Martine L | 1 | 1 | 620-4300 | elop supplies | 128.53 | 128.53 |
| VCH43000007 | 10/27/2023 | Selim, Cori B | 1 | 1 | 620-4300 | beautification PAC | 199.54 | |
| VCH43000007 | 10/27/2023 | Selim, Cori B | 1 | 1 | 620-4300 | beautification supplies | 153.27 | 352.81 |
| VCH43000008 | 10/27/2023 | Loitz, Martine L | 1 | 1 | 620-4300 | elop supplies | 115.33 | 115.33 |
| VCH43000010 | 11/17/2023 | Rusconi-Pecchi, Alanna | 1 | 1 | 620-4300 | classroom supplies | 357.41 | 406.40 |
| VCH43000013 | 11/24/2023 | Loitz, Martine L | 1 | 1 | 620-4300 | elop supplies | 205.56 | 205.56 |
| VCH43000016 | 12/22/2023 | Loitz, Martine L | 1 | 1 | 620-4300 | elop supplies | 65.92 | 65.92 |
| Total for: 620-4300 - Materials and Supplies | | | | | | | 98,511.49 | |
| 620-4400 | Non-Capitalized Equipment | | | | | | | |
| 5043806221 | 09/18/2023 | Lakeshore Equipment Company | 1 | 1 | 620-4400 | TK classroom supplies | 2,672.38 | 4,599.03 |
| 5043806230 | 09/19/2023 | DEMCO, INC. | 1 | 1 | 620-4400 | furniture for library | 524.21 | 698.39 |
| 5043806304 | 11/07/2023 | Amazon Capital Services | 1 | 1 | 620-4400 | 16TH-P334-PNHH Lap Top and Classroom Supplies | 717.19 | 1,452.95 |
| 5043806305 | 11/07/2023 | DEMCO, INC. | 1 | 1 | 620-4400 | furniture for Library & Cafeteria | 986.20 | 1,313.90 |
| 5043806329 | 11/21/2023 | DEMCO, INC. | 1 | 1 | 620-4400 | furniture for Library & Cafeteria | 6,338.44 | 8,444.52 |
| Total for: 620-4400 - Non-Capitalized Equipment | | | | | | | 11,238.42 | |
| 620-4700 | Food Supply | | | | | | | |
| 5043806216 | 09/18/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program | 5,823.75 | 5,823.75 |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-4700 | acct 4246-0470-0121-1868 (9-7-23) | 26.00 | |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-4700 | Statement date 9-7-23 | 330.97 | 4,984.23 |
| 5043806233 | 09/20/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program | 214.26 | 214.26 |
| 5043806270 | 10/17/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | Extensions Snacks 23-24 | 725.00 | 725.00 |
| 5043806271 | 10/17/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | Food for Elop Calendar- Extensions | 62.50 | 62.50 |
| 5043806272 | 10/17/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program | 14,864.25 | 14,864.25 |
| 5043806315 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | Extensions Snacks 23-24 | 825.00 | 825.00 |
| 5043806316 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program | 16,842.25 | 16,842.25 |
| 5043806332 | 11/29/2023 | Amazon Capital Services | 1 | 1 | 620-4700 | Cafeteria Supplies | 394.12 | 728.13 |
| 5043806358 | 12/14/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | Extensions Snacks 23-24 NOV 23 | 562.50 | 562.50 |
| 5043806359 | 12/14/2023 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program NOV 23 | 12,308.50 | 12,308.50 |
| 5043806362 | 12/22/2023 | U.S. BANK | 1 | 1 | 620-4700 | Statement date 12-7-23 | 123.78 | 4,427.42 |
| 5043806377 | 01/18/2024 | Conejo Valley USD | 1 | 1 | 620-4700 | Extensions Snacks 23-24 December 2023 | 412.50 | 412.50 |
| 5043806378 | 01/18/2024 | Conejo Valley USD | 1 | 1 | 620-4700 | FY 23/24 Food Service Program December 2023 | 11,139.75 | 11,139.75 |
| Total for: 620-4700 - Food Supply | | | | | | | 64,655.13 | |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--|------------|--------------------------------|---|---|-------------|---|------------------|--------------|
| 620-5200 | | Travel and Conference | | | | | | |
| VCH430000012 | 11/24/2023 | Simon, Kelly R | 1 | 1 | 620-5200 | mileage for conference | 141.21 | 141.21 |
| Total for: 620-5200 - Travel and Conference | | | | | | | 141.21 | |
| 620-5220 | | Staff Development | | | | | | |
| 5043806194 | 08/29/2023 | Morgan, Michelle R | 1 | 1 | 620-5220 | travel conference | 676.86 | 676.86 |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5220 | statement date 7-7-23 June Expenses | 709.19 | |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5220 | Statement date 8-7-23 | 10.85 | 4,482.33 |
| 5043806214 | 09/18/2023 | American Tactical Defense, LLC | 1 | 1 | 620-5220 | active shooter response training | 15,000.00 | 15,000.00 |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-5220 | acct 4246-0470-0121-1868 (9-7-23) | 857.46 | 4,984.23 |
| 5043806291 | 10/23/2023 | U.S. BANK | 1 | 1 | 620-5220 | statement date 10-9-23 | 275.00 | 3,286.94 |
| 5043806334 | 11/29/2023 | U.S. BANK | 1 | 1 | 620-5220 | Statement Date 11-7-23 | 421.59 | 1,735.52 |
| 5043806362 | 12/22/2023 | U.S. BANK | 1 | 1 | 620-5220 | Statement date 12-7-23 | 2,184.65 | 4,427.42 |
| 5043806397 | 01/30/2024 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5220 | Library Literacy Rebekah | 50.00 | 50.00 |
| Total for: 620-5220 - Staff Development | | | | | | | 20,185.60 | |
| 620-5300 | | Dues and Memberships | | | | | | |
| 5043806191 | 08/28/2023 | CA CHARTER SCHOOL ASSOC | 1 | 1 | 620-5300 | Membership SY 23-24 | 5,265.00 | 5,265.00 |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5300 | statement date 7-7-23 June Expenses | 63.28 | 4,482.33 |
| Total for: 620-5300 - Dues and Memberships | | | | | | | 5,328.28 | |
| 620-5450 | | Other Insurance | | | | | | |
| 5043806185 | 08/25/2023 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp | 5,236.23 | 7,320.00 |
| 5043806200 | 09/11/2023 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp October 2023 | 5,236.23 | 7,320.00 |
| 5043806257 | 10/10/2023 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp | 5,236.23 | 7,320.00 |
| 5043806328 | 11/20/2023 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp | 5,236.00 | 7,320.00 |
| 5043806357 | 12/14/2023 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp JAN 2024 | 5,236.00 | 7,320.00 |
| 5043806376 | 01/18/2024 | CharterSafe | 1 | 1 | 620-5450 | FY 23/24 Property/Liability and Workers Comp FEB 2024 | 5,236.00 | 7,319.00 |
| Total for: 620-5450 - Other Insurance | | | | | | | 31,416.69 | |
| 620-5501 | | Natural Gas Service | | | | | | |
| 5043806189 | 08/28/2023 | Conejo Valley USD | 1 | 1 | 620-5501 | 2022-23 UTILITIES | 1,104.48 | 17,720.88 |
| 5043806318 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-5501 | 2023-24 UTILITIES 1st Quarter | 119.59 | 35,728.91 |
| Total for: 620-5501 - Natural Gas Service | | | | | | | 1,224.07 | |

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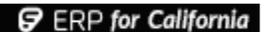
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Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|------------|--|---|---|-------------|--|-------------------|--------------|
| 620-5502 | | Electricity Service | | | | | | |
| 5043806189 | 08/28/2023 | Conejo Valley USD | 1 | 1 | 620-5502 | 2022-23 UTILITIES | 11,216.06 | 17,720.88 |
| 5043806318 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-5502 | 2023-24 UTILITIES 1st Quarter | 25,472.62 | 35,728.91 |
| Total for: 620-5502 - Electricity Service | | | | | | | 36,688.68 | |
| 620-5504 | | Water Service | | | | | | |
| 5043806189 | 08/28/2023 | Conejo Valley USD | 1 | 1 | 620-5504 | 2022-23 UTILITIES | 5,400.34 | 17,720.88 |
| 5043806318 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-5504 | 2023-24 UTILITIES 1st Quarter | 10,136.70 | 35,728.91 |
| Total for: 620-5504 - Water Service | | | | | | | 15,537.04 | |
| 620-5600 | | Repair, Maintenance Building | | | | | | |
| 5043806180 | 08/24/2023 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,650.71 | 1,650.71 |
| 5043806186 | 08/25/2023 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities AUG 23 | 15,583.55 | 15,583.55 |
| 5043806217 | 09/18/2023 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities SEP 2023 | 15,583.55 | 15,583.55 |
| 5043806237 | 09/25/2023 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,650.71 | 1,650.71 |
| 5043806238 | 09/25/2023 | DOCUMENT SYSTEMS MCP OF CALIFORNIA, INC. | | | 620-5600 | invoice number inv3653831 | 8.23 | 8.23 |
| 5043806251 | 10/02/2023 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities OCT 2023 | 15,583.55 | 15,583.55 |
| 5043806292 | 10/26/2023 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,650.71 | 1,650.71 |
| 5043806311 | 11/13/2023 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 89.16 | 89.16 |
| 5043806317 | 11/13/2023 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities NOV 23 | 15,583.55 | 15,583.55 |
| 5043806335 | 12/01/2023 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,650.71 | 1,650.71 |
| 5043806350 | 12/12/2023 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities December 2023 | 15,583.55 | 15,583.55 |
| 5043806373 | 01/11/2024 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,804.81 | 1,804.81 |
| 5043806379 | 01/18/2024 | Conejo Valley USD | 1 | 1 | 620-5600 | FY 23/24 Facilities Jan 2023 | 15,583.55 | 15,583.55 |
| 5043806398 | 02/01/2024 | CANON FINANCIAL SERVICES, INC. | 1 | 1 | 620-5600 | C-475iFZIII & IR6555i FY 2023-2024 | 1,804.81 | 1,804.81 |
| Total for: 620-5600 - Repair, Maintenance Building | | | | | | | 103,811.15 | |
| 620-5800 | | Professional/Consultation Servc | | | | | | |
| 5043806183 | 08/24/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | Selva O/T SPED 22-23 | 5,330.00 | 5,330.00 |
| 5043806184 | 08/25/2023 | ERC Funding | 1 | 1 | 620-5800 | admin fee for employee retention credit | 43,456.31 | 43,456.31 |
| 5043806190 | 08/28/2023 | GUIDED DISCOVERIES, INC. | 1 | 1 | 620-5800 | Catalina trip | 11,005.00 | 11,005.00 |
| 5043806192 | 08/28/2023 | Slater Strategies LLC | 1 | 1 | 620-5800 | Marketing contract 23-24 | 1,500.00 | 1,500.00 |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5800 | statement date 7-7-23 June Expenses | 1,016.96 | |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5800 | Statement date 8-7-23 | 32.95 | 4,482.33 |
| 5043806204 | 09/12/2023 | Mara Beck | 1 | 1 | 620-5800 | SPED - Speech Therapist | 3,127.50 | 3,127.50 |
| 5043806213 | 09/18/2023 | Aspiranet | 1 | 1 | 620-5800 | Aspiranet special ed services 23-24SY Aug 23 | 3,828.00 | |
| 5043806213 | 09/18/2023 | Aspiranet | 1 | 1 | 620-5800 | Aspiranet special ed services 23-24SY Jul 23 | 3,828.00 | 7,656.00 |
| 5043806215 | 09/18/2023 | COMPANION CORPORATION | 1 | 1 | 620-5800 | software for library 23-24 | 1,333.00 | 1,333.00 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.



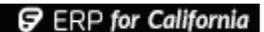
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Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|--|---|-------------|--|-----------------|--------------|
| 5043806218 | 09/18/2023 | VTA County Behav. Health C/o Fiscal Department | 1 | 620-5800 | ERSES Svcs | 613.41 | 613.41 |
| 5043806222 | 09/18/2023 | No Tears Learning Inc | 1 | 620-5800 | 1-5 Curriculum | 891.00 | 1,843.83 |
| 5043806223 | 09/18/2023 | NatureBridge | 1 | 620-5800 | Nature Bridge Yosemite 23-24 | 18,500.00 | 18,500.00 |
| 5043806226 | 09/18/2023 | Slater Strategies LLC | 1 | 620-5800 | Marketing contract 23-24 SEP 23 | 1,500.00 | 1,500.00 |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 620-5800 | acct 4246-0470-0121-1868 (9-7-23) | 313.78 | |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 620-5800 | Statement date 9-7-23 | 2,133.88 | 4,984.23 |
| 5043806228 | 09/19/2023 | ACCREDITING COMMISSION | 1 | 620-5800 | WASC Member-Intermediate annual membership 23-24 | 1,190.00 | 1,190.00 |
| 5043806229 | 09/19/2023 | Patrick Talbot CelebrateLife | 1 | 620-5800 | 8th grade ropes course | 3,500.00 | 3,500.00 |
| 5043806231 | 09/19/2023 | Next Gen Math LLC | 1 | 620-5800 | Quote H-1919 Math subscription 23-24 SY | 6,014.00 | 6,014.00 |
| 5043806242 | 09/26/2023 | California Weekly Explorer Inc | 1 | 620-5800 | invoice number 2415978 walk through fot 4/5 | 1,587.29 | 1,587.29 |
| 5043806252 | 10/02/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 620-5800 | 2023-24 VFAST Courier Services | 3,034.00 | 3,034.00 |
| 5043806255 | 10/09/2023 | Cafeteria Clearing Fund | 1 | 620-5800 | Reimb. 22-23 Bank Fees | 140.00 | 140.00 |
| 5043806260 | 10/10/2023 | Mara Beck | 1 | 620-5800 | SPED - Speech Therapist | 6,210.00 | 6,210.00 |
| 5043806262 | 10/10/2023 | ELLEN PETTY | 1 | 620-5800 | Naturalists 2023-24 CORE | 1,236.66 | |
| 5043806262 | 10/10/2023 | ELLEN PETTY | 1 | 620-5800 | Naturalists 2023-24 Homeschool | 220.00 | |
| 5043806262 | 10/10/2023 | ELLEN PETTY | 1 | 620-5800 | Naturalists 2023-24 TK | 74.00 | 1,530.66 |
| 5043806266 | 10/11/2023 | Santa Barbara Zoo | 1 | 620-5800 | fieldtrip to Santa Barbara Zoo Megan and Dendee | 536.00 | 536.00 |
| 5043806268 | 10/17/2023 | AoPS Inc Art of Problem Solving | 1 | 620-5800 | Keller/Harrison | 96.00 | 96.00 |
| 5043806269 | 10/17/2023 | Aspiranet | 1 | 620-5800 | Aspiranet special ed services 23-24SY | 4,785.00 | 4,785.00 |
| 5043806273 | 10/17/2023 | Discovery Science Center of LA Discovery Cube or Lbs Angeles | 1 | 620-5800 | 2nd grade field trip 11/15 | 473.00 | 473.00 |
| 5043806277 | 10/17/2023 | ROBERT REMEDI | 1 | 620-5800 | K1 - NATIVE CULTURE F/T P/F | 800.00 | 800.00 |
| 5043806279 | 10/17/2023 | Underwood Family Farms LP | 1 | 620-5800 | Kinder F/T | 330.00 | 330.00 |
| 5043806286 | 10/20/2023 | MobyMax Education LLC | 1 | 620-5800 | Homeschool student licensing | 1,027.11 | 1,027.11 |
| 5043806288 | 10/20/2023 | Pacific One Source Inc | 1 | 620-5800 | additional chromebooks Q-32825 licenses | 1,400.00 | 1,400.00 |
| 5043806290 | 10/20/2023 | Zoom Video Communications | 1 | 620-5800 | Contract Sept 30-Sept 29, 2024 | 1,800.00 | 1,800.00 |
| 5043806291 | 10/23/2023 | U.S. BANK | 1 | 620-5800 | statement date 10-9-23 | 328.49 | 3,286.94 |
| 5043806295 | 10/27/2023 | ELLEN PETTY | 1 | 620-5800 | CORE Naturalists 2023-24 | 1,236.66 | |
| 5043806295 | 10/27/2023 | ELLEN PETTY | 1 | 620-5800 | HS Naturalists 2023-24 | 220.00 | |
| 5043806295 | 10/27/2023 | ELLEN PETTY | 1 | 620-5800 | TK Naturalists 2023-24 | 148.00 | 1,604.66 |
| 5043806296 | 10/27/2023 | Pacific One Source Inc | 1 | 620-5800 | Google Chrome Licenses | 2,100.00 | 11,125.50 |
| 5043806298 | 10/27/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 620-5800 | ESCAPE FINANCIAL/PAYROLL FY 23-24 | 5,518.03 | 5,518.03 |
| 5043806300 | 11/01/2023 | Anti-Defamation League Shannon McGowan | 1 | 620-5800 | classroom training | 8,075.00 | 8,075.00 |
| 5043806306 | 11/07/2023 | EDCLUB, INC | 1 | 620-5800 | typing program for ms | 407.70 | 407.70 |
| 5043806307 | 11/07/2023 | Mara Beck | 1 | 620-5800 | SPED - Speech Therapist | 6,997.50 | 6,997.50 |

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ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|--------------------------------------|---|---|-------------|--|-----------------|--------------|
| 5043806308 | 11/07/2023 | Prancers Farm Inc. | 1 | 1 | 620-5800 | Marsi and Dendee fieldtrip | 684.00 | 684.00 |
| 5043806310 | 11/07/2023 | TEXTHELP Inc | 1 | 1 | 620-5800 | digital subscription for Charlie Zimmer | 80.00 | 80.00 |
| 5043806313 | 11/13/2023 | BEP Provision | 1 | 1 | 620-5800 | invoice 09102023 | 1,016.18 | 1,016.18 |
| 5043806314 | 11/13/2023 | BRAINPOP LLC | 1 | 1 | 620-5800 | Quote for 23-24 school year renewal | 3,348.40 | 3,348.40 |
| 5043806319 | 11/13/2023 | Performances to Grow On | 1 | 1 | 620-5800 | field trip for kinder deposit | 70.00 | 70.00 |
| 5043806321 | 11/13/2023 | Slater Strategies LLC | 1 | 1 | 620-5800 | Marketing contract 23-24 | 1,500.00 | 1,500.00 |
| 5043806322 | 11/13/2023 | TEXTHELP Inc | 1 | 1 | 620-5800 | digital subscription for H. Lauderback | 75.00 | 75.00 |
| 5043806324 | 11/14/2023 | Santa Barbara Adventure Co | 1 | 1 | 620-5800 | field trip for 3/13/2024 | 6,156.00 | 6,156.00 |
| 5043806325 | 11/14/2023 | Studio Channel Islands Art Center | 1 | 1 | 620-5800 | after school enrichment class | 3,680.00 | 3,680.00 |
| 5043806327 | 11/20/2023 | AoPS Inc Art of Problem Solving | 1 | 1 | 620-5800 | Ouerbacker/ Feldman | 90.00 | 166.56 |
| 5043806333 | 11/29/2023 | Chumash OAKBROOK PARK CHUMASH INDIAN | 1 | 1 | 620-5800 | fieldtrip for Kallie and Alanna | 376.00 | 376.00 |
| 5043806334 | 11/29/2023 | U.S. BANK | 1 | 1 | 620-5800 | Statement Date 11-7-23 | 852.13 | 1,735.52 |
| 5043806339 | 12/06/2023 | Aspiranet | 1 | 1 | 620-5800 | OCT 2023 | 3,828.00 | 3,828.00 |
| 5043806340 | 12/06/2023 | GUIDED DISCOVERIES, INC. | 1 | 1 | 620-5800 | Astrocamp SY 23-24 | 8,805.00 | 8,805.00 |
| 5043806343 | 12/06/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | CORE Naturalists 2023-24 | 778.33 | |
| 5043806343 | 12/06/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | HS Naturalists 2023-24 | 220.00 | |
| 5043806343 | 12/06/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | TK Naturalists 2023-24 | 74.00 | 1,072.33 |
| 5043806345 | 12/06/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | STRS & PERS 23-24 | 1,216.13 | 1,216.13 |
| 5043806346 | 12/06/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | SIS AGREEMENT FY23-24 | 7,082.51 | 7,082.51 |
| 5043806349 | 12/12/2023 | BOARD ON TRACK | 1 | 1 | 620-5800 | Membership from 01/01/2024-12/31/2024 | 5,500.00 | 5,500.00 |
| 5043806351 | 12/12/2023 | Mara Beck | 1 | 1 | 620-5800 | SPED - Speech Therapist- Nov 23 | 5,715.00 | 5,715.00 |
| 5043806352 | 12/12/2023 | Slater Strategies LLC | 1 | 1 | 620-5800 | Marketing contract 23-24 | 1,500.00 | 1,500.00 |
| 5043806353 | 12/12/2023 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | Teacher Induction: Chelsea Daley & Jessica Carrie Fisher | 5,850.00 | 5,850.00 |
| 5043806355 | 12/13/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | Naturalist 2023-24 CORE | 778.33 | |
| 5043806355 | 12/13/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | Naturalists 2023-24 HS | 220.00 | |
| 5043806355 | 12/13/2023 | ELLEN PETTY | 1 | 1 | 620-5800 | Naturalists 2023-24 TK | 74.00 | 1,072.33 |
| 5043806356 | 12/14/2023 | Aspiranet | 1 | 1 | 620-5800 | NOV 23 | 1,914.00 | 1,914.00 |
| 5043806362 | 12/22/2023 | U.S. BANK | 1 | 1 | 620-5800 | statement date 12-7-23 | 1,211.29 | 4,427.42 |
| 5043806363 | 01/08/2024 | CA Dept of Tax and Fee Admin | 1 | 1 | 620-5800 | 4th Qtr 2023 Use Tax Due | 7.94 | 117.00 |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2708052 Installation Charge | 5,152.50 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2708052 Service 06/21/23-0731/23 | 126.66 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2708052 Service 08/01/23-10/31/23 | 285.00 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Deposit for Installation | 1,494.50 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Installation / Equipment Charge | 1,139.25 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Installation Charge | 499.50 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Intercom System 01/01/24-03/31/24 | 75.00 | |

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ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|------------------------------------|------------------------------|---|---|-------------|---|-------------------|--------------|
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Intercom System 08/28/23-09/30/23 | 28.23 | |
| 5043806365 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2713452 Interecom System 10/01/23-12/31/2023 | 75.00 | 8,875.64 |
| 5043806366 | 01/08/2024 | Liminex, INC. | 1 | 1 | 620-5800 | teacher/video coferencing 12-23 thru 12-24 | 1,790.00 | 1,790.00 |
| 5043806368 | 01/08/2024 | Mara Beck | 1 | 1 | 620-5800 | SPED - Speech Therapist- Dec 23 | 4,072.50 | 4,072.50 |
| 5043806370 | 01/08/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | 2708052 Service 11/01/23-01/31/24 | 285.00 | 285.00 |
| 5043806372 | 01/11/2024 | Zoom Video Communications | 1 | 1 | 620-5800 | Contract Sept 30-Sept 29, 2024 | 24.35 | 24.35 |
| 5043806375 | 01/18/2024 | Bay Alarm Company | 1 | 1 | 620-5800 | SY 23-24 Alarm System | 694.80 | 694.80 |
| 5043806381 | 01/18/2024 | ExploreLearning, LLC | 1 | 1 | 620-5800 | online curriculum | 2,965.50 | 2,965.50 |
| 5043806383 | 01/18/2024 | Slater Strategies LLC | 1 | 1 | 620-5800 | Marketing contract 23-24 | 1,500.00 | 1,500.00 |
| 5043806385 | 01/18/2024 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | Adaptive PE Q1 Jul- Sep 2023 | 1,524.00 | 1,524.00 |
| 5043806386 | 01/18/2024 | VTA CNTY OFFICE OF EDUCATION | 1 | 1 | 620-5800 | Selpa O/T SPED Q1 Jul - Sep 2023 | 6,651.00 | 6,651.00 |
| 5043806388 | 01/22/2024 | CAROLYN RODRIGUEZ | 1 | 1 | 620-5800 | Exams - IEPs - Trainings SY 23-24 | 11,175.00 | 11,175.00 |
| 5043806392 | 01/24/2024 | U.S. BANK | 1 | 1 | 620-5800 | Statement date 1-8-24 | 632.99 | |
| 5043806392 | 01/24/2024 | U.S. BANK | 1 | 1 | 620-5800 | US Bank Statement 01-08-24 | 19.99 | 2,365.79 |
| 5043806395 | 01/30/2024 | BEP Provision | 1 | 1 | 620-5800 | invoice number 11012023 | 393.36 | |
| 5043806395 | 01/30/2024 | BEP Provision | 1 | 1 | 620-5800 | invoice number 12012023 | 180.29 | 573.65 |
| VCH430000010 | 11/17/2023 | Rusconi-Pecchi, Alanna | 1 | 1 | 620-5800 | classroom supplies | 48.99 | 406.40 |
| Total for: 620-5800 - Professional/Consultion Servic | | | | | | | 261,429.88 | |
| 620-5801 | Audit Services | | | | | | | |
| 5043806302 | 11/06/2023 | CliftonLarsonAllen LLP | 1 | 1 | 620-5801 | DISTRICT AUDIT FY 2022-2023 | 2,026.50 | 3,181.50 |
| 5043806336 | 12/01/2023 | CliftonLarsonAllen LLP | 1 | 1 | 620-5801 | DISTRICT AUDIT FY 2022-2023 | 1,060.50 | 1,060.50 |
| Total for: 620-5801 - Audit Services | | | | | | | 3,087.00 | |
| 620-5803 | Business Services Authority | | | | | | | |
| 5043806297 | 10/27/2023 | Business Services Authority | 1 | 1 | 620-5803 | FY 23-24 BSA SERVICES OCT 2023 | 99,257.00 | 99,257.00 |
| Total for: 620-5803 - Business Services Authority | | | | | | | 99,257.00 | |
| 620-5804 | Employment Fees | | | | | | | |
| 5043806203 | 09/12/2023 | Cunningham, Tamarynne J | 1 | 1 | 620-5804 | fingerprints | 68.50 | 68.50 |
| 5043806219 | 09/18/2023 | Carbon Health Medical Group | 1 | 1 | 620-5804 | TB Test SY 23-24 Aug 23 | 60.00 | 60.00 |
| 5043806239 | 09/26/2023 | Vega, Jennifer P | 1 | 1 | 620-5804 | fingerprints | 69.00 | 69.00 |
| 5043806240 | 09/26/2023 | Loitz, Martine L | 1 | 1 | 620-5804 | fingerprints | 70.50 | 229.94 |
| 5043806285 | 10/20/2023 | Carbon Health Medical Group | 1 | 1 | 620-5804 | TB Test SY 23-24 | 20.00 | 20.00 |
| 5043806337 | 12/05/2023 | Powers, Lacey E | 1 | 1 | 620-5804 | fingerprints | 84.00 | 84.00 |
| 5043806360 | 12/14/2023 | Carbon Health Medical Group | 1 | 1 | 620-5804 | TB Test SY 23-24 NOV 2023 | 140.00 | 140.00 |
| 5043806390 | 01/23/2024 | Fogg, Joni L | 1 | 1 | 620-5804 | fingerprints employee | 79.00 | 79.00 |
| 5043806396 | 01/30/2024 | Carbon Health Medical Group | 1 | 1 | 620-5804 | TB Test SY 23-24 DECEMBER | 40.00 | 40.00 |

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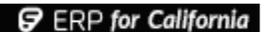
ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|-------------------------------------|-------------------------------|---|---|-------------|--|------------------|--------------|
| VCH43000020 | 02/02/2024 | Canizares Imbernon, Queru | 1 | 1 | 620-5804 | fingerprints | 79.00 | 79.00 |
| Total for: 620-5804 - Employment Fees | | | | | | | 710.00 | |
| 620-5805 | Field Trips | | | | | | | |
| 5043806341 | 12/06/2023 | Durham School Services | 1 | 1 | 620-5805 | PAC Funded Buses for 23-24 school year | 168.91 | 168.91 |
| 5043806342 | 12/06/2023 | GOLDEN LION TRANS. INC. | 1 | 1 | 620-5805 | astrocamp 23-24 sy 11/13-11/15 | 5,200.00 | 5,200.00 |
| 5043806362 | 12/22/2023 | U.S. BANK | 1 | 1 | 620-5805 | statement date 12-7-23 | 424.00 | 4,427.42 |
| 5043806380 | 01/18/2024 | Corporate Coach Charter&Tours | 1 | 1 | 620-5805 | RT bus for yosemite 2-5 thru 2-9 | 7,565.00 | 7,565.00 |
| 5043806392 | 01/24/2024 | U.S. BANK | 1 | 1 | 620-5805 | Statement date 1-8-24 | 864.96 | 2,365.79 |
| Total for: 620-5805 - Field Trips | | | | | | | 14,222.87 | |
| 620-5899 | Legal Services Box 14 | | | | | | | |
| 5043806206 | 09/12/2023 | YOUNG, MINNEY & CORR, LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES | 810.00 | 810.00 |
| 5043806264 | 10/10/2023 | YOUNG, MINNEY & CORR, LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES | 1,689.06 | 1,689.06 |
| 5043806323 | 11/13/2023 | YOUNG, MINNEY & CORR, LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES OCT 23 | 1,101.50 | 1,101.50 |
| 5043806326 | 11/20/2023 | Adams Silva & McNally LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES OCT 2023 | 87.50 | 87.50 |
| 5043806347 | 12/12/2023 | Adams Silva & McNally LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES NOV 2023 | 792.00 | 792.00 |
| 5043806354 | 12/12/2023 | YOUNG, MINNEY & CORR, LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES | 9.20 | 9.20 |
| 5043806387 | 01/18/2024 | YOUNG, MINNEY & CORR, LLP | 1 | 1 | 620-5899 | 2023-2024 LEGAL FEES | 2,346.00 | 2,346.00 |
| Total for: 620-5899 - Legal Services Box 14 | | | | | | | 6,835.26 | |
| 620-5901 | Communication Services-Phone | | | | | | | |
| 5043806198 | 08/31/2023 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 114.30 | 114.30 |
| 5043806254 | 10/05/2023 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 114.37 | 114.37 |
| 5043806303 | 11/06/2023 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 109.07 | 109.07 |
| 5043806331 | 11/28/2023 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 285.86 | 285.86 |
| 5043806374 | 01/11/2024 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 154.65 | 154.65 |
| 5043806399 | 02/01/2024 | Verizon Wireless | 1 | 1 | 620-5901 | CHILDCARE PHONE & HOT SPOTS - FY 2023-2024 | 161.67 | 161.67 |
| Total for: 620-5901 - Communication Services-Phone | | | | | | | 939.92 | |
| 620-5902 | Internet Services | | | | | | | |
| 5043806181 | 08/24/2023 | FRONTIER COMMUNICATIONS | 1 | 1 | 620-5902 | FY 2023-24 Internet Charges | 111.57 | 111.57 |
| 5043806249 | 09/28/2023 | FRONTIER COMMUNICATIONS | 1 | 1 | 620-5902 | FY 2023-24 Internet Charges | 111.57 | 111.57 |
| 5043806330 | 11/28/2023 | FRONTIER COMMUNICATIONS | 1 | 1 | 620-5902 | FY 2023-24 Internet Charges | 227.98 | 227.98 |
| 5043806393 | 01/25/2024 | FRONTIER COMMUNICATIONS | 1 | 1 | 620-5902 | FY 2023-24 Internet Charges | 111.57 | 111.57 |

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ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|---|---|-------------------------------|---|---|-------------|-------------------------------------|-------------------|--------------|
| Total for: 620-5902 - Internet Services | | | | | | | 562.69 | |
| 620-5903 | Postage | | | | | | | |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5903 | statement date 7-7-23 June Expenses | 336.77 | |
| 5043806196 | 08/29/2023 | U.S. BANK | 1 | 1 | 620-5903 | Statement date 8-7-23 | 32.63 | 4,482.33 |
| 5043806227 | 09/19/2023 | U.S. BANK | 1 | 1 | 620-5903 | acct 4246-0470-0121-1868 (9-7-23) | 174.67 | 4,984.23 |
| 5043806291 | 10/23/2023 | U.S. BANK | 1 | 1 | 620-5903 | statement date 10-9-23 | 121.20 | 3,286.94 |
| 5043806334 | 11/29/2023 | U.S. BANK | 1 | 1 | 620-5903 | Statement Date 11-7-23 | 237.37 | 1,735.52 |
| Total for: 620-5903 - Postage | | | | | | | 902.64 | |
| 620-8699 | All Other Local Revenue | | | | | | | |
| 5043806207 | 09/13/2023 | Boonstree Schettkoe | 1 | 1 | 620-8699 | Bailey Not Attending Class | 180.00 | 180.00 |
| 5043806208 | 09/13/2023 | Katherine Isaacson | 1 | 1 | 620-8699 | Discount for Teachers (Over Paid) | 120.00 | 120.00 |
| 5043806209 | 09/13/2023 | Shannon Parsons | 1 | 1 | 620-8699 | Brooklyn Not Attending Class | 120.00 | 120.00 |
| 5043806210 | 09/13/2023 | Sophia Belanger | 1 | 1 | 620-8699 | Aleksi No Longer Attending Class | 240.00 | 240.00 |
| 5043806211 | 09/18/2023 | See Jin Severns | 1 | 1 | 620-8699 | Class Refund | 80.00 | 80.00 |
| 5043806250 | 10/02/2023 | Jillian Murray | 1 | 1 | 620-8699 | Class not attended | 120.00 | 120.00 |
| 5043806280 | 10/20/2023 | Becky Gonchar | 1 | 1 | 620-8699 | Refund 1 Chaperone Fee | 292.00 | 292.00 |
| 5043806281 | 10/20/2023 | Meghan Elmore | 1 | 1 | 620-8699 | Chaperon paid extra refund | 514.00 | 514.00 |
| 5043806282 | 10/20/2023 | Veronica Aguilar | 1 | 1 | 620-8699 | Refund | 250.00 | 250.00 |
| 5043806293 | 10/27/2023 | Rayner Chi-Carrillo | 1 | 1 | 620-8699 | Not attending fieldtrips | 350.00 | 350.00 |
| Total for: 620-8699 - All Other Local Revenue | | | | | | | 2,266.00 | |
| 620-9201 | Accounts Receivable-Payroll | | | | | | | |
| 5043806361 | 12/15/2023 | Jennifer P. Vega | 1 | 1 | 620-9201 | Early Term Employee Payout | 843.72 | 843.72 |
| Total for: 620-9201 - Accounts Receivable-Payroll | | | | | | | 843.72 | |
| 620-9510 | Accounts Payable | | | | | | | |
| 5043806197 | 08/31/2023 | CliftonLarsonAllen LLP | 1 | 1 | 620-9510 | DISTRICT AUDIT FY 2022-2023 | 2,651.25 | 2,651.25 |
| 5043806302 | 11/06/2023 | CliftonLarsonAllen LLP | 1 | 1 | 620-9510 | DISTRICT AUDIT FY 2022-2023 | 1,155.00 | 3,181.50 |
| Total for: 620-9510 - Accounts Payable | | | | | | | 3,806.25 | |
| 620-9534 | Health & Welfare Ins Payable | | | | | | | |
| 5043806179 | 08/21/2023 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | AUG23 H & W INSURANCE PREMIUM | 30,267.00 | 30,267.00 |
| 5043806236 | 09/21/2023 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | SEP23 H&W INSURANCE PREMIUM | 30,267.00 | 30,267.00 |
| VCH430000006 | 10/13/2023 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | OCT23 H&W INSURANCE PREMIUM | 35,264.70 | 35,264.70 |
| VCH430000011 | 11/24/2023 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | NOV23 H&W INSURANCE PREMIUM | 34,629.70 | 34,629.70 |
| VCH430000015 | 12/22/2023 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | DEC23 H&W INSURANCE PREMIUM | 34,629.70 | 34,629.70 |
| VCH430000018 | 01/12/2024 | SELF-INSURED SCHOOLS OF CALIF | 1 | 1 | 620-9534 | JAN24 H&W INSURANCE PREMIUM | 34,629.70 | 34,629.70 |
| Total for: 620-9534 - Health & Welfare Ins Payable | | | | | | | 199,687.80 | |

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ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | | | Fund-Object | Comment | Expensed Amount | Check Amount |
|--|---------------------------------------|---|---|---|-------------|---|------------------|--------------|
| 620-9536 | Workers' Comp Ins Payable | | | | | | | |
| 5043806185 | 08/25/2023 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp | 2,083.77 | 7,320.00 |
| 5043806200 | 09/11/2023 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp October 2023 | 2,083.77 | 7,320.00 |
| 5043806257 | 10/10/2023 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp | 2,083.77 | 7,320.00 |
| 5043806328 | 11/20/2023 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp | 2,084.00 | 7,320.00 |
| 5043806357 | 12/14/2023 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp JAN 2024 | 2,084.00 | 7,320.00 |
| 5043806376 | 01/18/2024 | CharterSafe | 1 | 1 | 620-9536 | FY 23/24 Property/Liability and Workers Comp FEB 2024 | 2,083.00 | 7,319.00 |
| Total for: 620-9536 - Workers' Comp Ins Payable | | | | | | | 12,502.31 | |
| 620-9539 | Miscellaneous Deductions | | | | | | | |
| 5043806195 | 08/29/2023 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | 8/31/23 Tax Shelter Annuities | 600.00 | 600.00 |
| VCH430000004 | 09/29/2023 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | 9/30/23 Shelter Annuities | 700.00 | 700.00 |
| VCH430000009 | 11/03/2023 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | 10/31/23 Shelter Annuities | 700.00 | 700.00 |
| VCH430000014 | 12/01/2023 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | 11/30/23 Shelter Annuities | 700.00 | 700.00 |
| VCH430000017 | 12/22/2023 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | DEC 2023 TAX SHELTER ANNUITIES | 700.00 | 700.00 |
| VCH430000019 | 02/02/2024 | TAX DEFERRED SERVICES | 1 | 1 | 620-9539 | JAN 2024 TAX SHELTER ANNUITIES | 700.00 | 700.00 |
| Total for: 620-9539 - Miscellaneous Deductions | | | | | | | 4,100.00 | |
| 620-9552 | Sales Tax Payable | | | | | | | |
| 5043806363 | 01/08/2024 | CA Dept of Tax and Fee Admin | 1 | 1 | 620-9552 | 4th Qtr 2023 Use Tax Due | 109.06 | 117.00 |
| Total for: 620-9552 - Sales Tax Payable | | | | | | | 109.06 | |
| Cancelled | Professional/Consultion Servic | | | | | | | |
| 5043806261 | 10/10/2023 | Ojai Story Telling Festival Brian Bemel | 1 | 1 | Cancelled | Invoice #0000024 Kinder fieldtrip | 280.00 | 280.00 |
| Cancelled on 11/01/2023 | | | | | | | | |
| Total for: Cancelled - | | | | | | | 280.00 | |

| | Count | Amount |
|-----------|-------|--------------|
| Cancel | 1 | 280.00 |
| Net Issue | | 1,421,082.35 |

Fund Summary

| Fund | Description | Check Count | Expensed Amount |
|------|-------------|-------------|-----------------|
|------|-------------|-------------|-----------------|

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ReqPay12e

Board Report

Checks Dated 08/14/2023 through 02/07/2024

| Check Number | Check Date | Pay to the Order of | Fund-Object | Comment | Expensed Amount | Check Amount |
|--------------|------------|---------------------|-------------|---------|-----------------|--------------|
|--------------|------------|---------------------|-------------|---------|-----------------|--------------|

Fund Summary

| <u>Fund</u> | <u>Description</u> | <u>Check Count</u> | <u>Expensed Amount</u> |
|-------------|---------------------------------|--------------------|------------------------|
| 620 | Charter Enterprise | 240 | 1,008,392.39 |
| | Total Number of Checks | 240 | 1,008,392.39 |
| | Less Unpaid Sales Tax Liability | | 109.06 |
| | Net (Check Amount) | | 1,008,283.33 |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Fiscal13a

Financial Statement

| Fund 620 - Charter Enterprise | | Fiscal Year 2023/24 Through February 2024 | | | | |
|--------------------------------------|------------------------------------|--|-----------------------|---------------------|---------------------|---------------|
| Object | Description | Adopted Budget | Revised Budget | Revenue | Balance | % Rcvd |
| Revenue Detail | | | | | | |
| LCFF Revenue Sources | | | | | | |
| 8011 | Revenue Limit State Aid Curr | 1,377,997.00 | 1,470,154.00 | 727,074.00 | 743,080.00 | 49.46 |
| 8012 | Education Protection Act | 65,178.00 | 272,947.00 | 32,589.00 | 240,358.00 | 11.94 |
| 8096 | Trs In-Lieu from Property Tax | 2,249,942.00 | 2,183,447.00 | 1,091,725.00 | 1,091,722.00 | 50.00 |
| | Total LCFF Revenue Sources | 3,693,117.00 | 3,926,548.00 | 1,851,388.00 | 2,075,160.00 | 47.15 |
| Federal Revenue | | | | | | |
| 8181 | Special Education Entitlement | 75,564.00 | 75,564.00 | | 75,564.00 | |
| 8220 | Child Nutrition Programs | 64,873.00 | 66,204.00 | 23,267.21 | 42,936.79 | 35.14 |
| 8290 | All Other Federal Revenue | 25,662.00 | 25,354.00 | 6,008.18 | 19,345.82 | 23.70 |
| | Total Federal Revenue | 166,099.00 | 167,122.00 | 29,275.39 | 137,846.61 | 17.52 |
| Other State Revenues | | | | | | |
| 8520 | Child Nutrition Programs | 155,348.00 | 172,376.00 | 61,263.91 | 111,112.09 | 35.54 |
| 8550 | Mandated Cost Reimbursements | 5,977.00 | 6,438.00 | 6,438.00 | | 100.00 |
| 8560 | State Lottery Grant | 82,306.00 | 109,535.00 | 39,646.59 | 69,888.41 | 36.20 |
| 8590 | Other State | 57,383.00 | 206,913.00 | 60,539.50 | 146,373.50 | 29.26 |
| | Total Other State Revenues | 301,014.00 | 495,262.00 | 167,888.00 | 327,374.00 | 33.90 |
| Other Local Revenue | | | | | | |
| 8660 | Interest | 10,000.00 | 10,000.00 | 8,766.12 | 1,233.88 | 87.66 |
| 8699 | All Other Local Revenue | 39,400.00 | 79,000.00 | 64,391.03 | 14,608.97 | 81.51 |
| 8792 | Transfers of Apportionments Fr | 277,000.00 | 300,153.00 | 169,730.00 | 130,423.00 | 56.55 |
| | Total Other Local Revenue | 326,400.00 | 389,153.00 | 242,887.15 | 146,265.85 | 62.41 |
| | Total Year To Date Revenues | 4,486,630.00 | 4,978,085.00 | 2,291,438.54 | 2,686,646.46 | 46.03 |

| Object | Description | Adopted Budget | Revised Budget | Encumbrance | Actual | Balance | % Used |
|------------------------------|------------------------------------|-----------------------|-----------------------|--------------------|---------------------|-------------------|---------------|
| Expenditure Detail | | | | | | | |
| Certificated Salaries | | | | | | | |
| 1100 | Teacher | 1,432,480.00 | 1,544,340.00 | 615,275.79 | 849,437.91 | 79,626.30 | 55.00 |
| 1110 | Substitute Teacher | 54,020.00 | 55,925.00 | 900.00 | 25,820.00 | 29,205.00 | 46.17 |
| 1112 | Teacher Classified Sub | | | | 450.00 | 450.00- | NO BDGT |
| 1130 | Certificated Stipends | 41,200.00 | 44,700.00 | 17,916.67 | 20,091.66 | 6,691.67 | 44.95 |
| 1140 | Certificated Extra Duty | 9,550.00 | 17,634.00 | | 10,388.54 | 7,245.46 | 58.91 |
| 1200 | Certificated Pupil Support Sal | 153,912.00 | 167,179.00 | 48,104.62 | 96,666.72 | 22,407.66 | 57.82 |
| 1300 | Certificated Administrators | 248,793.00 | 261,232.00 | 107,914.35 | 153,318.37 | .72- | 58.69 |
| | Total Certificated Salaries | 1,939,955.00 | 2,091,010.00 | 790,111.43 | 1,156,173.20 | 144,725.37 | 55.29 |

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 643, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fiscal13a

Financial Statement

Fund 620 - Charter Enterprise

Fiscal Year 2023/24 Through February 2024

| Object | Description | Adopted Budget | Revised Budget | Encumbrance | Actual | Balance | % Used |
|--|----------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------|
| Expenditure Detail (continued) | | | | | | | |
| Classified Salaries | | | | | | | |
| 2100 | Instructional Aides | 295,580.00 | 299,606.00 | 24,848.41 | 157,572.41 | 117,185.18 | 52.59 |
| 2110 | Instructional Aides Sub | | | | 149.63 | 149.63- | NO BDGT |
| 2150 | Instructional Aides Overtime | 9,600.00 | 14,500.00 | | 8,321.77 | 6,178.23 | 57.39 |
| 2200 | Classified Support Salaries | 112,083.00 | 121,010.00 | 28,022.80 | 63,874.42 | 29,112.78 | 52.78 |
| 2250 | Classified Support Overtime | 1,500.00 | 1,500.00 | | 6,864.51 | 5,364.51- | 457.63 |
| 2400 | Clerical & Office Salaries | 154,419.00 | 166,578.00 | 48,176.37 | 92,819.31 | 25,582.32 | 55.72 |
| 2410 | Sub Clerical & Office Salaries | | | | 100.75 | 100.75- | NO BDGT |
| 2450 | Clerical/Office Overtime | 1,800.00 | 3,600.00 | | 1,973.23 | 1,626.77 | 54.81 |
| | Total Classified Salaries | 574,982.00 | 606,794.00 | 101,047.58 | 331,676.03 | 174,070.39 | 54.66 |
| Employee Benefits | | | | | | | |
| 3101 | STRS, Certificated Positions | 370,531.00 | 393,259.00 | 150,825.36 | 208,230.04 | 34,203.60 | 52.95 |
| 3102 | STRS, Classified Positions | | | | 350.42 | 350.42- | NO BDGT |
| 3202 | PERS, Classified Positions | 133,167.00 | 127,215.00 | 23,422.92 | 66,817.62 | 36,974.46 | 52.52 |
| 3301 | OASDI/Medicare Certificated | 28,928.00 | 30,711.00 | 11,222.20 | 16,846.40 | 2,642.40 | 54.85 |
| 3302 | OASDI/Medicare Classified | 43,905.00 | 46,216.00 | 7,628.94 | 25,125.27 | 13,461.79 | 54.36 |
| 3401 | Health/Dental/Vision Cert | 321,451.00 | 313,560.00 | 156,144.40 | 156,144.40 | 1,271.20 | 49.80 |
| 3402 | Health/Dental/Vission Class | 51,066.00 | 50,797.00 | 25,299.50 | 25,299.50 | 198.00 | 49.81 |
| 3501 | SUI Certificated | 996.00 | 1,027.00 | 385.41 | 568.64 | 72.95 | 55.37 |
| 3502 | SUI Classified | 286.00 | 303.00 | 49.95 | 165.26 | 87.79 | 54.54 |
| 3601 | Workers' Comp Certificated | 19,962.00 | 21,428.00 | 8,097.55 | 11,848.43 | 1,482.02 | 55.29 |
| 3602 | Workers' Comp Classified | 5,916.00 | 6,215.00 | 1,034.73 | 3,396.34 | 1,783.93 | 54.65 |
| | Total Employee Benefits | 976,208.00 | 990,731.00 | 384,110.96 | 514,792.32 | 91,827.72 | 51.96 |
| Books and Supplies | | | | | | | |
| 4100 | Textbooks | 9,890.00 | 18,555.00 | | 18,408.70 | 146.30 | 99.21 |
| 4300 | Materials and Supplies | 111,270.00 | 123,843.00 | 19,267.86 | 98,260.54 | 6,314.60 | 79.34 |
| 4400 | Non-Capitalized Equipment | | 11,238.00 | | 11,238.42 | .42- | 100.00 |
| 4700 | Food Supply | 158,034.00 | 167,715.00 | 99,619.74 | 64,655.13 | 3,440.13 | 38.55 |
| | Total Books and Supplies | 279,194.00 | 321,351.00 | 118,887.60 | 192,562.79 | 9,900.61 | 59.92 |
| Services and Other Operating Expenditures | | | | | | | |
| 5200 | Travel and Conference | 2,587.00 | 1,000.00 | | 141.21 | 858.79 | 14.12 |
| 5220 | Staff Development | 12,369.00 | 9,059.00 | 50.00 | 6,299.55 | 2,709.45 | 69.54 |
| 5300 | Dues and Memberships | 6,174.00 | 6,465.00 | | 5,265.00 | 1,200.00 | 81.44 |
| 5450 | Other Insurance | 62,831.00 | 62,831.00 | 10,470.31 | 52,360.69 | | 83.34 |
| 5501 | Natural Gas Service | 2,828.00 | 5,745.00 | 5,625.41 | 119.59 | | 2.08 |
| 5502 | Electricity Service | 42,420.00 | 50,860.00 | 25,387.38 | 25,472.62 | | 50.08 |

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 643, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fiscal13a

Financial Statement

| Fund 620 - Charter Enterprise | | Fiscal Year 2023/24 Through February 2024 | | | | | |
|--|--|--|-----------------------|---------------------|---------------------|-------------------|---------------|
| Object | Description | Adopted Budget | Revised Budget | Encumbrance | Actual | Balance | % Used |
| Expenditure Detail (continued) | | | | | | | |
| Services and Other Operating Expenditures (continued) | | | | | | | |
| 5504 | Water Service | 40,812.00 | 40,500.00 | 11,813.30 | 10,136.70 | 18,550.00 | 25.03 |
| 5600 | Repair, Maintenance Building | 213,717.00 | 207,503.00 | 82,663.94 | 122,643.05 | 2,196.01 | 59.10 |
| 5800 | Professional/Consultion Servic | 296,713.00 | 391,621.00 | 94,657.80 | 242,776.22 | 54,186.98 | 61.99 |
| 5801 | Audit Services | 14,140.00 | 19,793.00 | 16,705.50 | 3,087.00 | .50 | 15.60 |
| 5803 | Business Services Authority | 299,513.00 | 325,023.00 | 196,166.00 | 94,267.01 | 34,589.99 | 29.00 |
| 5804 | Employment Fees | 2,200.00 | 1,100.00 | | 710.00 | 390.00 | 64.55 |
| 5805 | Field Trips | 20,200.00 | 25,595.00 | 12,661.46 | 14,222.87 | 1,289.33- | 55.57 |
| 5899 | Legal Services Box 14 | 20,200.00 | 20,200.00 | 11,164.74 | 6,835.26 | 2,200.00 | 33.84 |
| 5901 | Communication Services-Phone | 4,937.00 | 4,816.00 | 1,309.34 | 1,950.66 | 1,556.00 | 40.50 |
| 5902 | Internet Services | 3,503.00 | 1,340.00 | 553.01 | 785.83 | 1.16 | 58.64 |
| 5903 | Postage | 1,683.00 | 604.00 | | 565.87 | 38.13 | 93.69 |
| | Total Services and Other Operating Expenditures | 1,046,827.00 | 1,174,055.00 | 469,228.19 | 587,639.13 | 117,187.68 | 50.05 |
| 6600 - 6999 | | | | | | | |
| 6900 | Depreciation | 20,820.00 | 20,820.00 | | | 20,820.00 | |
| | Total 6600 - 6999 | 20,820.00 | 20,820.00 | .00 | .00 | 20,820.00 | |
| | Total Year To Date Expenditures | 4,837,986.00 | 5,204,761.00 | 1,863,385.76 | 2,782,843.47 | 558,531.77 | 53.47 |

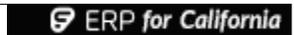
Fiscal13a

Financial Statement

| Fund 620 - Charter Enterprise | | Fiscal Year 2023/24 Through February 2024 | | |
|--|-------------------------------------|--|------------------------------|-----------------------|
| Object | Description | Beginning Balance | Year to Date Activity | Ending Balance |
| Fund Reconciliation | | | | |
| Assets | | | | |
| 9110 | Cash in County Treasury | 1,759,559.41 | 23,410.50 | 1,782,969.91 |
| 9120 | Cash in Bank Account | 500.00 | | 500.00 |
| 9140 | Cash Collections Awaiting Depo | 11,794.32 | 11,794.32- | |
| 9200 | Accounts Receivable | 547,414.72 | 547,414.70- | .02 |
| 9201 | Accounts Receivable-Payroll | | 174.92 | 174.92 |
| 9290 | Due From Other Governments | 312,379.81 | 157,028.81- | 155,351.00 |
| 9330 | Prepaid Rent | 31,110.61 | 31,110.61- | |
| 9430 | Buildings & Improvements | 270,125.25 | | 270,125.25 |
| 9435 | Accum Deprec Buildings | 76,935.08- | | 76,935.08- |
| 9440 | Equipment | 74,082.22 | | 74,082.22 |
| 9445 | Accum Deprec Equipment | 40,968.98- | | 40,968.98- |
| 9460 | Right-of-use asset | 29,639.55 | | 29,639.55 |
| 9465 | Right-of-use asset-Accum Amort | 13,770.63- | | 13,770.63- |
| | Total Assets | 2,904,931.20 | 723,763.02- | 2,181,168.18 |
| Liabilities | | | | |
| 9510 | Accounts Payable | 233,494.81 | 233,251.56- | 243.25 |
| 9530 | Summer Pay Liability | | 47,639.94 | 47,639.94 |
| 9531 | STRS Liability | | 377.20 | 377.20 |
| 9532 | PERS Liability | | 9,415.02 | 9,415.02 |
| 9534 | Health & Welfare Ins Payable | | 28,403.10- | 28,403.10- |
| 9535 | State Unemployment Insurance | 6.24 | 114.06 | 120.30 |
| 9536 | Workers' Comp Ins Payable | 9,339.03 | 5,504.65- | 3,834.38 |
| 9590 | Due to Other Governments | 22,745.00 | 22,745.00- | |
| 9650 | Deferred Revenue | 85,815.31 | | 85,815.31 |
| 9667 | Capital Leases Payable | 15,868.92 | | 15,868.92 |
| | Total Liabilities | 367,269.31 | 232,358.09- | 134,911.22 |
| | Calculated Fund Balance | 2,537,661.89 | 491,404.93- | 2,046,256.96 |
| Beginning Fund Balance | | | | |
| 9791 | Beginning Fund Balance | 2,537,661.89 | | 2,537,661.89 |
| | Beginning Fund Balance Proof | .00 | 491,404.93- | 491,404.93- |
| Change in Fund Balance - Excess Revenues (Expenditures) | | | (491,404.93) | |

Memo Only - Ending Fund Balance Accounts

| | Adopted | Revised |
|-----------------|--|---------|
| Reserves | | |
| Selection | Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 643, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y) | |



Fiscal13a

Financial Statement

Fund 620 - Charter Enterprise

Fiscal Year 2023/24 Through February 2024

Memo Only - Ending Fund Balance Accounts (continued)

| | | Adopted | Revised | | |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Reserves (continued) | | | | | |
| 9720 | Reserve for Encumbrances | | | 1,863,385.76 | 1,863,385.76 |
| Other Designations | | | | | |
| 9790 | Undesignated/Unappropriated | 997,117.00 | 1,468,496.00 | | |
| 9796 - 9799 | | | | | |
| 9796 | Capital Assets Net of Debt | 229,372.00 | 244,587.00 | | |
| 9797 | Restricted Net Assets | 317,401.00 | 597,903.00 | | |
| Total 9796 - 9799 | | <u> </u> | <u> </u> | <u> </u> | <u> </u> |
| | | .00 | | .00 | .00 |

Fiscal13a

Financial Statement

| Fund 620 - Charter Enterprise | | Fiscal Year 2023/24 Through February 2024 | | | | |
|--|-----------------------|--|--------------------|---------------|-----------------------|--------------------|
| Description | Adopted Budget | Revised Budget | Encumbrance | Actual | Budget Balance | % of Budget |
| Revenues, Expenditures, and Changes in Fund Balance | | | | | | |
| A. Revenues | 4,486,630.00 | 4,978,085.00 | | 2,291,438.54 | 2,686,646.46 | 46.03 |
| B. Expenditures | 4,837,986.00 | 5,204,761.00 | 1,863,385.76 | 2,782,843.47 | 558,531.77 | 53.47 |
| C. Subtotal (Revenue LESS Expense) | 351,356.00- | 226,676.00- | | 491,404.93- | 2,128,114.69 | |
| D. Other Financing Sources and Uses | | | | | | |
| Sources | | | | | | |
| LESS Uses | | | | | | |
| E. Net Change in Fund Balance | 351,356.00- | 226,676.00- | | 491,404.93- | 2,128,114.69 | |
| F. Fund Balance: | | | | | | |
| Beginning Balance (9791) | 1,895,246.00 | 2,537,662.00 | | 2,537,661.89 | | |
| Audit Adjustments (9793) | | | | | | |
| Other Restatements (9795) | | | | | | |
| Adjusted Beginning Balance | 1,895,246.00 | 2,537,662.00 | | 2,537,661.89 | | |
| G. Calculated Ending Balance | 1,543,890.00 | 2,310,986.00 | | 2,046,256.96 | | |
| *Components of Ending Fund Balance | | | | | | |
| Legally Restricted (9740) | | | | | | |
| Other Designations (9780) | | | | | | |
| Undesig/Unapprop (9790) | 997,117.00 | 1,468,496.00 | | | | |
| Other | 546,773.00 | 842,490.00 | | 1,863,385.76 | | |

ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 08/14/2023 - 02/07/2024

| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|-------------|--|------|---|-------------|----------------|
| B4324-00016 | VTA CNTY OFFICE OF EDUCATION | BCS | 2023-24 VFAST Courier Services | 620-5800 | 3,034.00 |
| B4324-00017 | VTA CNTY OFFICE OF EDUCATION | BCS | STRS & PERS 23-24 | 620-5800 | 5,000.00 |
| B4324-00018 | VTA CNTY OFFICE OF EDUCATION | BCS | Selpa O/T SPED 23-24 | 620-5800 | 21,510.00 |
| B4324-00019 | Adams Silva & McNally LLP | BSA | 2023-2024 LEGAL FEES | 620-5899 | 5,000.00 |
| B4324-00020 | Direct Urgent Care, Inc. | BCS | TB Test SY 23-24 | 620-5804 | 250.00 |
| B4324-00021 | Conejo Valley USD | BCS | Extensions Snacks 23-24 | 620-4700 | 4,400.00 |
| B4324-00022 | House Sanitary Supply | BCS | Janitorial Supplies 2023-24 | 620-4300 | 5,400.00 |
| B4324-00023 | STATE INDUSTRIAL PROD CORP STA TE CHEMICAL, STATE CLEANING | BCS | Custodial Supplies 23-24 | 620-4300 | 2,650.00 |
| B4324-00024 | VENTURA COUNTY OFFICE OF ED | BSA | SIS AGREEMENT FY23-24 | 620-5800 | 7,082.51 |
| B4324-00025 | Aspiranet | BCS | Aspiranet special ed services 23-24SY | 620-5800 | 16,200.00 |
| B4324-00026 | Conejo Valley USD | BCS | FY 23/24 Food Service Program | 620-4700 | 153,000.00 |
| B4324-00027 | Conejo Valley USD | BSA | 2023-24 UTILITIES | 620-5501 | 5,745.00 |
| | | | | 620-5502 | 50,860.00 |
| | | | | 620-5504 | 21,950.00 |
| B4324-00028 | Durham School Services | BCS | PAC Funded Buses for 23-24 school year | 620-5805 | 5,000.00 |
| B4324-00029 | ELLEN PETTY | BCS | All Grades Naturalists 2023-24 Site Based | 620-5800 | 19,310.00 |
| B4324-00030 | Mara Beck | BCS | SPED - Speech Therapist | 620-5800 | 62,437.50 |
| B4324-00031 | VTA County Behav. Health C/o Fiscal Department | BCS | individual counseling therapy | 620-5800 | 6,000.00 |
| B4324-00032 | VTA CNTY OFFICE OF EDUCATION | BSA | ESCAPE FINANCIAL/PAYROLL FY 23-24 | 620-5800 | 5,518.03 |
| B4324-00033 | CAROLYN RODRIGUEZ | BCS | Exams - IEPs - Trainings SY 23-24 | 620-5800 | 16,000.00 |
| B4324-00034 | Conejo Valley USD | BCS | Food for Elop Calendar- Extensions | 620-4700 | 6,000.00 |
| B4324-00035 | Business Services Authority | BCSM | FY 23-24 BSA SERVICES | 620-5803 | 295,423.00 |
| B4324-00036 | CliftonLarsonAllen LLP | BCS | DISTRICT AUDIT FY 2023-2024 | 620-5801 | 13,335.00 |
| B4324-00037 | Bay Alarm Company | BCS | SY 23-24 Alarm System | 620-5800 | 16,125.00 |
| B4324-00038 | VTA CNTY OFFICE OF EDUCATION | BCS | Adaptive PE July 23-24 | 620-5800 | 2,000.00 |
| P4323-00136 | U.S. BANK | BCS | statement date 7-7-23 June Expenses | 620-4300 | 397.98 |
| | | | | 620-5220 | 709.19 |
| | | | | 620-5300 | 63.28 |
| | | | | 620-5800 | 1,016.96 |
| | | | | 620-5903 | 336.77 |
| P4324-00010 | DEMCO, INC. | BCS | furniture for Library & Cafeteria | 620-4300 | 2,607.96 |
| | | | | 620-4400 | 7,848.85 |
| P4324-00011 | CA CHARTER SCHOOL ASSOC | BCS | Membership SY 23-24 | 620-5300 | 5,265.00 |
| P4324-00012 | Kendall Hunt Publishing Co | BCS | grade 1-5 curicullum SY 23-24 | 620-4300 | 6,751.74 |

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ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 08/14/2023 - 02/07/2024

| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|-------------|--------------------------------|-----|--|-------------|----------------|
| P4324-00013 | No Tears Learning Inc | BCS | 1-5 Curriculum | 620-4300 | 952.83 |
| | | | | 620-5800 | 891.00 |
| P4324-00014 | Amplify Education Inc. | BCS | science curricullum | 620-5800 | 2,250.00 |
| P4324-00015 | Lakeshore Equipment Company | BCS | TK classroom supplies | 620-4300 | 1,926.65 |
| | | | | 620-4400 | 2,672.38 |
| P4324-00016 | GUIDED DISCOVERIES, INC. | BCS | Catalina trip | 620-5800 | 11,005.00 |
| P4324-00017 | American Tactical Defense, LLC | BCS | active shooter response training | 620-5220 | 15,000.00 |
| P4324-00018 | Singapore Math Inc | BCS | homeschool purchase for Luxenberger | 620-4300 | 100.13 |
| P4324-00019 | U.S. BANK | BCS | Statement date 8-7-23 | 620-4300 | 1,881.72 |
| | | | | 620-5220 | 10.85 |
| | | | | 620-5800 | 32.95 |
| | | | | 620-5903 | 32.63 |
| P4324-00020 | Amazon | BCS | 1 invoice | 620-4300 | 797.36 |
| P4324-00021 | Amazon | BCS | 1 invoice | 620-4300 | 1,014.68 |
| P4324-00022 | Amazon | BCS | 1 invoice | 620-4300 | 1,026.54 |
| P4324-00023 | Amazon | BCS | 1 invoice | 620-4300 | 144.96 |
| P4324-00024 | Amazon | BCS | 1 invoice | 620-4300 | 662.57 |
| P4324-00025 | Amazon | BCS | 1 invoice | 620-4300 | 92.22 |
| P4324-00026 | Amazon | BCS | 1 invoice | 620-4300 | 162.51 |
| P4324-00027 | Amazon | BCS | 1 invoice | 620-4300 | 322.65 |
| P4324-00028 | Amazon | BCS | 1 invoice | 620-4300 | 949.07 |
| P4324-00029 | Amazon | BCS | 1 invoice | 620-4300 | 391.89 |
| P4324-00030 | Amazon | BCS | 6 homeschool invoices | 620-4300 | 1,657.22 |
| P4324-00031 | Amazon | BCS | 4 invoices | 620-4300 | 404.69 |
| P4324-00032 | Amazon | BCS | 9 homeschool invoices | 620-4300 | 1,279.58 |
| P4324-00033 | BRAINPOP LLC | BCS | Quote for 23-24 school year renewal | 620-5800 | 3,348.40 |
| P4324-00034 | Amplify Education Inc. | BCS | Q-281576-1 additional material | 620-4300 | 244.53 |
| | | | | 620-5800 | 101.90 |
| P4324-00035 | School Datebooks | BCS | this is for the 12 additional ordered | 620-4300 | 57.36 |
| P4324-00036 | MobyMax Education LLC | BCS | Homeschool student licensing | 620-5800 | 1,027.11 |
| P4324-00038 | Lakeshore Equipment Company | BCS | homeschool- Keller (Trelour) | 620-4300 | 324.28 |
| P4324-00039 | UTJ Holdco, Inc | BCS | TK curricullum Changes according to Quote Q-271594 | 620-4300 | 4,873.72 |
| P4324-00041 | Lakeshore Equipment Company | BCS | Berkley-Tran/Anttila | 620-4300 | 42.37 |
| P4324-00042 | Amplify Education Inc. | BCS | Q-254440-1 | 620-4300 | 3,887.39 |
| P4324-00043 | Patrick Talbot CelebrateLife | BCS | 8th grade ropes course | 620-5800 | 3,500.00 |
| P4324-00044 | NatureBridge | BCS | Nature Bridge Yosemite 23-24 | 620-5800 | 18,500.00 |
| P4324-00045 | VKIDZ DBA TIME 4 LEARNING | BCS | Tran (Ramirez) | 620-4300 | 100.00 |
| P4324-00046 | Rainbow Resource Center | BCS | Ouerbacker (Douek) | 620-4300 | 165.18 |
| P4324-00047 | VKIDZ DBA TIME 4 LEARNING | BCS | Berkley-Tran/Serota | 620-4300 | 100.00 |
| P4324-00048 | Singapore Math Inc | BCS | homeschool order for Terri/Lopez | 620-4300 | 79.12 |
| P4324-00049 | Amazon | BCS | 4 invoices | 620-4300 | 2,445.83 |

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ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 08/14/2023 - 02/07/2024

| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|-------------|---|-----|---|-------------|----------------|
| P4324-00050 | Amazon | BCS | 8 invoices | 620-4100 | 157.69 |
| | | | | 620-4300 | 3,801.03 |
| | | | | 620-4400 | 737.59 |
| P4324-00051 | Amazon | BCS | 1GFN-GCFD-GDCV | 620-4300 | 182.45 |
| P4324-00052 | Amazon | BCS | 13 x homeschool invoices | 620-4300 | 1,925.83 |
| P4324-00053 | AoPS Inc Art of Problem Solvin g | BCS | Keller/Harrison | 620-5800 | 96.00 |
| P4324-00054 | Pacific One Source Inc | BCS | additional chromebooks Q-32825 | 620-4300 | 10,425.50 |
| P4324-00055 | Amazon | BCS | 6 invoices | 620-4300 | 1,644.12 |
| P4324-00056 | Moving Beyond the Page | BCS | Ouerbacker/Douek Family | 620-4300 | 148.68 |
| P4324-00057 | TEXHELP Inc | BCS | digital subscription for H. Lauderback | 620-5800 | 75.00 |
| P4324-00058 | Lexia Learning Systems LLC | BCS | additional lexia licenses | 620-4100 | 2,310.00 |
| P4324-00059 | Moving Beyond the Page | BCS | Berkley-Tran/ Itzkovich | 620-4300 | 233.89 |
| P4324-00060 | ACCREDITING COMMISSION | BCS | WASC Member-Intermediate annual membership 23-24 | 620-5800 | 1,190.00 |
| P4324-00061 | California Weekly Explorer Inc | BCS | invoice number 2415978 walk through fot 4/5 | 620-5800 | 1,587.29 |
| P4324-00062 | U.S. BANK | BCS | acct 4246-0470-0121-1868 (9-7-23) | 620-4300 | 126.80 |
| | | | | 620-4700 | 26.00 |
| | | | | 620-5220 | 857.46 |
| | | | | 620-5800 | 313.78 |
| P4324-00063 | U.S. BANK | BCS | Statement date 9-7-23 | 620-5903 | 174.67 |
| | | | | 620-4300 | 1,020.67 |
| | | | | 620-4700 | 330.97 |
| P4324-00065 | KIWI CRATE, INC. | BCS | Keller/ Hisel Family | 620-5800 | 2,133.88 |
| | | | | 620-4300 | 134.01 |
| | | | | 620-4300 | 263.23 |
| P4324-00066 | Rainbow Resource Center | BCS | BerkleyTran/Jennings | 620-4300 | 263.23 |
| P4324-00067 | Teacher Synergy, LLC TeachersP ayTeachers | BCS | Teri Keller enrichment class | 620-5800 | 20.00 |
| P4324-00068 | UTJ Holdco, Inc | BCS | TK curriculum Changes according to Quote Q-271594 | 620-4100 | 4,077.33 |
| | | | | 620-4300 | 883.29 |
| P4324-00069 | PEPPERDINE UNIVERSITY | BCS | invoice #1002 | 620-5800 | 130.00 |
| P4324-00070 | DOCUMENT SYSTEMS MCP OF CALIFO RNIA, INC. | BCS | invoice number inv3653831 | 620-5600 | 8.23 |
| P4324-00071 | Amazon | BCS | 3 invoices | 620-4300 | 899.07 |
| P4324-00072 | KIWI CRATE, INC. | BCS | Ouerbacker/Gossett | 620-4300 | 72.88 |
| P4324-00073 | KIWI CRATE, INC. | BCS | Berkley-Tran/Sheli | 620-4300 | 134.01 |
| P4324-00074 | Amazon | BCS | 4 homeschool invoices | 620-4300 | 394.30 |
| P4324-00075 | GOLDEN LION TRANS. INC. | BCS | astrocamp 23-24 sy 11/13-11/15 | 620-5805 | 5,200.00 |
| P4324-00076 | GOLDEN LION TRANS. INC. | BCS | catalina trip 2/28 to 3/1/24 | 620-5805 | 3,600.00 |
| P4324-00077 | Scholastic, Inc | BCS | Invoice number M74281916 | 620-4300 | 131.73 |
| P4324-00078 | Scholastic, Inc | BCS | invoice number M74289117 | 620-4300 | 138.37 |
| P4324-00079 | Ojai Story Telling Festival Br ian Bemel | BCS | Invoice #0000024 Kinder fieldtrip | 620-5800 | 280.00 |
| P4324-00080 | Amazon | BCS | 1 invoice | 620-4300 | 308.81 |
| P4324-00081 | Amazon | BCS | 1 invoice | 620-4300 | 294.52 |

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ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 08/14/2023 - 02/07/2024

| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|-------------|--|-----|---|-------------|----------------|
| P4324-00082 | Express Readers Inc | BCS | print curricullum QUO-000330 | 620-4100 | 1,857.87 |
| P4324-00083 | Amazon | BCS | 1 Homeschool Invoice | 620-4300 | 29.97 |
| P4324-00084 | No Tears Learning Inc | BCS | TK Curicullum | 620-4300 | 338.33 |
| P4324-00085 | Amazon | BCS | 3 invoices | 620-4300 | 802.89 |
| P4324-00086 | Amazon | BCS | 1 invoice | 620-4300 | 329.83 |
| P4324-00087 | Amazon | BCS | 1 invoice | 620-4300 | 169.76 |
| P4324-00088 | Amazon | BCS | 1 invoice | 620-4300 | 58.18 |
| P4324-00089 | GUIDED DISCOVERIES, INC. | BCS | t shirts and sweatshirts for astrocamp 23-24. | 620-4300 | 345.00 |
| P4324-00090 | Amazon | BCS | 3 x Homeschool Invoices | 620-4300 | 214.41 |
| P4324-00091 | Raptor Technologies | BCS | labels for raptor machine | 620-4300 | 220.00 |
| P4324-00092 | Durham School Services | BCS | bus will be reimbursed by TO civic center | 620-5805 | 594.21 |
| P4324-00093 | Corporate Coach Charter&Tours | BCS | RT bus for yosemite 2-5 thru 2-9 | 620-5805 | 7,565.00 |
| P4324-00094 | EDCLUB, INC | BCS | typing program for ms | 620-5800 | 407.70 |
| P4324-00095 | Zoom Video Communications | BCS | Contract Sept 30-Sept 29, 2024 | 620-5800 | 1,824.35 |
| P4324-00096 | Discovery Science Center of LA Discovery Cube of Los Angele | BCS | 2nd grade field trip 11/15 | 620-5800 | 473.00 |
| P4324-00097 | Santa Barbara Zoo | BCS | fieldtrip to Santa Barbara Zoo Megan and Dendee | 620-5800 | 536.00 |
| P4324-00098 | Amazon | BCS | 5 invoices for credit memos | 620-4300 | 11.41 |
| P4324-00099 | Amazon | BCS | 1x homeschool invoice | 620-4300 | 124.42 |
| P4324-00100 | Durham School Services | BCS | RT bus for 2nd grade FT | 620-5805 | 638.71 |
| P4324-00101 | U.S. BANK | BCS | statement date 10-9-23 | 620-4300 | 1,299.02 |
| | | | | 620-5220 | 200.00 |
| | | | | 620-5800 | 238.49 |
| | | | | 620-5903 | 76.00 |
| P4324-00102 | U.S. BANK | BCS | statement date 10-9-23 | 620-4300 | 1,263.23 |
| | | | | 620-5220 | 75.00 |
| | | | | 620-5800 | 90.00 |
| | | | | 620-5903 | 45.20 |
| P4324-00103 | VTA CNTY OFFICE OF EDUCATION | BCS | Training for Rebekah 11/7/23 | 620-5220 | 50.00 |
| P4324-00104 | Amazon | BCS | 3 invoices and 1 credit memo | 620-4300 | 457.36 |
| P4324-00105 | Amazon | BCS | 2 x Homeschool Invoices | 620-4300 | 171.57 |
| P4324-00106 | DEMCO, INC. | BCS | chairs for cafeteria | 620-4300 | 1,018.76 |
| P4324-00107 | GOLDEN LION TRANS. INC. | BCS | Bus for 4/5 trip to Santa Barbara | 620-5805 | 2,300.00 |
| P4324-00108 | Anti-Defamation League | BCS | classroom training | 620-5800 | 8,075.00 |
| P4324-00109 | TEXTHELP Inc | BCS | digital subscription for Charlie Zimmer | 620-5800 | 80.00 |
| P4324-00110 | Amazon | BCS | 4 invoices. | 620-4300 | 823.39 |
| P4324-00111 | Performances to Grow On | BCS | field trip for kinder | 620-5800 | 280.00 |
| P4324-00112 | Prancers Farm Inc. | BCS | Marsi and Dendee fieldtrip | 620-5800 | 684.00 |
| P4324-00113 | Durham School Services | BCS | field trip to santa barbara zoo Megan | 620-5805 | 697.45 |
| P4324-00114 | Santa Barbara Adventure Co | BCS | field trip for 3/13 4/5 | 620-5800 | 6,156.00 |

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| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|-------------|--------------------------------------|-----|---|-------------|----------------|
| P4324-00115 | Studio Channel Islands Art Ce nter | BCS | after school enrichment class | 620-5800 | 3,680.00 |
| P4324-00116 | Amazon | BCS | 1x Homeschool Invoice | 620-4300 | 143.46 |
| P4324-00117 | AoPS Inc Art of Problem Solvin g | BCS | Ouerbacker/ Feldman | 620-4300 | 76.56 |
| | | | | 620-5800 | 90.00 |
| P4324-00118 | Amazon | BCS | 3 Invoices | 620-4300 | 536.18 |
| P4324-00119 | BEP Provision | BCS | invoice 09102023 | 620-5800 | 1,016.18 |
| P4324-00120 | Amazon | BCS | 5 invoices | 620-4300 | 647.44 |
| P4324-00121 | Amazon | BCS | 16TH-P334-PNHH Lap Top and Classroom Supplies | 620-4300 | 199.58 |
| | | | | 620-4400 | 717.19 |
| P4324-00122 | Amazon | BCS | 4 invoices1 credit memo | 620-4300 | 334.01 |
| | | | | 620-4700 | 394.12 |
| P4324-00123 | Chumash OAKBROOK PARK CHUMASH INDIAN | BCS | fieldtrip for Kallie and Alanna | 620-5800 | 376.00 |
| P4324-00124 | Amazon | BCS | 5 Amazon invoices | 620-4300 | 651.60 |
| P4324-00125 | U.S. BANK | BCS | statement date 11-7-23 | 620-4300 | 99.00 |
| | | | | 620-5800 | 563.90 |
| | | | | 620-5903 | 237.37 |
| P4324-00126 | U.S. BANK | BCS | statement date 11-7-23 | 620-4300 | 125.43 |
| | | | | 620-5220 | 421.59 |
| | | | | 620-5800 | 288.23 |
| P4324-00127 | VTA CNTY OFFICE OF EDUCATION | BCS | teacher induction | 620-5800 | 5,850.00 |
| P4324-00128 | Pacific One Source Inc | BCS | 20 additional chromebooks Q-34838 | 620-4300 | 5,172.75 |
| P4324-00129 | BOARD ON TRACK | BCS | Membership from 01/01/2024-12/31/2024 | 620-5800 | 5,500.00 |
| P4324-00130 | Amazon | BCS | 5 invoices and 1 credit memo | 620-4300 | 912.33 |
| P4324-00131 | Liminex, INC. | BCS | teacher/video coferencing 12-23 thru 12-24 | 620-5800 | 1,790.00 |
| P4324-00132 | Amazon | BCS | 4 invoices and 1 credit memo | 620-4300 | 259.32 |
| P4324-00134 | Mystery Science Inc | BCS | Mystery Science | 620-5800 | 1,495.00 |
| P4324-00135 | ExploreLearning, LLC | BCS | online curricullum | 620-5800 | 2,965.50 |
| P4324-00136 | U.S. BANK | BCS | statement date 12-7-23 | 620-4300 | 355.01 |
| | | | | 620-5220 | 1,000.00 |
| | | | | 620-5800 | 1,191.30 |
| | | | | 620-5805 | 424.00 |
| P4324-00137 | U.S. BANK | BCS | Statement date 12-7-23 | 620-4300 | 128.69 |
| | | | | 620-4700 | 123.78 |
| | | | | 620-5220 | 1,184.65 |
| | | | | 620-5800 | 19.99 |
| P4324-00138 | Amazon | BCS | 3 invoices | 620-4300 | 160.97 |
| P4324-00139 | Amazon | BCS | 1 invoice | 620-4300 | 52.04 |
| P4324-00140 | Amazon | BCS | 4 invoices and 6 credits | 620-4300 | 592.83 |
| P4324-00141 | Singapore Math Inc | BCS | Darcie/Luxenberger | 620-4300 | 85.16 |
| P4324-00143 | Amazon | BCS | 3x invoices Homeschool curriculum | 620-4300 | 245.17 |
| P4324-00144 | Amazon | BCS | 3 invoices | 620-4300 | 869.96 |

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| PO Number | Vendor Name | Loc | Description | Fund Object | Account Amount |
|----------------------------|------------------------------|-----|---|--------------|-------------------|
| P4324-00145 | VTA CNTY OFFICE OF EDUCATION | BCS | Library Literacy Rebekah | 620-5220 | 50.00 |
| P4324-00146 | BEP Provision | BCS | invoice number 11012023 | 620-5800 | 393.36 |
| P4324-00147 | BEP Provision | BCS | invoice number 12012023 | 620-5800 | 180.29 |
| P4324-00148 | U.S. BANK | BCS | Statement date 1-8-24 | 620-4300 | 241.88 |
| | | | | 620-5800 | 632.99 |
| | | | | 620-5805 | 864.96 |
| P4324-00149 | U.S. BANK | BCS | US Bank Statement 01-08-24 | 620-4300 | 605.97 |
| | | | | 620-5800 | 19.99 |
| P4324-00150 | Mel Science U S LLC | BCS | Darcie/Feldman 3-month curriculum sub | 620-4300 | 125.16 |
| P4324-00151 | Singapore Math Inc | BCS | Ouerbacker/Corbin Family Book Order | 620-4300 | 91.16 |
| P4324-00152 | Amazon | BCS | 7 invoices | 620-4300 | 1,775.85 |
| P4324-00153 | Amazon | BCS | 11x amazon invoices for homeschool familie curr | 620-4300 | 1,631.62 |
| P4324-00154 | VTA CNTY OFFICE OF EDUCATION | BCS | teacher induction | 620-5800 | 500.00 |
| Total Number of POs | | | | 164 | |
| | | | | Total | 993,867.15 |

Fund Recap

| Fund | Description | PO Count | Amount |
|------|--------------------|-------------------------------|-------------------|
| 620 | Charter Enterprise | 1 | 2,524.18 |
| | | Total Fiscal Year 2023 | 2,524.18 |
| 620 | Charter Enterprise | 163 | 991,342.97 |
| | | Total Fiscal Year 2024 | 991,342.97 |
| | | Total | 993,867.15 |

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Kami Brown <kami.brown@bridgescharter.org>

Your monthly spending summary

1 message

amazon.com <no-reply@amazon.com>
To: kami.brown@bridgescharter.org

Tue, Feb 6, 2024 at 11:03 PM



Dear Amazon Business Customer,

Here's what your organization spent on Amazon Business from 1/1/2024 through 1/31/2024.

Numbers shown as of 2/7/2024

| | |
|----------------------------|---|
| Total spend ¹ | \$9,905.84 |
| Total savings ² | \$29.55 Explore savings |
| Number of orders | 82 |
| Average spend per order | \$120.80 |

With Business Prime, you could have additional shipping savings. Sign up for [Business Prime](#) today.

You can access this information with more details on Amazon Business Analytics.

[Go to Business Analytics](#)

Thanks for choosing Amazon Business.

¹Total spend is the sum of all orders placed on your organization's business account in the time period.

²Total savings is an aggregate of Shipping savings (only for Business Prime members) & Price savings (Business pricing discounts, Quantity discounts, Progressive discounts and Custom Price discounts)

Please note: This email message was sent from a notification-only address that cannot accept incoming email. Please do not reply to this email.

2/7/24, 9:48 AM

Bridges Charter School - Board Meeting - Agenda - Monday February 12, 2024 at 6:15 PM
Bridges Charter School mail - Four monthly spending summary

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Bridges Charter School Personnel Report Feb. 12, 2024

Certificated

Certificated Employment:

Berkley-Tran, Michelle, Homeschool Teacher Student Based FTE 08/18/2022
 Campbell, Amy: Resource Teacher 1 FTE 08/12/2022
 Chisum, Megan: Teacher #62 1 FTE 08/12/2022 Grade 2
 Daley, Chelsea: Teacher #77 1 FTE 07/01/2023 Grade 4/5
 Delgado, Norma: Teacher #101 1 FTE 08/01/2022
 Fischer, Jess: Teacher #34 1 FTE 08/12/2022 Middle School
 Keller Teri Homeschool Teacher Student Based FTE 08/18/2022
 Gore, Marsi: Teacher #33 1 FTE 08/12/2022 Grade 1
 Harris, Jeff: RTI Coordinator #104 1 FTE 08/01/2022
 Holder, Carmen: Teacher #7 1 FTE 08/12/2022 Kindergarten
 Isaacson, Katherine: Teacher #6 1 FTE 08/12/2022 Grade 3
 Lopez, Sarena: Teacher #12 1 FTE 08/12/2022 Grade 4/5
 Eskilson, Taylor: Teacher #40 1 FTE 08/12/2022 Grade 4/5
 McCarthy, Cindy: Assistant Director #74 1 FTE 07/01/2022
 Morgan, Michelle: School Counselor #98 .6875 FTE 07/01/2022
 Moss, Dendee: Teacher #13 1 FTE 08/12/2022 Grade 2
 Ornstein, Laura: Teacher #73 1 FTE 08/12/2022
 Ouerbacker, Darcie: Homeschool Teacher Student Based FTE 08/18/2022
 Rusconi-Pecchi, Alanna: Teacher #3 1 FTE 08/12/2022 Grade 1
 Sanders, John: Teacher #42 1 FTE 08/12/2022 Middle School
 Simon, Kelly: Director #1 1 FTE 07/01/2022
 Stifel, Skye: School Psychologist #118, .1 FTE 07/01/2022
 Villalpando, Tracy: Teacher #4, 1 FTE 08/18/2022

Certificated Employment by Employment Code 80021.1(b): Special Education Teaching Credential

Certificated Resignations:

Certificated Change in Hours:

Classified

Classified Employment

Beard, Lindsay: PE Specialist #30 1 FTE 8/18/2022
 Brown, Kami: Administrative Coordinator #20 1 FTE 08/18/2022
 Canizares-Imbernon, Quero- Homeschool Specialist #133 0.18750FTE 01/22/24
 Cayce, Katherine: Instructional Aide #126 .2250 FTE 09/11/2023
 Cayce, Katherine: Homeschool Specialist #140 .0500 FTE 09/11/2023
 Douglas, Hafiza: Office Assistant/Health Tech, #128 .86250 FTE 08/08/2022
 Evans, Cody: IT Specialist # 137 0.31250 FTE 01/01/2023

Fogg, Joni: Childcare Assistant #119 0.5 FTE 01/08/2024
 Freedman, Emily: Homeschool Specialist #134 .0375FTE 09/11/2023
 Gughan, Ryan: Music Specialist #93 .38750 FTE 01/03/2023
 Gaughann, Ryan: Homeschool Specialist #113 .06250 FTE 01/03/2023
 Hinricher, Justyn: Childcare Leader #82 0.875 FTE 08/18/2022
 Giegel, Jennifer: Childcare assistant #68 0.28125FTE 05/15/2023
 Giegel, Jennifer: Instructional Aide #127 0.53125FTE 05/15/2023
 Koski, Courtney: Instructional AIDE #88 .6250 FTE 08/18/2022
 Lyden, Amy: Food Service Assistant, #109 0.43125 FTE 08/10/23
 Marcinko, McKenzie: Instructional Assistant # 120 0.6250 10/06/2022
 Nelson, Jeanette: Cafeteria Support #107 .78750 FTE 08/18/2022
 Parades, Veronica: Office Assistant #57 .81875 FTE 12/14/22-
 Paz, Juliana: Custodian #17 .8750 FTE 08/01/2022
 Paz, Julio: Custodian #18 .75 FTE 08/01/2022
 Pollard, Summer EL Liaison #122 .640 FTE 08/18/2022
 Powers, Lacey- Homeschool Specialist # 142 0.03750 FTE 11/27/2003
 Richmond, Fawnne: #105 Office Assistant Homeschool .20 FTE 08/17/2023
 Ryan, Colleen: Instructional Aide #121 .63125 FTE 08/18/2022
 Schletewitz, Rebekah: Library Specialist #23 .30 FTE 08/18/2022
 Schletewitz, Rebekah: Homeschool Specialist #111 .1 FTE 08/18/2022
 Schletewitz, Rebekah: Art Specialist #56 0.6 FTE 08/18/2022
 Selim, Cori: Homeschool Specialist # 131 .075 FTE 08/18/2022
 Uh, Maria: Instructional Assistant #124 0.56250 FTE 01/08/2024
 VanHorn, Darla: Instructional Aide #64 .5750 FTE 08/18/2022

Classified Resignations:

Cunningham, Rynne: Childcare Leader #82 .38540 FTE 08/28/2023
 Vega, Jennifer: Childcare Leader #139 .4250 FTE 12/15/2023
 Loitz, Martine: Homeschool Specialist #133 .20625 FTE 012/20/2023
 Giegel, Jennifer: Childcare assistant #68 0.28125FTE 02/9/2024
 Giegel, Jennifer: Instructional Aide #127 0.53125FTE 02/9/2024

Classified Terminations:

Coversheet

CLA's Audit Services Agreement

Section: VII. Business and Operations
Item: A. CLA's Audit Services Agreement
Purpose: Vote
Submitted by:
Related Material: Statement of Work - Audit Services - Bridges.pdf



CliftonLarsonAllen LLP
<https://www.claconnect.com>

Statement of Work - Audit Services

January 31, 2024

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated January 31, 2024, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and BRIDGES Charter School ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2024.

Taylor Ulrich is responsible for the performance of the audit engagement.

Scope of audit services

We will audit the financial statements of BRIDGES Charter School, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2024.

- Statement of financial position
- Statement of activities
- Statement of functional expenses
- Statement of cash flow

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole:

- Schedule of average daily attendance
- Schedule of instructional time
- Reconciliation of the annual financial and budget report with the audited financial statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

- LEA organization structure

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinions.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

We will issue a written report upon completion of our audit of your financial statements.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

We will also provide a report (which does not include an opinion) on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements, as required by *Government Auditing Standards*. The report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit conducted in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*; however, that the audit does not provide a legal determination of the entity's compliance. The paragraph will also state that the report is not suitable for any other purpose.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls - Management override refers to the ability of management and/or those charged with governance to manipulate accounting records and prepare fraudulent financial statements by overriding these controls, even where the controls might otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity the risk is nevertheless present in all entities. Due to the unpredictable way in which such override could occur, it is a risk of material misstatement due to fraud and thus a significant risk.
- Revenue Recognition - Revenue recognition is dependent on the particular facts and circumstances of revenue streams within an organization. Because of the potential for manipulation of revenue recognition, audit standards require the presumption the risk of fraud exists in revenue recognition.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS and *Government Auditing Standards*. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*. An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

You are responsible for the design, implementation, and maintenance of effective internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met. You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered. You are responsible for taking timely and appropriate steps to remedy any fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we may report.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers); (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

Management is responsible for the preparation of the supplementary information in accordance with U.S. GAAP or in accordance with the requirements of the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to to California Department of Education, California State Controller's Office, or the County Office of Education, or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the to California Department of Education, California State Controller's Office, or the County Office of Education. If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are outlined in the table below:

| Service | Fee |
|-----------------------------------|------------|
| Financial Statement Audit | \$10,400 |
| Preparation of the 990 Tax Return | 2,300 |

We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (5%) of all professional fees billed. Our fee is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher.

Professional fees will be billed as follows:

| Progress bill to be mailed on | Amount to be billed |
|---|------------------------------|
| Upon execution of the SOW (estimated Feb/Mar) | 30% of our professional fees |
| Upon the commencement of interim substantive procedures (estimated Jun/Jul) | 30% of our professional fees |
| Upon the commencement of final substantive procedures (estimated Sep/Oct) | 30% of our professional fees |
| Final billing (estimated Dec/Jan) | 10% of our professional fees |

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of BRIDGES Charter School.

CLA
CLA

Client
BRIDGES Charter School



Taylor Ulrich, Signing Director

Kelly Simon, Director

Coversheet

Caseload Waiver

Section: XI. Special Education
Item: A. Caseload Waiver
Purpose: Vote
Submitted by:
Related Material: 4703_001.pdf
Bridges Charter-APE (SELPA24-153A) holding copy.pdf

Resource Specialist Caseload Waiver Request, Resource Specialist Teacher Supplemental Form

This supplemental form is to be completed by the Resource Specialist.

Name: Amy Campbell

Local Education Agency and School Assignment:

Bridges Charter School

Excess Caseload Information

1. Is the information provided on the Resource Specialist Caseload Waiver Request, Administrator Supplemental Form an accurate reflection of your current assignments, personal data, full time equivalent percent (FTE%), your caseload, number of periods taught, and average number of students?

Yes No

If no, please state where these facts or numbers differ:

2. Will all students served receive all of the services called for in their individualized educational programs (IEPs)?

Yes No

Waiver Position

The California *Education Code* Section 56362(c) states that no resource specialist shall have a caseload which exceeds 28 students, per *California Code of Regulations*, Title 5, Section 3100. Regulations allow your agency to request a waiver of the *Education Code* providing certain conditions are met, and that in no circumstance may your caseload be raised to above 32 students.

Please indicate your position regarding this waiver below:

I AGREE to an increase of my student caseload from 28 to not more than 32 students.

Yes No

I DISAGREE to an increase of my caseload of 28 students.

Yes No

If disagreeing, please provide information about the reasons why:

I hereby certify that the information provided on this application is true and correct.

Please initial: AC

Date initialed: 12/1/23

Telephone Number and Extension: 805-455-4118

Print

Reset Form

California Department of Education
Revised 11-30-2018

Resource Specialist Caseload Waiver Request, Administrator Supplemental Form

This supplemental form is to be completed by the Administrator.

Name of Special Education Local Plan Area (SELPA) and Local Education Agency

(LEA): *Bridges Charter School*

Name of Resource Specialist:

Amy Campbell

School /LEA Assignment:

Bridges Charter School

Resource Specialist's Status (Such as Permanent, Temporary, Probation...):

Permanent

Resource Specialist's Caseload Information

Number of students prior to caseload increase:

28

Number of students after caseload increase:

30

Resource Specialist's Full time Equivalent (FTE%):

1.0

Number of periods or hours (please specify) taught by the Resource Specialist:

7.5 per day

Average number of students taught per hour:

4

Instructional Aide Time

Note: At least 5 hours of aide time is required when the caseload is over 28, per California Code of Regulations (CCR), Title 5, Section 3100(d)(2).

Amount of Instructional Aide time hours to be provided to this resource specialist with this waiver:

5+

Extraordinary Fiscal and/or Programmatic Conditions

Explain what extraordinary fiscal and/or program circumstances resulted in this request for excess caseload, per CCR, Title 5, Section 3100(d):

We have two students who transitioned from our Independent Study program who we are assessing for special education. Should they qualify, they will increase Ms. Campbell's caseload to 30.

Indicate how your plan of action to resolve these circumstances by the time the waiver expires or is denied by the State Board of Education, per CCR, Title 5, Section

3100(d)(1): Students in 5th grade on Ms. Campbell's caseload will naturally matriculate to Middle school.

Assurance

Provide assurance that the waiver will not hinder the implementation of a student's individualized educational program (IEP) for all students involved with the waiver or compliance with specified federal law, per CCR, Title 5, Section 3100(d):

All students on Ms. Campbell's caseload will receive all of the services as written in their IEP's. Ms. Campbell will provide the service minutes with support of an additional instructional aide. Ms. Campbell is a veteran teacher and has strategically grouped students in order to maximize their learning and the instruction she provides.

Administrator/Designee Name and Title:

Kelly Simon, Director 

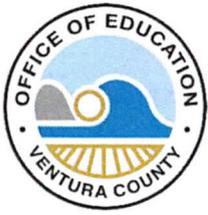
Telephone Number and Extension:

805-492-3569 x121

Date:

1/17/23





ADDENDUM TO CONTRACT

District: Bridges Charter

Contract Number: SELPA24-153 A

Contract Period: July 1, 2023 – June 30, 2024

Effective Date of Addendum: January 19, 2024

ADDENDUM TO REFLECT UPDATED CONTRACT SERVICES TO THE FOLLOWING:

This is an addendum to the total costs of Adapted Physical Education (APE) Services being provided by VCOE to the District.

Original contract estimated amount: \$1,000.00

Amount of estimated increase: \$6,102.00

New contract estimated amount: \$7, 102.00

All other original terms and conditions of the contract remain the same.

Executive Director, SELPA

Dated: 1/24/24

Executive Director, Internal Business Services

Dated: 2-5-24

Signature – District Special Education Department

Dated: _____

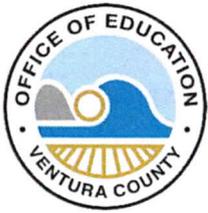
Signature – District Fiscal Department

Dated: _____

Coversheet

Approval of Contract with SELPA for APE services NTE \$7,102

Section: XI. Special Education
Item: B. Approval of Contract with SELPA for APE services NTE \$7,102
Purpose: Vote
Submitted by:
Related Material: Bridges Charter-APE (SELPA24-153A) holding copy.pdf



ADDENDUM TO CONTRACT

District: Bridges Charter

Contract Number: SELPA24-153 A

Contract Period: July 1, 2023 – June 30, 2024

Effective Date of Addendum: January 19, 2024

ADDENDUM TO REFLECT UPDATED CONTRACT SERVICES TO THE FOLLOWING:

This is an addendum to the total costs of Adapted Physical Education (APE) Services being provided by VCOE to the District.

Original contract estimated amount: \$1,000.00

Amount of estimated increase: \$6,102.00

New contract estimated amount: \$7,102.00

All other original terms and conditions of the contract remain the same.

Executive Director, SELPA

Dated: 1/24/24

Executive Director, Internal Business Services

Dated: 2-5-24

Signature – District Special Education Department

Dated: _____

Signature – District Fiscal Department

Dated: _____

Coversheet

Approval of Contract with SELPA for OT Services, NTE \$50,000

Section: XI. Special Education
Item: C. Approval of Contract with SELPA for OT Services, NTE \$50,000
Purpose: Vote
Submitted by:
Related Material: Bridges Charter-OT COTA (SELPA24-016A) holding copy.pdf



ADDENDUM TO CONTRACT

District: Bridges Charter

Contract Number: SELPA24-016A

Contract Period: July 1, 2023 – June 30, 2024

Effective Date of Addendum: January 19, 2024

ADDENDUM TO REFLECT UPDATED CONTRACT SERVICES TO THE FOLLOWING:

This is an addendum to the total costs of OT/COTA Services being provided by VCOE to the District.

Original contract estimated amount: \$ 17,690.32

Amount of estimated increase: \$32,309.68

New contract estimated amount: \$50,000.00

All other original terms and conditions of the contract remain the same.

Executive Director, SELPA

Dated: 1/24/24

Executive Director, Internal Business Services

Dated: 2-5-24

Signature – District Special Education Department

Dated: _____

Signature – District Fiscal Department

Dated: _____

Coversheet

Comprehensive School Safety Plan

Section: XV. Charter Policies
Item: A. Comprehensive School Safety Plan
Purpose: Vote
Submitted by:
Related Material: 2023-2024 School Safety Plan.pdf

BRIDGES Charter School

2023-2024

Comprehensive School Safety Plan

Plan Developed By: Bridges Charter School Leadership Team; Reviewed by the Charter Excellence Committee

Administrator: Kelly Simon, Cindy McCarthy

Teacher: Marsi Gore, Carmen Holder

Parent: Michelle Morgan

Classified Employee: Kami Brown

Law Enforcement Representative: Niki Phongpitag

Student Representative: Zara Coffey

Other: Skye Stifel

Board Meeting/Public Hearing Date: February 12, 2024

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I. Assessment of Current Status

School Description and Profile:

Bridges Charter School is a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Bridges Charter School is a K-8 learning community of learners who share the priority to provide developmentally appropriate opportunities for our students to reach their intellectual, creative, and leadership potential through learning opportunities that evoke curiosity, compassion, independence, resourcefulness, and a respect for diversity.

In the past several years, as a result of the COVID-19 pandemic, it has been necessary for our school to adapt to many different challenges. Despite these challenges, we continue to keep Whole Child education at the center of our identity. We also continue to implement Inquiry Based Learning, and we continue to see healthy Family Partnerships as a central mission of our school.

Our mission is to educate the Whole Child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students are enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for Diversity.

These core philosophies at Bridges in whole child learning, inquiry, and family integration allow our teachers to help prepare students to work in careers that have not yet been invented; to think both critically and creatively; to evaluate information, solve complex problems, communicate well as for college and careers in the 21st century, and to adapt well to the changing nature of our society.

Our educational programs are designed with the knowledge that children need to feel safe socially and emotionally in order to reach their full academic potential. In our classrooms, students have many opportunities to solve complex problems, to collaborate, and to engage in real-world interdisciplinary learning that is guided by genuine inquiry. Students also are co-creators of classroom norms and expectations, and ultimately become informed participants in the democracy of our school.

Our educational programs, school resources, and school personnel are intentionally selected in alignment to and in support of our school's vision, mission, and goals.

Vision

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

Mission Statement

Our mission is to educate the Whole Child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and a respect for diversity.

Our Goal

Bridges Charter School is committed to providing a high quality, effective, and standards-based program through the education of the whole child, whereby the individual student

Summary of School Crime Data:

Bridges Charter School Faculty and Staff reviewed data from the California Healthy Kids Survey (CHKS), student discipline records, and School Climate data on our Dashboard, alongside our Universal Monitoring surveys to assess the current status of school crime and general school safety. **Bridges Board Committees that include a committee focused on Charter Excellence, have met three times annually** to assess school data and to determine priorities for focus.

Other Data:

Every year, Bridges administers a parent survey to the families of all students that collects data about perceptions of school safety and student connectedness along with other feedback. The survey is compiled and presented to the board annually and is used for making decisions about improving both physical safety and emotional well-being of students. ~~Particularly, during the pandemic, we have monitored the social and emotional well being of our students using CHKS as well as gathering qualitative data from parents, students, and staff to determine most critical areas of student need, as well as our general education supports for students.~~

As Bridges Charter School is founded in the whole child philosophy, our classrooms have many embedded social and emotional supports. For example, students meet within their classrooms for "Circle Time" to share feelings and discuss problems with regard to social emotional dynamics at school. Our school psychologist, school counselor, and assistant director push-in to classrooms to provide additional social emotional support and conflict resolution. **Teachers and support staff are** trained annually in implementing conflict resolution strategies and restorative practices. Bridges also implements a social emotional growth curriculum, Toolbox that was implemented to help ensure systematic instruction and support for social emotional learning.

Bridges uses the California Healthy Kids Survey annually to students in grades 5 and 7 to collect data on the effectiveness of our social emotional learning curriculum and its' impact on various ages and sub groups of students. Additionally, we are in our third year of implementing ~~2021-2022 school year, we are~~ Universal Monitoring in partnership with UC Santa Barbara's School of Psychology (www.covitality.com). The data we gather from universal monitoring is used to support general education interventions and assists us in the development of a more robust multi-tiered system of support for our students and their families. Social emotional learning and whole child education is an area that we continue to invest resources in. In 2021, we increased hours for our school counselor and school psychologist, we increased our intervention staff, we increased hours for paraprofessionals in each grade level, and we hired a second full time special education teacher. **We have been able to maintain those positions in the 2023-2024 school year.**

Summary of Data

Based upon school Dashboard data, Bridges suspension rate for the 2023-2024 school year is currently **.05%**.

The data from our Healthy Kids Survey showed positive trends in the social emotional health of our students. Students in 5th and 7th grade answered that they agreed or strongly agreed about the following indicators:

Target Indicators for Grade 5 in 2023

School Environment (Feel safe at school) -- ~~92% (up 2% from 2019)~~ 100% (up 8% from 2022)
 Grownups at the School Treat Each other with Respect -- ~~100% (up 15% from 2019)~~ 100% (same as 2022)
 Students know what the rules are -- ~~100% (up 11% from 2019)~~ 100% (same as 2022)
 School teaches students how to understand how other students think and feel -- ~~96% (up 11% from 2019)~~ 100% (up from 96% from 2022)
 School helps students feel responsible for the way that they act -- ~~92% (up 22% from 2019)~~ 96% (up 4% from 2022)
 School teaches students to respect and care for one another -- ~~100% (up 10% from 2019)~~ 100% (same as 2022)

Target Indicators for Grade 7 in 2023

I feel safe at this school: ~~92% (up 2% from 2019)~~ 82% (down 10% from 2022)
 My school is usually clean and tidy -- ~~78% (up 28% from 2019)~~ 77% (down 1% from 2022)
 Teachers at this school communicate with parents about what students are expected to learn -- ~~100% (up 22% from 2019)~~

94% (down 6% from 2022)

~~Parents feel welcome to participate -- 78% (down 11% from 2019)~~

~~School staff takes parent concerns seriously -- 78% (down 8% from 2019)~~

There is a teacher or another adult on campus who cares about me: 70% (not measured in 2022)

I try hard to make sure I am good at my schoolwork -- ~~88% (up 7% from 2019)~~ 94% (up 6% from 2022)

II. Component 1 Action Plan: People and Programs

How will you create a caring and connected school climate?

It is a priority of the administration and staff at BRIDGES Charter school that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but there is also a positive school climate in all activities both in and out of the classroom.

We desire to provide an orderly, caring, and non-discriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievement.

Our administration encourages staff to teach students the meaning of equality, human diversity, mutual respect, and employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students have opportunities to voice their concerns about school policies and practices to share responsibility for solving problems that affect their school. School staff also encourages success and achievement, participation in community projects, and positive student conduct.

We promote conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Our faculty and staff receives training which implements and supports conflict resolution and alternatives to suspension (California Education Code Sections 32230- 32239, 35160, 35160.1, 44806).

Goal Statement

To thoughtfully integrate social emotional learning into our school community through a Multi-Tiered System of Support (MTSS).

Objective #1

Implement a Campus-Wide MTSS Program

| Related Activities | Resources | Person(s) Responsible | Timeline | Evaluation |
|---|------------------|--|----------|---|
| School wide events coordinated with Middle School Leadership Students | Online resources | Teachers School Psychologist School Counselor Administrators Librarian | Monthly | We have hosted 3 Friends Friday Events, a Harvest Festival, and we have plans to host 3 more Friends Fridays by the end of the school year. 50 student leaders have been selected in grades 5-8, and have received training with the Anti Defamatinon |

| | | | | |
|----------------------------|---|--|---------|----------------------------|
| | | | | League. |
| Morning Meeting and Circle | Training during staff meetings | Administration Teachers | Daily | 100% student participation |
| Parent Engagement | Staff Administration Consultants Educational Articles | Student leaders School Psychologist School Counselor Interns | Monthly | |

| Related Activities | Resources | Person(s) Responsible | Timeline | Evaluation |
|---|--|--|----------------------------------|---|
| Social Emotional Groups led by School Psychologist and Counselor | supplemental curriculum, staff | School Psychologist Counselor Classroom teachers Parents | As needed | All 4th-8th grade students |
| Toolbox Curriculum | Toolbox Social Emotional Learning Program | Teachers | As needed | 90% participation in grades K-5 |
| Family Literacy Nights | School Library Specialist and local literacy resources | Library Specialist | Monthly | Up to 60 families participate 6 offered annually |
| Universal Monitoring Surveys and Associated Classroom Interventions | Covitality Survey | Administration School Psychologist Classroom Teachers | Offered twice annually | All 3rd-8th grade students |
| Tier II Intervention Plans for Behavior and Academics | Teacher plans | Teachers, Administration | Plans designed once annually | 100% participation |
| | Tier II Resource Booket | School Psychologist | Plans re evaluated once annually | |
| | | School Counselor | | |

Objective #2 (optional)

| Related Activities | Resources | Person(s) Responsible | Timeline | Evaluation |
|--------------------|-----------|-----------------------|----------|------------|
| | | | | |

III. Component 2 Action Plan: Place

How will you create a physical environment that communicates respect for learning and for individuals? Our behavior management focuses on proactive strategies that enhance intrinsic motivation to learn and succeed. For students who need additional behavior support, we implement positive behavior plans to facilitate pro-social interactions.

In the classroom, we incorporate creative, effective teaching methods which include project-based assignments, hands-on activities, differentiation, and flexibility while meeting (and often exceeding) the Common Core State Standards, NEXT Generation Science Standards (NGSS), and Appendices.

Our K-8 school is an intentionally small, safe, and positive learning community where teachers and parents value whole child education.

Goal Statement

To create a small, safe, and positive learning community where teachers and parents value whole child education

Objective #1

To give students a variety of learning spaces within their environment to enhance intrinsic motivation and educational success.

| Related Activities | Resources | Person(s) Responsible | Timeline | Evaluation |
|---|--|---------------------------|----------|--|
| Individual Seating Choices- flexible | Standing Desks Rockers Floor Seating variety of table heights Balance Balls Couches | Teacher Administration | Daily | Visible in 100% of classrooms |
| Small Groups and Differentiated Instruction | Trained Parent Volunteers and Teachers Virtual breakout rooms | Staff, Teachers | Daily | Visible in Lesson Plans and Formal/Informal Observations |

| | | | | |
|--|------------------------------|---|----------|--------------------------|
| Hands on Inquiry Based Activities | Lesson plans Observations | Teacher | On-going | 100% participation |
| Staff Development on Supporting SEL for Students | Administration | Administration School Psychologist Counselor | Monthly | 100% Staff Participation |

Objective #2 (optional)

| Related Activities | Resources | Person(s) Responsible | Timeline | Evaluation |
|--------------------|-----------|-----------------------|----------|------------|
| | | | | |

IV. Procedures for Complying With Existing School Safety Laws

Child Abuse Reporting

Child Abuse Prevention

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Procedures for reporting child abuse shall be included in the school comprehensive safety plan. (Education Code 32282) (cf. 0450 - Comprehensive Safety Plan)

Mandated Reporters

Employees who are mandated reporters as defined by law and administrative regulation are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or healthcare provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate

agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Child Abuse Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station 2101 E. Olsen Road Thousand Oaks, CA 91360 805-654-9511 OR Ventura County Suspected Adult and Child Abuse 4245 Market Street, Suite 204 Ventura, CA 93003 805-654-3200 Fax: 805-654-5597 Police 805-494-8200

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

IV. Procedures for Complying With Existing School Safety Laws (continued)

Disaster Procedures

Bridges Charter School will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following section of this plan will outline the basic responsibilities for all staff for specific incidents.

Bridges Charter school has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, specific responsibilities for Emergency Response Teams at this school.

Suspension, Expulsion, or Mandatory Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Bridges Charter School. In creating this policy, Bridges Charter 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 that follows closely mirrors the language of Education Code Section 48900 et seq. Bridges Charter School is committed to annual review of 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 the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

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

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

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and 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 school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter 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 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, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time 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; d) during, going to, or coming from a school sponsored activity e) Cyber-bullying as per Bridges Charter School's policy.

B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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 the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.

(2) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying

i. For purposes of this clause, "cyber sexual bullying" means the

dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by

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an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property. ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. iii. Causing a reasonable student to experience substantial interference with his or her academic performance. iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

2) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not

limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3) An act of cyber sexual bullying.

i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision

whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil 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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Bridges Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Bridges Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Bridges Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

H. 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 recommendation 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or 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.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Bridges Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Bridges Charter School shall maintain records of all student suspensions and expulsions at Bridges Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Bridges Charter School as Bridges Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Bridges Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Bridges Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as

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assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Charter School for readmission.

N. Readmission

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

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with

Disabilities 1. Notification of SELPA

Bridges Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Bridges Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Bridges Charter School, the parent, and relevant members

of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Bridges Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Bridges Charter School had knowledge that the student was disabled before the behavior occurred.

Bridges Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Bridges Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If Bridges Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Bridges Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Bridges Charter School pending the results of the evaluation.

Bridges Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Procedures to Notify Teachers of Dangerous Students

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. (Pursuant to Education Code 49079)

The administration shall inform the teachers and staff annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

Education Code 48900 subdivision [except subdivision (h)] Education Code 48900.2 (sexual harassment) Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The director/teacher shall keep this information in confidence and must not further disseminate.

The director or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. The following steps will be taken:

Student will be flagged in our student data system.

Upon receipt of any new incoming Cumulative files, data will be reviewed reviewed by Administrative Staff and flagged for potentially dangerous students.

If a student is flagged, a meeting will be scheduled with assigned teacher and site administrator at the teacher's request to review any questions or concerns, and to establish support strategies as appropriate.

Teacher will sign an acknowledgement form which will be kept in student's cumulative file.

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the director or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

IV. Procedures for Complying With Existing School Safety Laws (continued)

Sexual Harassment Policy

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in the Uniform Complaint Procedures. The Director is responsible for notifying students and

parents/guardians that complaints of sexual harassment can be filed under the board policy for Uniform Complaint and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or

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sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

Board Policies can be found at the website:

<https://bridgescharter.org/about/board-of-directors>

Schoolwide Dress Code

Anyone on the Bridges campus must wear clothing that is "suitable" by covering the chest, torso, and undergarments. The administration and staff will make every effort to address any dress code concern in the least restrictive and disruptive manner.

1. Parents and students share responsibility with the school to ensure that the dress of students is not disruptive to the learning environment.
2. Shoes are always required when safety is a factor. Closed toed appropriate shoes are required for PE and shoes must be worn when outside the classroom.
3. Caps or hats may be worn in the classroom at the discretion of the teacher.
4. Sunglasses should not be worn in the classroom unless a special circumstance is noted.
5. Gang-related apparel has been determined to be hazardous to the health and safety of the school environment and therefore is not allowed. (Education Code 35183).
6. Clothing, jewelry, and personal items, such as backpacks and book bags, with language or images that are vulgar, sexually suggestive, discriminatory, obscene, libelous, contain threats, or that promote illegal or violent content such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia, are prohibited.

Repeated violations of the dress code will be dealt with through the Bridges Discipline Behavior Plan.

Procedures for Safe Ingress and Egress

Drop-off and Pick-up

- Students may be dropped-off and picked-up in the circular parking lot.
- If parents would like to park and walk their child into school or park to wait for their child at the end of the day, street parking should be utilized.
- Parents are not to drop their students off in the middle of the street in front of the school.
- Parking in the parking lot is reserved for faculty and staff only.
- There is no left turn into the parking lot from the main street Calle Bouganvilla during the hours of 7:45-8:20 and from 2:15-3:30 due to the flow of traffic.
- At least one staff member will be assisting with traffic and student safety between 8:00-8:20am and 2:45-3:05pm Parent volunteers should utilize the ample nearby street parking.
- Parents should drive slowly and conscientiously, always on the lookout for pedestrians. Speed of cars should not exceed 5mph in the parking lot.
- There are two gates on our campus. The gate nearest kindergarten will be opened for all students between 7:45-8:20am. Both gates will be closed once the school day begins at 8:20 AM for security reasons. After 8:20 AM, parents should sign in at the front office via the security system Raptor before entering the campus. All visitors and

volunteers must wear their ID badges.

- Kindergarten is released at 1 pm. All other grades are released at 2:45pm. Bridges has implemented a digital alert system for dismissing students. Students who are designated walkers by their parents are dismissed first along with students enrolled in our after school extensions program. Middle School students are dismissed collectively and must wait in the designated sidewalk beside the MPR. All other students are assigned to wait in their classrooms until their teacher receives a notification on their device that the child's ride has arrived. All children not picked up by 3:05 will go to the front office where they can call their parents. Gates are secured no later than 3:20pm.
- Parents picking students up from after-school care (Extensions) will enter through the gate near kindergarten by buzzing in or calling the Extensions office. They should wait to be escorted or met by an Extension staff member.
- Students should walk bikes, skateboards, or scooters when on campus at all times while school or any school programs are in session.

Minimizing Interruptions to the School Day

- The importance of providing students with uninterrupted instruction is essential to the learning process. Non-emergency interruptions should be limited.
- In order to provide for uninterrupted learning, the following guidelines will be followed:
- Personal phone messages to students from parents will be put in the teacher box or if necessary, delivered 5 minutes before lunch, recess or dismissal. Parents should please make arrangements for after-school activities before dropping their child off at school.
- Drop off area is located in the office. This is where you can drop off a lunch, forgotten homework assignment, jacket or other personal items. Students may then come in at recess or lunch to get the item. If needed, a note alerting the student of the item can be given to the office staff who will pass it on to the teacher.
- Parents who urgently need to speak to their child during instructional time must report to the office first and sign in. A private area may be arranged to meet with their child.
- Requests for homework for absent students should be made through the office by 11:00 AM on the day of the absence. For extended absences other than illness, parents should contact the office to request Independent Study Agreement.
- Students who are taken from the school site during the school day must be signed out in the office and called from the classroom by the office staff.
- Classroom visitation by prospective students and parents should be scheduled and approved by the administration during predetermined visitation times.
- Staff members and parents should use discretion when conversing during class time and on playground duty to keep interruptions to a minimum.
- Parents who are volunteering in classrooms need to turn off their cell phones or put them on vibrate.

Leaving Campus

No child is permitted to leave the school campus at any time during school hours unless they have permission from the office and are accompanied by an adult. Children will only be released to parents or designated caretakers as indicated on the student's emergency card unless the office is notified of other arrangements.

A Safe and Orderly Environment

An important part of our school culture is that students take responsibility for their behavior, and accept the consequences of their choices. The following community norms are in place so that all can enjoy a safe and effective learning environment:

Model mutual respect for all adults and students.

Respect school property.

Come to school ready to learn.

Put forward the best effort, every day.

Students maintain personal responsibility for adhering to the rules, policies, and procedures as outlined in student and family handbook.

The staff supports our students in meeting these expectations by:

Making expectations known and clear

Providing explicit instruction regarding how to effectively navigate and negotiate conflict

Providing guided opportunities for learning about peaceful conflict resolution when conflicts arise

Providing feedback and support as necessary

Holding students accountable for their behavior and for keeping agreements

Model for Professional Learning

- **All decisions made by administration and the Bridges Board of Directors will** remain in philosophical alignment with our Charter's Vision, Mission, and Goals
- We hire teacher leaders who are invested in professional learning so that we can become a model school for innovative, creative teaching methods in alignment with whole child education, **inquiry based learning** ~~project based learning~~, and community partnerships.
- Teachers are provided with learning opportunities that prioritize time for creative collaboration with partner teachers, progressive group discussion, and ongoing professional learning.
- We partner with other schools and universities in order to advance our own professional learning and to offer our knowledge to the wider community in support of student learning.

Visitors:

All school visitors must enter through the main office and obtain a visitor's pass to remain on school grounds. Visitors without a visible badge will be directed back to the office. One gate will be open and monitored by a Bridges staff member from 7:45am-8:00am during drop-off and from 2:40pm-3:05pm during release time. Outside of those time frames, the gates will be closed and secured.

Non-compliant Visitor:

If there is a non-compliant visitor on campus, staff will direct the person to report to the front office and meet with administration. If the visitor is non-compliant, a lockdown can be initiated and law enforcement will be contacted.

The Director, Assistant Director, or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Director, Assistant Director, or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

The Director, Assistant Director, or designee may seek the assistance of the police in managing or reporting any visitor in violation of BP1240, the Volunteer and Visitor Policy.

V. Emergency Procedures for a Medical Emergency

(Blood-Born Pathogen or Communicable Disease) CPR and First Aid

All procedures or other job-related tasks that involve an inherent potential for mucus-membrane of the skin contact with blood, body fluids, tissues, or a potential for spills or splashes of them are to follow the established Universal Precautions at all times. Use of appropriate protective measures are required for all employees engaged in these tasks.

Universal Precautions:

Barrier protection. All employees must use a barrier protection to prevent exposure with blood or other bodily fluids. Some forms of barrier protection would include:

1. Gloves.
2. Dust masks and protective eye wear.
3. Disposable smock and aprons.
4. Personal Protective Equipment (PPE) kits
 - Wash hands if they come in contact with blood or other body fluids.
 - Avoid accidental injuries. Precautions will be taken to prevent injuries caused by needles, broken glass, razor blades, or other sharp materials. These types of materials should be picked up with tongs and placed in a puncture-resistant container for disposal.
 - Avoid direct mouth-to-mouth resuscitation. Use protective mask.
 - Decontaminate all surfaces and devices after use.

Puncture-resistance containers will be carried as part of a blood or body fluid clean-up kit. These containers will be labeled "Biological Waste".

Pre-Emergency Procedures:

- Awareness of Ventura County Health Department reporting criteria regarding various communicable diseases. •

Immunization tracking following state mandated requirements.

- Follow Ventura County Health Department directives (each case will be different).

Prepare a list of non-immunized/medical fragile students, parents, and staff so they may be notified.

Immediate Action:

- Notify support services, as needed.

Communication:

- Notify school Administration.
- Notify staff, parents, and Board if appropriate.

Responding to an Opioid Crisis

Deaths from opioids have reached epidemic levels and may be preventable through the timely provision of an opioid antagonist, along with the summoning of emergency responders. Under Ed Code §49414.3, schools may provide emergency opioid antagonists to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Board of Directors shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist.

Authority

Each school may designate one or more employee volunteers to receive initial and annual refresher training, based on the standards developed regarding the storage and emergency use of opioid antagonists from the qualified person designated by an authorizing physician and surgeon. The school shall distribute a notice at least once per school year to all staff with the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to administer opioid antagonists to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind his or her offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after training.

Training:

The Executive Director should consult with organizations with expertise in administering opioid antagonists in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others. Training shall be consistent with the most recent guidelines for medication administration issued by the department and include all of the following:

- Techniques for recognizing symptoms of an opioid overdose.
- Standards and procedures for the storage, restocking, and emergency use of opioid antagonists.
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school to call 911 and contact the student's parent or guardian.
- Recommendations on the necessity of instruction and certification in cardiopulmonary

resuscitation.

Prescriptions:

The California State Public Health Officer has issued a CDPH statewide standing order to increase access to opioid antagonists (specifically naloxone hydrochloride).

Stocking & Expiration Date Tracking:

The Executive Director or designated administrator shall restock the medication no later than two weeks after it is used. Additionally, the medication shall be restocked prior to its expiration date.

Recordkeeping:

The school shall maintain records regarding the training, acquisition, and disposition of opioid antagonists for a period of three years from the date the records were created.

Liability:

Under the Good Samaritan Law, a person cannot be liable for any civil damages that result from providing of emergency care, if: the person acted in good faith, and not for compensation; the person provided either emergency medical care or nonmedical care; and the care was provided at the scene of an emergency. Under the Drug Overdose Treatment Liability Law, civil and criminal liability is eliminated for individuals that administer naloxone to someone suspected of experiencing an overdose after receiving it along with required training.

Students with Disabilities

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities (Special Education and General Education).

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

Lists of students with specific needs should be kept in the school Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid Team. Both of these teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. Additionally, teams should be aware and have on hand any needed supplies (i.e. diapering supplies, medication supplies, etc.) for students with disabilities.

Emergency Procedures for Fire

If the building is on an automatic system, sensors will detect any fires and an alarm will sound.

For buildings that are not on an automatic system, once a fire is detected by any staff member, a manual alarm will need be pulled.

In either system, once a student or staff member becomes aware of a fire, immediately notify the office.

Never attempt to fight a fire larger than a wastebasket.

If you are using a fire extinguisher, remember:

- o P – PULL safety pin from the handle
- o A – AIM at the base of the fire.
- o S – SQUEEZE the trigger handle

o S – SWEEP from side to side

If caught in a fire, when exiting the building: (1) Stay low, (2) Do not open doors hot to the touch. ?

If your clothing catches fire: STOP, DROP, and ROLL.

In case of a notification of a fire:

A. Evacuation Signal/Notifications:

1. The Director/designee will sound the signal for an evacuation due to a fire, which is an intermittently sounding bell or horn.

2. The Director/designee will call 911 for an emergency, and notify the County Fire Department (805-371-1111) for non-emergency, Director/designee and CVUSD Maintenance and Operations (805-498-4557).

B. Evacuation Procedures:

1. At the evacuation signal, employees are to evacuate their classroom following the established route to a predesignated area on the blacktop. If the blacktop is not available, students will evacuate to the large field on the N/E end of the campus.

Emergency Procedures for Fire:

- At the evacuation area, employees in charge of students are to:
- Take attendance (copy of roll sheet should be in rolling backpack)
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
- Designated office staff will check with teachers for missing students and will report to administrative staff.
- Teachers will remain with students until an "all clear" to return to class or until all students are released. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation.
- If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
- If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area. The designated triage areas will be determine at the time of the incident for Bridges Charter School.

At the Command Center, Director/Designee will:

- Command Center will be determined at the time of incident: ~~1 of 4 possible locations.~~
- Use established flowchart to organize teams.
- Verify student attendance.
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
- When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.
- Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
- Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the field.
- All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained bell or until school is closed and students are released.

Emergency Procedures for Earthquake

A. During the earthquake:

Remain calm - do not rush outside.

Initiate a "Duck and Cover":

- Move away from windows, shelves, overhead hanging objects
- Take cover under a desk, table, counter, etc.
- Hold to your cover.
- If outside, duck and cover against the nearest solid object.
- If outside, do not touch any fallen power lines.

Remain in "Duck and Cover" until all movement ceases.

After the earthquake - Before the evacuation signal:

- Be prepared for aftershocks.
- Check for injuries. Do not move the seriously injured.
- Administer first aid.
- Check the damage in your area for reporting to the Command Center, located in the School Office.
- Extinguish any small fires.
- Check for gas. If gas is smelled, do not turn lights on or off and do not light any matches.
- Make sure to shut off valve
- Contact the gas company

Evacuation Procedure:

- Teachers will determine when it is safe to evacuate to their designated area.
- Office staff will take the Crisis Response Kit and radios for communication to the Command Center.
- Designated staff members will take first aid kits assigned to them to the first aid area.
- Employees in charge of students are to take the Red Binder containing student information and reporting forms with them.

Evacuation Area:

At the evacuation area, employees in charge of students are to:

1. Take attendance (copy of roll sheet should be in rolling backpack)
2. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present)
3. Designated office staff will check with teachers for missing students and will report to administrative staff.
4. Teachers will remain with students until an "all clear" to return to class or until all students are released.
5. Each employee will check on the status of his or her "buddy" staff member. "Buddy System," is used so that one teacher may remain with an injured student and request that the neighboring teacher (buddy) supervise his/her class during the evacuation. If there are injured persons who must remain in the classroom, one buddy will remain with the injured party and the other will take all other students to the field.
6. If an injured party is in a structurally unsound location where collapse may be imminent, the injured party should be removed to a designated triage areas regardless of the injury. An adult should then remain with the injured party until moved to the first aid area.
7. The designated triage areas will be determined at the time of the incident for Bridges Charter site.

Command Center

At the Command Center, Director/designee will:

1. Command Center will be determined at the time of incident
2. Use established school flowchart to organize teams
3. Verify student attendance.
4. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
5. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.

6. Teachers and other employees assigned to schoolwide emergency duties other than the supervision of students are to report to the Command Center following evacuation to the blacktop/field.
7. Remaining teachers and other employees not assigned to schoolwide emergency duties will assume responsibility for all children on the blacktop/ field.
8. All staff and students are to remain on the blacktop/field until the "all clear" signal of a sustained Bell or until school is closed and students are released.

Command Center Responsibilities

Custodians:

1. Shut off gas, electricity, and water
2. Check for fallen power lines
3. Check that evacuation routes are open
4. Lock the gates and open emergency vehicle access gates
5. Report to the Command Center to set up, give damage report, and receive emergency assignment Command Center:

The Director/Designee:

1. Will initiate the evacuation signal.
2. Will take the communication radios, battery-powered radio, and bullhorn.

The Attendance Clerk:

1. Will take the Crisis Response Kit and all other student and staff information as needed.

The designated staff members will take the first aid supplies to the first aid area

All staff members assigned to the Command Center will report for set up and for their schoolwide emergency assignment.

Search and Rescue:

1. Search and Rescue teams are to assemble at the Command Center to be assigned their specific area to cover.
2. Teams are to take with them first aid materials and transport for injured persons
3. Teams are to take lists of any missing persons.
4. In searching their specific areas, teams are to scan for missing persons
5. Teams are to assess the situation, administer first aid as needed.
6. Injured persons are to be transported to the first aid area by some team members while the remainder of the team continues the search. Members transporting injured persons should return to their team as soon as possible.
7. After each room/area is checked, the outside door is marked with a large "X".

Medical - First Aid:

1. Staff assigned to medical are to set up the triage area.
2. Treat injured parties as per priorities on injury as to be determined by staff.
3. Complete a Student Release form for all students removed to the hospital by emergency medical personnel.
4. Complete a Student Release Form, provide status reports on the number of injured, dead, and released to the hospital to the Command Center.

Security:

1. Custodians will lock gates, doors, and generally secure the campus.
2. Aides will report to front gates to direct parents to the staging area.
3. Staff will route fire and police to areas of need.
4. Staff will route emergency medical personnel to the first aid area.

Communication Plan

- In the event of an emergency, the Director or Designee will contact media personal at VCOE as a central communication hub for communication for the media.
- Internal communication for families will be sent via the parentsquare alert system.
- Parents should refrain from calling the school or District office.
- Phone lines, if working, will be used for emergency communication. School staff will be busy responding to the emergency and preserving student safety. Please be calm.
- Please refrain from going to your child’s school unless you have received direction from the school. Traffic around the school may delay the ability of emergency responders from entering or exiting the campus. In addition, the school will be closed to all but emergency responders until the situation is resolved.
- Prepare information regarding the incident related to the school/site/district/COE

Communication Plan Roles and Responsibilities

| <u>Role</u> | <u>Name</u> | <u>Tasks</u> |
|-----------------------------|--|---|
| Team Leader | Director If not on site, then: Assistant Director School Psychologist | Overall coordination Decision making Liaison with VCOE, responding emergency crew Strategic direction Team guidance and support |
| Spokesperson | Director VCOE Public Relations Dept. | Media relations Message development Message delivery Crisis Monitoring Crisis documentation |
| Information Coordinator | Assistant Director School Psychologist School Counselor | Manage, coordinate, organize, gather, disseminate information. Monitor news outlets. Fact Check Information coverage Handle sensitive information, adhering to privacy regulations |
| Public Relations Specialist | Director | Reputation Management Stakeholder communication Message development and story telling Social media management Crisis recovery and post crisis evaluation |
| Technical Expert | Assistant Director Administrative Coordinator | Provides guidance on effective methods of communication Communicates between tech team and |

| | | |
|-----------------------------------|---|--|
| | | <p>leadership</p> <p>Ensures communication is technically accessible and up to date</p> <p>Addresses any technical issues that may arise during a crisis</p> |
| Employee Communication Liaison | Assistant Director School Psychologist | <p>Internal communications during and after a crisis</p> <p>Employee messaging</p> <p>Employee support and engagement</p> <p>Communication training and resources for employees</p> <p>Feedback analysis</p> |
| Stakeholder Engagement Specialist | Director Assistant Director School Psychologist School Counselor | <p>Evaluate communication after the crisis</p> <p>Listen to stakeholder concerns outside of organization</p> <p>Engage in conflict resolution</p> <p>Post-crisis management</p> <p>Stakeholder analysis and insights</p> |

Emergency Procedures for Facility Lockdown for Active Assailant

- School officials will ensure that staff receives training annually from law enforcement professionals in Active Assailant Preparedness. School staff is trained in Run, Hide, Fight protocols.
- Main entrances into the school grounds are to be posted with regulations regarding no trespassing and no loitering.
- All school visitors must enter directly through the front office and obtain a visitor’s pass to remain on school grounds.
- All school sites are to maintain a closed campus during working hours.

Initiation

A lockdown must be a response to a clear and present danger to the safety of students or staff at a school site. A lockdown may be initiated by one of the following:

1. Public Safety Officer
2. School Administrator or designee
3. By staff member in lieu of campus administration in the case of an immediate threat
4. If gunfire is heard on or near campus. If the gunfire is heard by other than the school administration, then that staff member must immediately dial 911, **or utilize the classroom panic buttons**, and inform the Director/designee
5. The Director/designee will verify the incident and location and if necessary, initiate the signal for “lockdown” procedures at the school site.
6. The Director/designee will notify the Sheriff’s Department (911 or 805-654-9511).
7. Upon their arrival, school administration will be under the direction of law enforcement officials.

4. Suspicious or Armed Person on Campus – No Gunfire: If a suspicious or armed person is observed on campus by anyone other than school administration, then that staff member should immediately dial 911 and inform the Director/designee and office. Lockdown procedures will be initiated if necessary.

When attempting to verify a suspicious or armed person on campus:

1. Do not draw attention to yourself.
2. Do not challenge or question the person.
3. Do not communicate in any way.
4. STAY OUT OF IT – STAY AWAY.

Office staff has been instructed that when information is received in the office of a situation requiring a lockdown, whoever receives that information, will immediately activate the school's public address system, inside and outside, announcing the lockdown. There should be no hesitation in announcing the Emergency Procedures for Facility Lockdown for Active Assailant lockdown, and the decision to call the lockdown should be made immediately by whoever receives the call to the office, and should not be delayed for the purpose of checking with Administration before announcing the lockdown.

Follow Full Lockdown, Evacuation, and Reunification Procedures under the Immediate Response Actions section.

Emergency Procedures for Assault

Immediate Action: (Note: More teachers and school personnel are injured while trying to break up fights than during any other campus crisis. If weapons are involved, call 911 immediately.)

1. Notify front office (via radio or telephone) of location and the number of students involved.
2. Walk, Do not run to the fight.
3. Do not try to break up a fight by yourself. Obtain additional help.
4. Analyze the Altercation:
 - a. Is the fight staged?
 - b. Are weapons involved?
 - c. Is the fight winding down?
 - d. Determine the aggressor(s)

Controlling the Altercation:

1. Use your presence and voice to alert of your presence.
2. Call out participants by name, if possible.
3. Give immediate directions to the participants.
4. Separate combatants and disperse onlookers.

Follow-Up:

1. Obtain medical assistance.
2. Notify appropriate school administration (they will call Sheriff, if needed).
3. Obtain names of witnesses and have those complete written statements.
4. Allow for a cooling-off period.
5. If necessary, preserve the crime scene for evidence.
6. Contact Parents and the Board

Emergency Procedures for a Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, drawings, social media posts, or phone call. The School Administrator should ensure all threats are properly assessed in accordance with School Policy.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat
2. The School Threat Assessment Team (School Psychologist, Counselor, School Administrator/s, and County Resources if needed) will conduct the threat assessment. The Sheriff's department will be notified and asked to conduct their own threat assessment.
3. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs, risk factors, stabilizing factors and potential precipitating events.
4. The Sheriff's department, along with the School Threat Assessment Team, will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Sheriff's department, along with the School Threat Assessment Team, will recommend appropriate action to the School Administrator. Suspension, expulsion, or a behavior modification plan may be necessary for participating students.
6. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and

psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

7. Administration will notify school personnel, parents/guardians, and Board of any credible threat of violence that disrupts the school day.

Emergency Procedures for Bomb Threat

It should be stressed that, although most reports indicate that explosives or bombs have been placed at a particular location prove to be nothing more than a hoax, it behooves any organization receiving the threat to consider it to be authentic until proven otherwise. The decision to evacuate the building(s) should be made by the Director or other designated person in accordance with the school policy. The signal and procedures for evacuation and search must be thoroughly understood by all members of the staff.

1. Be alert for (1) suspicious persons, (2) foreign or suspicious objects, or (3) unusual sounds.
2. Ensure that doors and access areas (i.e., boilers, storage, etc.) are locked when not in use.
3. Keep all keys secure and accounted for. Immediately replace locks for lost keys.
4. Routinely check fire exits and evacuation routes to keep them unobstructed.
5. Head Custodian will routinely check.

If you receive a bomb threat:

A. The person receiving the call should:

1. Remain calm
2. Use the school Bomb Threat Checklist pg. 145 (appendix C)
3. Keep the caller talking as long as possible and record every word
4. If possible, get the attention of the Director/designee while on the line.
5. Provide full information following the call to include the location of the bomb
6. Remain available for emergency personnel along with a copy of the Bomb Threat Checklist

B. The Director/designee should notify the proper authorities:

1. Call 911
2. Sheriff Department 805-654-9511
3. County Fire Department 805-371-1111 ext. 34
4. Board of Directors
5. **CVUSD** Maintenance and Operations 805-498-4557

C. In every instance, the dictates of law enforcement and emergency personnel will be followed.

1. The Director/designee, in collaboration with emergency personnel, will choose one of the
2. following options, keeping student and staff safety foremost:
 - a. Search the campus without an evacuation
 - b. Search the evacuation routes, evacuate, and then search the campus
 - c. Evacuate and then search
 - d. No action

Once you have received notice of a bomb threat, do not use hand-held radios, cell phones, pagers, or any other electronic devices. School personnel, particularly Search and Rescue team members, will assist police department and fire department personnel in the inspection of the campus. School personnel know what belongs in the school and which items are strange. With this knowledge at hand, the rooms can be checked quickly and efficiently.

1. Look only for suspicious, out of place, or changed items.
2. Teachers/staff not involved in searching the campus will take responsibility for the students of those who are involved in search procedures.
3. The director/designee will assign staff to specific area to be searched, ensuring that all areas

of the campus are included.

4. Staff specific to a particular area should assist in the search of that area, i.e., cafeteria, library, office, etc.
5. Search teams will report back to the Command Center where the director/designee will then check off that each room in each search area has been inspected.
6. When it has been determined that it is safe to return to class, an "all clear" signal of a sustained ringing bell will be sounded.
7. Within 24 hours, the report section of the Bomb Threat Checklist will be completed and provided to the Director/designee and the Board.

Follow Evacuation and Reunification Procedures under the Immediate Response Actions section.

Emergency Procedures for Suicide Ideation

Student Identified as Suicidal:

When school staff become aware of a student exhibiting potential suicidal behavior, they should contact a campus administrator or designee. They should immediately escort child to office and placed under supervision. They should not "send" the student on their own.

The school's crisis response team for a suicide risk assessment will be contacted.

If the appropriate staff is not available, the Sheriff's Office should be called. Typically, it is best to inform the student what you are going to do every step of the way. Solicit the student's assistance where appropriate. Under no circumstances should the student be allowed to leave school or be alone (even in the restroom). Reassure and supervise the student until a 24/7 caregiving resource (e.g., parent, mental health professional or law enforcement representative) can assume responsibility.

If a student resists, becomes combative or attempts to flee, assistance from law enforcement is essential.

The crisis response team and law enforcement will determine what resources are required for the safety and wellbeing of student.

Collaboration between schools, law enforcement, and community providers is critical.

Emergency Procedures for Death at School

When traumatic events in a school, or community occur, there is an immediate need for effective services to respond to the emotional pain that accompanies loss of distress. The death of a student or faculty member is much like a death in the family. Suicide is especially significant due to the intensity and variety of the feelings, which accompany such a tragedy. The school system has many similarities to the family system and like the family has opportunities to provide a support response.

Pre-Emergency Procedures:

1. Establish and train a Crisis Response Team
2. Establish a school death plan
3. Establish a school telephone and communication for teachers, staff and the Board

Immediate Action:

1. Call 911 and notify Director and Board
2. Keep students in classes away from the crisis area or remove students from the immediate crisis area, and determine if full/modified lockdown is necessary
3. Activate the Crisis Management Team
4. Secure the area until law enforcement arrives
5. Make notes and observations of pertinent information
6. Who observed the occurrence?
7. Who reported the occurrence?
8. What vehicle(s) were involved?

9. Note the approximate time of the incident, when emergency vehicle arrives, and what was done for the victim. Write down your observations as soon as possible.

Follow-Up (Family):

1. Contact the family personally and offer support
2. Establish a family support committee (example: to collect money, food donations, etc.)
3. Obtain information regarding funeral visitation, home visits, and family wishes
4. Stop any disciplinary, scholarship, testing, or special placement notifications that may be
 - inadvertently sent to the family

School Plan of Action - Announcing the Loss:

1. Notify school community as appropriate: Staff, students, parents
2. Notify faculty of the death through a written message or a faculty meeting
3. Announce the death to the entire school via homeroom or classroom teachers
4. Provide facts to reduce rumors. Extend homeroom or study hour, if necessary
5. Arrange for selected class visits to speak to the students
6. Follow-up with a short faculty meeting to review the facts of the incident and the role of the faculty in assisting with the loss. Allow the faculty an opportunity to share their experiences and suggestions

Faculty Response:

1. Identify the students who were close friends or students who would like an opportunity to attend a group or an individual meeting
2. Identify the students obviously in distress and talk with them or have another student help escort them to a group or individual counseling activity
3. Provide an opportunity for students to discuss the loss and what they have learned
4. If students are restless, get them active and focus on a project for the family, if appropriate
 -

Discuss the funeral **or memorial service** to prepare the students who will be attending to know what to expect

Counseling and Psychology Responsibilities:

1. Establish an area for counseling (individual or group)
2. Reschedule the day's activities depending upon the needs of the school
3. Request additional counselors, if needed, as determined by the Director and psychologist
 - Identify individuals who can work with groups or individuals.
4. Maintain a list of the students counseled.
5. Make follow-up calls to the parents of the students in distress and make recommendations for the parents to provide support

Administrative Responsibilities:

- Keep the staff updated on the events and circumstances
- Identify faculty and staff who are in need of mental health support services
- Utilize counseling, psychology, county office, community counseling, or employee assistance programs
- Emphasize the need to provide hard facts in reducing rumors
- Remove personal items of the deceased from locker, desk, etc.
- Rearrange the seating in the classroom, when appropriate

Emergency Procedures for Utility Emergency

If a utility problem is discovered, such as a gas leak or power failure, notify the Director/designee, the Board, and CVUSD Maintenance and Operations Manager

1. Gas Leak:

- Contact So Cal Gas Company 800-352-4070
- Only custodial or Maintenance and Operations personnel specifically trained in shut-off procedures should

attempt to shut off the building gas

- Do not light matches or turn lights on or off. Extinguish any open flames
- Open windows to allow ventilation
- Stay clear of the problem
- Director/designee should wait outside for CVUSD Maintenance and Operations and direct them to the problem location
- Maintenance and Operations personnel will recommend response procedures and other agencies to be contacted once the leak is confirmed

2. Power Failure:

- Contact CVUSD 805-498-4557
- Tune to Emergency Broadcast System on battery-powered radio
- Use the school hand-held radio and notify the Director/designee and CVUSD Maintenance and Operations • Give instruction to staff and students as to evacuate classrooms or not
 - Shut off all electrical switches individually, not at the main switch. If power is restored after hours, items such as coffee makers, which have not been turned off individually will come back on and can overheat and burn.
 - When power is restored, check the effect of the power outage on the school (i.e., refrigerated food, clocks, etc.)

3. If students are evacuating classrooms:

- Employees are to take their rolling back packs containing student information and reporting forms with them • Office staff will take the Crisis Response Kit to the Command Center
- The director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn

1. At the evacuation area, employees in charge of students are to:

- Take attendance from roster in backpack.
- Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
- Remain with students until an "all clear" to return to class or until all students are released.

2. At the Command Center, director/designee will:

- Check off classes and their Attendance Signs
- If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
- When missing persons are found, they are to be returned to their assigned classroom and the Command Center will be notified

A. Closing of School:

If there is no other acceptable alternative, the director/designee will secure permission from the Director/ designee to close the school. The office of the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

If school needs to be closed:

1. Notify the Sheriff's Department (805-654-9511) and the Board
2. Notify the Maintenance/Operations Department CVUSD (805-498-4557).
3. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. The director/designee will remain on campus until the safety of all students is assured.

If school is not closed, many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.

2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures
3. The director/designee will remain on campus until the safety of all students is assured.

Emergency Procedures for Chemical/Hazardous Material Spill

Warning of chemical accident is usually received from the police department, fire department, of the local Office of Emergency Services when there is a threat to the safety of the school. These accidents may include overturned tankers, broken fuel lines, and incidents related to the industrial use of chemicals. If offensive odors are present in the ventilation system, they should be reported to the Director/designee. When a reported accident occurs, the following procedures should be implemented:

1. Do not attempt to clean up a spill. It will be assessed by trained personnel who will ensure that proper clean-up techniques are employed.
2. Director/designee will notify the Board and CVUSD Maintenance and Operation (805-498-4557).
3. Director/designee will choose one of the following options:
 - a. No evacuation – students remain in class.
 - b. Evacuate to predesignated field area.
 - c. Evacuate off campus to predesignated student release area
4. If it is necessary to evacuate the area, move cross wind, never directly with or against the wind.
5. If exiting to field or evacuation area:
 - a. The Director/designee will initiate the fire drill evacuation signal of an intermittently sounding bell or horn 2. Employees are to take their rolling backpack containing student information and reporting forms with them 3. Office staff will take the Crisis Response Kit to the Command Center
 - b. At the evacuation area, employees in charge of students are to:
 - c. Take roll
 - d. Display Green Sign (All Students Present) or Red Sign (Student/s Not Present).
 - e. Remain with students until an “all clear” to return to class or until all students are released D.
 - f. At the Command Center, Director/designee will:
 - i. 2. Use Bridges Charter flowchart to organize teams
 - ii. Check off classes and their Attendance Rosters
 - iii. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. Do not re-enter any burning building
 - iv. If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons.
 - v. Do not re-enter any burning building.

When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified.

If there are missing students or staff, Search and Rescue team members will be assigned to check the classroom area for the missing persons. When missing persons are found, they are to be returned to their assigned classrooms and the Command Center will be notified

Render first aid as necessary. If needed, call “911” or Poison Control Center (1-800-222-1222) Department of Toxic Substance Control (1-916-255-3545)

Do not return to the campus until school personnel and/or emergency personnel have declared the area safe.

Closing of School:

If necessary, the Director/designee will secure permission from the Director/designee to close the school. The office of

the Director/ designee will contact public communications systems, such as radio, to announce the closing of the school.

2. If school is closed:

1. a. Notify the Sheriff's Dept. (805-494-8200) and the Board
2. b. Notify the CVUSD Maintenance/Operations Department (805-498-4557)
3. c. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
4. d. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.
5. e. The Director/designee will remain on campus until the safety of all students is assured.

If school is not closed: Many parents will still want to pick their children up from school even if the decision has been made to keep the school open. To ensure that this will occur smoothly, the following procedures should be implemented:

1. Initiate school student release procedures for those students who may be picked up by a parent or other authorized adult.
2. Instruct staff to remain with students who are not released until such time as their release at the end of the normal school day under regular release and transportation procedures.

The Director/designee will remain on campus until the safety of all students is assured.

Emergency Procedures for Bee Swarms

Pre-Emergency Procedures:

- Post-emergency numbers (911, Poison Control, County Bee Hotline, etc.)
- Have first aid supplies on hand (with supplies for closing off areas such as barricades and yellow caution tape)
- Look for bee problems around school grounds

Immediate Action – Bee Attack:

- Evacuate immediate area
- Seek enclosed shelter or, upon attack, run without flailing arms
- Treat injured. Remove stinger(s) with the edge of a credit card or other sharp-edged instrument. Do not attempt to pull stinger out with tweezers or fingers, as this may cause additional venom to be injected.

Immediate Action – Swarm or Hive Located:

- Evacuate immediate area
- Contact CVUSD Maintenance and Operations (805-498-4557)
- Keep bystanders at least 300 feet away by posting yellow caution tape
- Post someone near to keep bystanders away until emergency crew or pest control arrives

Communication:

- Call 911
- Notify Director and CVUSD Maintenance and Operations (805-498-4557)
- If parent communication is needed, use Parentsquare to provide information

Follow-Up:

- Have grounds personnel or CVUSD Maintenance and Operations clean up and remove dead bees

Severe Weather Emergencies When School is not in Session:

Pre-Emergency Procedures:

- Keep a list of local emergency agencies' telephone numbers within easy access
- Establish contacts at local emergency agencies
- Know which community officials have the authority to access school property in emergency situations
- Staff and students should be advised to watch or listen to local media for information on school closures and severe weather

Immediate Action:

- The Director will monitor and determine the safety of school buildings and grounds that may be affected by severe weather conditions

Communication:

- If the school is to be closed, notify the Board, County Office of Education and local media of the decision to close
- Notify parents as needed

Follow-Up:

- Reschedule the school calendar, if needed
- Complete a written report to the County Office of Education as needed

Severe Weather Emergencies When School is in Session:

Pre-Emergency Procedures:

- Keep a list of local emergency numbers within easy access
- Establish contacts at local emergency agencies
- Maintain an up-to-date school evacuation/dismissal plan
- Maintain a plan for sharing school facilities with evacuees
- Know which community officials have authority to access school property in emergency situations • Be aware of evacuation routes leading away from the facility

Immediate Action:

- Restrict outdoor activities if severe weather conditions are threatening the area
- Dismiss school only after obtaining ~~Superintendent~~ approval from the County Office of Education and after communicating with Board President or designee.
- If necessary, activate the student reunification plan

Communication:

- Notify the Board and County Office of Education as needed
- In cases where dismissal is indicated, activate communication through the Director's office

Missing Child:

Pre-Emergency Procedures:

- Review plan with faculty and staff.

Immediate Action –If a child is reported missing:

- Call parents
- Call the teacher(s).
- Call Yard and instructional support staff.
- Check the entire school, including buildings, athletic fields, garbage dumpsters, and after school programs for the missing student.
- Notify the police or notify appropriate law enforcement.
- Get an accurate description of the child. Include what the child was last seen wearing.
- Attempt to find out who last saw the child and where he/she was seen.
- Contact close friends of the missing student to possibly obtain information as to their whereabouts. • Designate a school contact person to continue working with the parents and law enforcement if the child is not located.

If the school notices the child missing:

- Check buildings, yard and fields, and after school programs for the missing student.

- Verify information regarding the missing child (Who last observed the child? Where is the child missing from?).
- Designate a school official to work as a liaison with law enforcement.
- Have a family member file a police report, if the child is not located.

Communication:

- Give law enforcement an accurate description of the student, including clothing and a photograph, if available.
- Contact the child's parents.
- If unable to locate a parent, use numbers on the student emergency card.
- Interview the missing student's friends for information as to their whereabouts, possibility of running away, or returning home for fear of punishment.

Missing Adult

Immediate Action –

- Attempt phone contact.
- Contact law enforcement to do a welfare check at the person's home.
- Contact personnel office for a listing of relatives or friends to contact.
- Designate a school official to be a liaison with law enforcement, in case the person is not located.

Follow-Up:

- Arrange selected class visits to speak, as necessary, to provide facts and to reduce rumors.
- Forward a written report to the Board.

Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.
- If law enforcement or medical personnel need information to protect the health and safety of a student, provide whatever information is needed.
- Generally, the only information that should be provided to the media is confirmation of the student's attendance in our school. Comments to the media should be referred to the designated person.
- However, in the case of a missing child, providing information to the media that may aid in the discovery and/or protection of the child is permissible.

Immediate Action:

- If a situation occurs, a call should be made to Child Protective Services (CPS) to notify them in case they have an on-going investigation with the family.
- Contact the family by telephone, if possible.
- Contact emergency telephone references.
- Contact necessary school administration.
- If contact cannot be made with the parents, call the Sheriff's Department or the school Resource Officer for an officer to respond. (805-494-8200)
- Place written documentation in student file regarding the circumstances surrounding the incident.

Confidential Information:

- According to federal statutes, an educational agency or institution may disclose personal identifiable information from an educational record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect health and safety of the student or other individuals.
- If a law enforcement officer or medical personnel needs information to protect the health and safety of a student, the school will provide whatever information is needed.
- Media. - Generally, the only information that should be provided to the media is confirmation of the student's attendance at Bridges Charter School. The media should generally be referred to the Director or designee. However, in the case of an abandoned child, providing information to the media that may aid in the protection of the child is permissible.

Emergency Procedures For Criminal Allegations against a Student

Pre-Emergency Procedures:

- Administrators and staff are provided written guidelines regarding the release of information pertaining to students and staff.
- Law enforcement must present proper identification.

Immediate Action:

- Determine legal authority of the individual requesting to question anyone on the school premises.
- Work with legal authorities to ensure the questioning occurs with the least possible disruption to the school environment.
- If the parent is not present during the questioning of a student on campus, an administrator may be present during the questioning.

Communication: Information will only be provided to law enforcement as per ED code.

- Do not release the name, address, or phone number of any student unless such information is needed to protect the health and/or safety of the student or other individuals.
- If criminal allegations involve crimes against other students, refer any questions to the investigating officer.

Follow-Up:

- Communicate to staff members and to the parents of the students.
- Report to the Board as appropriate.
- Law enforcement will conclude investigation and do any necessary follow-up.

School Discipline

Bridges Charter School's positive behavior plan is used to address the needs of our students. We are first focused on building a school wide classroom management plan that ensures equitable disciplinary systems across classrooms and clearly articulated behavioral expectations for all common areas of our school. We believe that Whole-Child Education is only possible with clearly defined limits and natural consequences.

Note: Parents may be notified of any infraction. Behavioral procedures will not be implemented in a sequential order and will be enforced as necessary in a manner appropriate to the infraction. Severe behaviors that impact the safety and wellbeing of students, staff, and our school site may result in the advancement of this process, foregoing any number of the steps described above.

Grounds for possible Suspension:

- Possessing, using, or being under the influence of an alcoholic beverage or intoxicant of any kind • Possessing, smoking, or using tobacco on school grounds or at school events
- Unlawfully possessing or unlawfully offering, arranging, or negotiating to sell any drug paraphernalia • Fire setting or attempted fire setting
- Willful defiance or disruption of the school, or interfering with the peaceful conduct of the activities of the school • Harassed, threatened, or intimidated a student or staff member
- Causing, attempting, or threatening to cause physical injury
- Willfully using force or violence upon another person
- Causing or attempting to cause damage to a property
- Threatening, intimidating, harassing (including sexual harassment) of any other person
- Engaging in, or having any part in, hazing
- Stealing or attempting to steal school property or private property
- Knowingly receiving stolen school property or private property
- Any acts of defiance or disobedience
- Committing an obscene act or engaging in habitual profanity or vulgarity, including racial or ethnic slurs • Possessing any objects on campus which could be considered dangerous (Note: toy guns -- imitation -- are considered objects of dangerous nature.)

- Forging, falsifying, altering, or using forged school correspondence, passes, or re-admit slips •
- Violating the computer and network electronic information policy
- Tampering with property of the school district
- Terroristic threats against school officials and/or school property

There are five situations in which school administrators have no discretion and must immediately suspend a student and recommend expulsion. The administration of the school must immediately suspend and recommend for expulsion any student who the school administrator determines committed any of the following acts at school or at a school activity off of school grounds:

- (1) Possessing, selling, or otherwise furnishing a firearm;
- (2) Brandishing a knife at another person;
- (3) Unlawfully selling a controlled substance;
- (4) Committing or attempting to commit a sexual assault or committing sexual battery;
- (5) Possession of an explosive.

Students may be suspended for various conduct that includes threatening, causing or attempting to cause physical injury to others; using tobacco or tobacco products; committing theft; and possessing drugs or alcohol. In limited circumstances, conduct subject to suspension can lead to an eventual recommendation for expulsion.

Students may be expelled for various conduct that includes brandishing a knife, possessing an explosive, participating in an act of hate violence; and making a terroristic threat.

School administrators are required to try alternative measures before imposing suspension, unless a student has committed one or more of the offenses listed in items EDUCATION CODE, SECTION 48900: (a)-(e) or their presence causes a danger to persons or property or threatens to disrupt the instructional process. Bridges Charter has identified a few key successful alternatives to suspension or other forms of exclusionary discipline for student misbehavior that does not require removing the student from school in order to ensure safety of the school community.

Emphasize Behavioral Expectations

- Reemphasize behavioral expectations at the time the student misbehaves.
- Employ behavior contracts to establish and reinforce behavioral expectations.

Collaborate with Parents/Guardians

- Create a protocol for involving parents in discipline issues.
- Hold a meeting with a student and his or her parent/guardian to provide feedback on misbehavior.

Model Constructive Conflict Resolution

- Mediate conflicts between students and/or students and staff.
- Use restorative justice circles to resolve disputes.

Address the Root Cause of Misbehavior

- Require students to attend workshops on anger management or building self-esteem.
- Refer misbehaving students to a counselor, social worker, or behavior interventionist and/or arrange for students to receive services from a counseling, mental health, or mentoring agency.

Keep Students in Schools

- Require students to attend in-school suspension/detention during lunchtime, at recess, or after school during which time they work on homework.
- Do not remove students from class as punishment for being tardy or misbehaving. Adjust the student's class schedule or placement to maximize academic and behavioral improvement.
- Keep Students Accountable
- Match at-risk students with an adult mentor at school with whom they can check in at the beginning and end of each school day.
- Require daily or weekly check-ins with a staff member or mentor for a set period of time. •

Use Alternatives that Teach Good Behavior

- Require students to perform community service.
- Require students to engage in a reflective activity, such as writing an essay about his/her misbehavior and how it affected others and/or the school community, and work with students to choose an appropriate way for

him/her to apologize and make amends to those harmed or offended.

Return to School from Suspension

Students returning to school from a suspension will meet with a support team that includes parents to discuss a return to school plan.

Hate Crimes

Bridges Charter School is committed to providing an environment free of harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, gender identity, or mental or physical disability. Bridges Charter School will not condone or tolerate harassment or discrimination of any type by any student, parent, staff member or volunteer. Bridges Charter School will promptly and thoroughly investigate any complaint of harassment or discrimination and take appropriate corrective action, if warranted. This may include a combination of education, counseling, and/or discipline.

Hate violence is the commission of any crime, which is accompanied by an expression of hostility against a person or property or institution because of the victim's real or perceived race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. Specifically prohibited is the use of force or the threatened use of force to willfully injure, intimidate, interfere with, or oppress any person in the free exercise of enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state and this nation. This is applicable to students in grades 4-8 only.

A pupil will be suspended or expelled for said acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited, to any of the following:

While on school grounds.

While going to or coming from school

During the lunch period, whether on or off the campus.

During, or while going to or coming from, a school-sponsored activity.

V. Verification of Public Meeting

Method for Communicating Plan and Notifying Public: Ed Code 32288

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors will oversee the implementation of the Charter School's mission and vision, and approve any necessary revisions to its bylaws, policies, and procedures. The Board is fully responsible for the operation and fiscal affairs of BRIDGES Charter School including but not limited to the following:

- Hire, supervise, evaluate, and dismiss the Director of the Charter School
- Approve the hiring, promotion, discipline and dismissal of all employees of the Charter School after considering recommendations by the Director of the Charter School;
- Approve and monitor the implementation of the Charter School's general policies, including effective human resource policies for career growth and compensation of the staff
- Approve all contractual agreements;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School; Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Develop, review or revise the Charter School's accountability goals and mission with consideration of recommendations by the Director of the Charter School
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;

- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the County for consideration; Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action or recommended student expulsions.
- The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with this Charter or the purposes for which public schools are established. Board meetings and the Minutes from those meetings will be posted on our website (www.bridgescharter.org).

Date of Board Meetings/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, Room 14 or virtual if deemed state of emergency

Review of Progress for Last School Year

Each School year the Safety Plan is reviewed by the School Safety Committee and presented to the Bridges Board of Directors to be approved. Community members are invited to a public meeting to review the Safety Plan. Bridges Charter School includes the City, Police and Fire departments, representatives from parent and teacher groups in the plan's revisions and analysis. The Safety Plan is also taken to the school board each year for approval and public review.

Law Enforcement Review Date: 2/09/2024

Safety Committee Review Date: 02/06/2024

School Board Approval Date: 2/12/2024

Date of Board Meeting/Public Hearing: 2nd Monday of each month

Site of Board Meeting/Public Hearing: Bridges Charter School, Room 14 or via zoom

VI. Appendix 1: Board Policies and Administration Regulations

Board Policy and Administration Regulations:

CHILD ABUSE REPORTING PROCEDURES BP 5141.4 and AR 5141.4

Child Abuse Prevention and Reporting

Child Abuse Prevention

The Bridges Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that Bridges has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees, who are considered mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Director or designee shall provide training annually regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Director or designee shall report to the California Department of Education the reasons that such training is not

provided.

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, administrator, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include, but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees administrative officers, supervisors of child attendance, administrators and employees of a licensed daycare facility, childcare teachers, school resource officers or security officers, licensed nurse or health care provider, and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected an instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the a member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

East Valley Sheriff's Station
2101 E. Olsen Road Thousand
Oaks, CA 91360 805-654-9511

OR

Ventura County Suspected Adult and Child Abuse
4245 Market Street, Suite 204
Ventura, CA 93003
805-654-3200
Fax: 805-648-9608

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168) Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167) Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Director as soon as possible after the initial telephone report to the appropriate agency.

The Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Director may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, Director, school counselor, co-worker, or another person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development) (cf.
4331 - Staff Development) (cf.
5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

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2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Director or designee shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906) Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

(cf. 5145.11 - Questioning and Apprehension) Parent/Guardian Complaints

Upon request, the Director or designee shall provide parents/guardians with a copy of the school's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The school shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES BP 5145.3 and AR 5145.3 Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

All complaints should be sent to our Title IX Coordinator, who can be reached at:

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Cindy McCarthy
Assistant Director
805-492-3569
cindy.mccarthy@bridgecharter.org

Your Rights and Responsibilities under Title IX

(a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex.

(b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities and athletics offered by the Charter School.

(c) The Charter School does not currently offer any athletic programs. If it does in the future, you have the right to inquire of the athletic director or other appropriate Charter School administrator as to the athletic opportunities offered by the school.

(d) You have the right to apply for athletic scholarships.

(e) You have the right to receive equitable treatment and benefits in the provision of all of the following:

- Equipment and supplies.
- Scheduling of games and practices.
- Transportation and daily allowances.
- Access to tutoring.
- Coaching.
- Locker rooms.
- Practice and competitive facilities.
- Medical and training facilities and services.
- Publicity.

(f) You have the right to have access to our Title IX Coordinator regarding gender equity laws.

(g) You have the right to file a confidential discrimination complaint with the United States Office for Civil Rights or California Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. See below for more information regarding how to file a complaint.

- (h) You have the right to pursue civil remedies if you have been discriminated against.
- (i) You have the right to be protected against retaliation if you file a discrimination complaint.
- (i) You can find out more information regarding your rights, the Charter School's responsibilities, and access information on gender equity laws from the following resources:

- California Interscholastic Federation: <http://www.cifstate.org/governance/equity/index>
- California Department of Education, Office for Equal Opportunity:
<http://www.cde.ca.gov/re/di/eo/dutytoprotect.asp>
- United States Department of Education, Office for Civil Rights:
<http://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/sex-pr.html>

How to File a Complaint Under Title IX

- (a) You can find more information regarding how to file a complaint as follows:

- The United States Office for Civil Rights website:
<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>.
- California Department of Education website:
<http://www.cde.ca.gov/re/di/eo/complaint.asp>
- The Charter School's Uniform Complaint Procedures ("UCP") or Title IX/Harassment/Intimidation/Discrimination/Bullying Policy.

Please see :

https://bridgescharter.org/wp-content/uploads/2022/11/BP-5145.5-TITLE-IX-Harrassment-Intimidation-Discrimination-an-Bullying_replacement-revised-9-12-22.pdf

OR 1335 Calle Bouganvilla Thousand Oaks, CA 91360

- (b) A complaint regarding discrimination or harassment based on sex must ordinarily be filed with the U.S. Office for Civil Rights within 180 days of the last act of discrimination. If your complaint involves matters that occurred longer than this and you are requesting a waiver, you will be asked to show good cause why you did not file your complaint within the 180-day period. If you have

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questions about your situation, you can contact the California branch of the Office for Civil Rights at the address listed below. A complaint filed with the Charter School under our UCP alleging unlawful discrimination, harassment, intimidation or bullying must be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying.

- (c) The U.S. Office for Civil Rights has its own policies and procedures for investigating complaints.

Please review the above link for more information about this process.

A complaint filed with BRIDGES CHARTER under our UCP or Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying policy will be investigated in compliance with those policies.

- (d) There are a variety of ways to file your complaint. You can use the U.S. Office for Civil Rights electronic complaint form filed directly through their website; or mail, email, or send by facsimile your own letter or a completed copy of the Office for Civil Rights Discrimination Complaint Form.

- The electronic complaint form is available at:
<https://bridgescharter.org/wp-content/uploads/2022/08/171141-ae6c9377-f7e7-4d13-8b70-4a40197f2102.pdf>
- You can send a completed version of this form or your own letter via email, facsimile, or regular mail to the following addresses:

San Francisco Office
Office for Civil Rights
U.S. Department of Education

50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339

Email: ocr.sanfrancisco@ed.gov or ocr@ed.gov

To file a UCP or complaint under our Title IX/ Harassment/ Intimidation/ Discrimination/ Bullying complaint directly with the Charter School, please follow procedures set forth in those policies.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN BP 3516 Actions to be Taken in Case of Disaster
BRIDGES School Board recognizes that all staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. This policy shall serve as the BRIDGES policy and procedures for Disaster Preparation. It shall direct strategies, plans and actions related to BRIDGES Disaster Preparedness. All BRIDGES personnel are expected to act in accordance with this policy.

The Board is fully committed to the development of policies and plans that prepare its staff, students and affiliates for the occurrence of emergencies, disasters, and threats of disaster. As such, the Board instructs the Director to establish and execute a comprehensive school safety plan that includes disaster preparedness.

Policy Details

1) Emergencies and Disaster Preparedness Plan

- a. The Director or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the comprehensive school safety plan ("Safety Plan").
- b. In developing the school emergency plans, the Director or designee shall collaborate with city and county emergency responders, including local public health administrators.
- c. The Director or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating site-level emergency and disaster preparedness plans.
- d. The Board shall grant the use of school buildings, grounds, and equipment to public agencies including the American Red Cross, for mass care and welfare shelters during a disaster or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs.
- e. School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

2) Components of the Emergencies and Disaster Preparedness Plan

- a. The Director or designee shall ensure that school site plans to address, at a minimum, the following types of emergencies and disasters:
 - i. Fire on or off school grounds which endanger students and staff
 - ii. Earthquake or other natural disasters
 - iii. Environmental hazards
 - iv. Attack or disturbance, or threat of attack or disturbance, by an individual or group
 - v. Bomb threat or actual detonation
 - vi. Biological, radiological, chemical and other activities or heightened warning of such activities.
 - vii. Medical emergencies and quarantines, such as a pandemic influenza outbreak.
- b. The Director or designee shall ensure that the procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including but not limited to, the following:
 - i. Regular inspection of school facilities and equipment and identification of risks.
 - ii. Instruction and practice for students and employees regarding emergency plans, including; Training of staff in first aid and cardiopulmonary resuscitation and regular practice of

emergency procedures by students and staff

- iii. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 1. The appropriate chain of command at the site
 2. Individuals responsible for specific duties

3) Designation of the Director for the overall control and supervision of activities at the school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans.

4) Identification of at least one person at the site who holds a valid certificate in first aid and cardiopulmonary resuscitation

5) Assignment of responsibility for identification of injured persons and administration of first aid.

3) **Develop a Plan for** Personal safety and security, including;

- Identification of areas of responsibility for supervision of students
- Procedures for evacuation of students and staff, including posting of evacuation routes
- Procedures for release of students, including a procedure to release student when reference to the emergency card is not feasible
- 4. Identification of transportation needs, including a plan that slows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- Provision of a first aid kit to teach the classroom.
- Arrangements for students and staff with special needs
- Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious diseases

4) **A Plan for** Closure of the school, including an analysis of the impact on student learning and methods to ensure continuity of instruction.

7) How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communications with students and parents/guardians.

8) **Methods of** Communication among staff, parents/guardians/ the Board, other governmental agencies, and the media during an emergency, including:

- Identification of spokesperson
- Development and testing of communication platforms, such as hotlines, telephone trees, and websites.
- Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand.
- Distribution of information about school site emergency procedures to staff, students, and parents/guardians.

9) Cooperation with other state and local agencies, including

- Development of guidelines for law enforcement involvement and intervention
- Collaboration with the local health department, including the development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease.

10) Steps to be taken after the disaster or emergency, including:

- Inspection of school facilities
- Provision of mental health services for students and staff, as needed.
- Fire Drills and Fires
- Fire Drills

11) **Procedures for Fire Drills:**

- The Director shall cause the fire alarm signal to be sounded a minimum of 4 times during each school year.
- The Director shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teacher and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever

the designated escape route is blocked.

- The Director or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Director or designee.

When a fire is discovered in any part of the school, the following actions shall be taken;

- The Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system.
- The Director or designee shall call 911
- If the fire is extensive, the students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can safely be transported to their homes.

12) Procedures for Bomb Threats:

- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
- In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- In outside assembly areas, the Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- Receiving Threats
 - Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.
 - Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.
 - 1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Director or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
 - Any student or employee seeing a suspicious package shall promptly notify the Director or designee.
 - The Director or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.
 - The Director or designee shall turn off any two-way radio equipment that is located in a threatened building.
 - Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.
 - Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the Director or designee that reentry is safe.
 - Any student who makes a bomb threat shall be subject to disciplinary procedures.

13) Earthquake Preparedness

- Earthquake emergency procedures shall be established and shall be incorporated into the comprehensive school safety plan. ii. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System.
- Earthquake emergency procedures shall include, but not be limited to, all of the following;
 - A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
 - A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school trimester.
 - Protective measures to be taken before, during and following an earthquake.
 - A program to ensure that students and staff are aware of and properly trained in the earthquake

emergency procedure system.

The Director or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Ed Code 32282)

- Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.
- Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow direction given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.
- Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
- Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.
- The Director or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishing and removing heavy objects from high shelves.

Earthquake While Indoors at School

- When an earthquake occurs, the following actions shall be taken inside buildings and classrooms;
- Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
- In laboratories, burners should be extinguished if possible before taking cover.
- As soon as possible, staff shall move student away from windows, shelves, and heavy objects and furniture that may fall.
- After the earthquake, the Director or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with the teacher and other staff.
- When directed by the Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all the students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

- When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
- Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles or exposed wires.
- Staff shall have students perform the drop procedure.
- Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus:

- If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Director or designee for instructions before proceeding on the route.
- After the Earthquake has subsided, the following actions shall be taken
- Staff shall extinguish small fires if possible
- Staff shall provide assistance to any injured students, take roll, and report missing students to the Director or designee.
- Staff and students shall not light any stoves or burners until the area is declared safe.
- All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth

slippage affecting buildings.

- The Director or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
- The Director designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

Facilities Inspection:

- The Board recognizes that the condition of school facilities may have an impact on safety, student achievement, and employee morale and desires to provide school facilities that are safe, clean and functional.
- The Director or designee shall conduct a facilities inspection and maintenance program to ensure that school facilities are maintained in good repair in accordance with law. At a minimum, the program shall analyze those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction, including the following;
 - Gas leaks: Gas systems and pipes appear safe, functional and free of leaks
 - Mechanical Systems: heating, ventilation, and air condition systems as applicable are functional and unobstructed.
 - Windows/doors/gates/fences: conditions that pose a safety and/or security risk are not evident.
- Interior surfaces (floors, ceilings, walls, and windows casing) Interior surfaces appear to be clean, safe and functional.
- Hazardous Materials: There does not appear to be evidence of hazardous material that may pose a threat to students or staff.
- Structural Damage: there does not appear to be structural damage that could create hazardous or uninhabitable conditions.
- Fire Safety: the fire equipment and emergency systems appear to be functioning properly.
- Electrical: There is no evidence that any portion of the school has a power failure and electrical systems, components, and equipment appear to be working properly.
- Pest/Vermin Infestation: Pest or vermin infestation is not evident
- Drinking Fountains: Drinking fountains appear to be accessible and functioning as intended.
- Restrooms: restrooms appear to be accessible during school hours, are clean, functional, operational and supplied.
- Sewers: Sewer line stoppage is not evident.
- Roofs: Roof system appears to be functioning properly.
- Playground/School grounds: They playground equipment and school grounds appear to be clean, safe and functional.
- Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to be cleaned regularly.
- The Director or designee shall work with CVUSD administration to ensure that any necessary repairs identified during the inspection are made in a timely and expeditious manner. The Director or designee shall provide the Board with regular reports regarding the facility inspection program and updates of any visits to the site by the County Director of Schools.

INDIVIDUALIZED EDUCATION PROGRAM BP 6164 Special Education

Under California's Master Plan for Special Education ("Master Plan"), all of the school districts in Ventura County (including those schools chartered through the Ventura County Office of Education) joined together to form the Ventura County Special Education Local Plan Area ("SELPA"). It is the responsibility of the SELPA to see that all children found eligible for Special Education receive the services necessary for them to benefit from their educational program. As a participating party in the Ventura County SELPA, BRIDGES Charter School must establish policies to ensure its coordination with the intent and obligations of the Master Plan.

SCOPE

This policy applies to all BRIDGES Personnel with respect to decisions and actions pertaining to the provision of special education programs.

POLICY DETAILS:

The Director shall ensure that this policy and set of procedures is implemented and followed.

Step 1: Teacher or parent identifies gaps in a student's learning or has concerns about a student's academic at-risk status.

Step 2: General Education intervention techniques are employed and monitored.

Step 3: If necessary, student is referred to a Student Study Team ("SST")

Step 4: SST meets to review collected baseline data. Identified actions from SST are implemented.

Note: SST is a function of general education, and may be made up of a number of school professionals such as a school administrator, school psychologist, general education teacher, school nurse, special educator, counselor, and others as necessary. The purpose of the SST is to identify the students' needs and to use all the resources available to the general education classroom to solve them.

Step 5: If necessary, student is recommended for assessment to determine Special Education eligibility. Academic assessment is performed once assessment plan is signed by parent(s).

After general education and SST interventions have been attempted, the SST may recommend a student for assessment to determine Special Education eligibility. In this case, the parent would receive an Assessment Plan noting the areas and professionals who will be assessing. Both formal and informal assessment procedures may be used to determine the presence of a disability and to define the educational needs of the student.

Initial assessment for Special Education cannot be done without prior written consent of the parent or guardian. This requirement does not apply to the generalized screening and routine testing given to all students in school, but it does apply to any individual test that will lead to decisions about eligibility or services in Special Education.

Step 6: Initial Individualized Education Plan (IEP) meeting held to report out assessment results and determine eligibility.

Step 7: If the student is identified as having a disability and is found to be eligible for special education, Special Education services are offered and goals are set. Information on special education eligibility can be found in the Ventura County Selpa Eligibility Guidelines available at www.venturacountyselpa.com.

Step 8: The IEP team will decide the location in which a student receives his or her Special Education services. Many services are provided in the general education classroom or other settings such as the cafeteria and playground. The services may be provided by a Special Education specialist who comes in and works directly with the student or a group of students, or who consults with the general education teacher. Sometimes, the general education teacher will be the provider of the Special Education services.

Step 9: Progress reports will be provided at report card time. IEPs will be reviewed annually. Reassessment of eligibility will take place every third year. We follow all IDEIA and SELPA timelines for assessment and reviews of IEPs.

SUSPENSION AND EXPULSION/DUE PROCESS BP 5144 Suspension

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at Bridges Charter School. In creating this policy, Bridges Charter 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 that follows closely mirrors the language of Education Code Section 48900 et seq. Bridges Charter School is committed to annual review of 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 the Policy is violated, it may be necessary to suspend or expel a student from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

For a pupil subject to discipline under this policy, the administration of the school may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as appropriate.

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

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

Bridges Charter School will follow the Rehabilitation Act of 1973 ("Section 504"), the Individuals with Disabilities Education Act ("IDEA"), and 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 school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students..

No student shall be involuntarily removed by Bridges Charter 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 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, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until Bridges Charter 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time 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; d) during, going to, or coming from a school-sponsored activity e) Cyber bullying as per Bridges Charter School's policy.

B. Prohibited Misconduct Activities

1. Discretionary Suspension Offenses: Students may be suspended or expelled for any of the following acts when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

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b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic

performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above.
 - (c) “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (d) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying

- i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely

on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053- 11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or

retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

Causing a reasonable student to experience substantial interference with his or her academic performance.

Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Bridges Charter School.

“Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (1) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph above. (1)“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (b) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

An act of cyber sexual bullying.

- i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- ii. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil: Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an

antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

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

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

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

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

D. Authority to Expel

A student may be expelled either by Bridges Charter School Board following a hearing before it or by Bridges Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of Bridges Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil 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. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Bridges Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Bridges Charter School to any other school district or school to which the student seeks enrollment;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Bridges Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

G. 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.

H. 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 recommendation 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. Sworn declarations may be admitted as testimony from witnesses of whom the Board or 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.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The

Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program. I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Bridges Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

Bridges Charter School shall maintain records of all student suspensions and expulsions at Bridges Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from Bridges Charter School as Bridges Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. Bridges Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Bridges Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine

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whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon Bridges Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Bridges Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Bridges Charter School or SELPA

would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Bridges Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Bridges Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that Bridges Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Bridges Charter School agree to a change of placement as part of the modification of the behavioral intervention plan. If Bridges Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Bridges Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Bridges Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Bridges Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Bridges Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining

whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team. 7.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Bridges Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Bridges Charter School had knowledge that the student was disabled before the behavior occurred.

Bridges Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If Bridges Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay put.

If Bridges Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Bridges Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Bridges Charter School pending the results of the evaluation.

Bridges Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

UNIFORM COMPLAINT PROCEDURES BP 1312 Uniform Complaint Policy and Procedures

Scope

Bridges Charter School ("BCS") policy is to comply with applicable federal and state laws and regulations. BCS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations

shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, 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 Charter School program or activity; and (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: American Indian Education Centers and Early Child Education Program Assessments, Child Nutrition, Foster and Homeless Youth Services, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Special Education Programs. (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in Hartzell v. Connell (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil. The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter

School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Cindy McCarthy
Assistant Director
1335 Calle Bouganvilla
Thousand Oaks, CA 91360
(805) 492-3569

The Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Director or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the President of the Charter School Board of Directors.

Notifications

The Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge. Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/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 unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter 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

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information

related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other 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: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. 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. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Exhibit "A"

Uniform Complaint Procedure – Annual Notice

Bridges Charter School ("BCS") has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

BCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any BCS program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in:

- American Indian Education Centers and Early Child Education Program Assessments
- Foster and Homeless Youth Services
- Child Care and Developmental Programs
- Child Nutrition Programs
- Regional Occupational Centers and Special Education Programs
- Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII)
- Bilingual Education
- Economic Impact Aid

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

- A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
- A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
- A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
- A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints of noncompliance with laws relating to pupil fees are filed with the Director of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

Cindy McCarthy
 Curriculum Coordinator
 Bridges Charter School
 1335 Calle Bouganvilla
 Thousand Oaks, CA 91360
 Telephone: (805) 492-3569

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the Director or his or her designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the BCS’s procedures.

The complainant has a right to appeal BCS’s Decision to the California Department of Education (“CDE”) by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of BCS’s Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of BCS’s complaint procedures. 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.

A copy of the UCP policy and complaint procedures shall be available free of charge in the BCS Office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____
 _____ Student Name (if applicable): _____
 _____ Grade: _____ Date of Birth: _____ Street _____
 Address/Apt. #: _____ City: _____
 _____ State: _____ Zip Code: _____
 Home Phone: _____ Cell Phone: _____
 Work Phone: _____ School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- American Indian Education
- Child Development Programs
- Special Education
- Pupil Fees
- Bilingual Education
- Child Nutrition
- No Child Left Behind Programs
- Every Student Succeeds Act Prog.
- Local Control Funding Formula
- Foster/Homeless Youth
- Lactating Pupils
- Economic Impact Aid

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Medical Condition
 - Gender / Gender Expression / Gender Identity
- Genetic Information
- National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Marital Status

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.
2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?
3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ? Yes ? No

Signature: _____

Date: _____

Mail complaint and any relevant documents to:

Cindy McCarthy
 Assistant Director
 1335 Calle Bouganvilla
 Thousand Oaks, CA 91360
 (805) 492-3569

SEXUAL HARASSMENT 5145.7 Sexual Harassment
 Students

The school strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director or school compliance officer. Once notified, the director or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

The Director or designee shall take appropriate actions to reinforce the school's sexual harassment policy.

Instruction/Information

The Director or designee shall ensure that all students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the school's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the school's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the school investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the school will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and school procedures specified in BP 1312 - Uniform Complaint Procedures. The Director is

responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under BP 1312 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

The Director or designee shall maintain a record of all reported cases of sexual harassment to enable the school to monitor, address, and prevent repetitive harassing behavior in school.

NONDISCRIMINATION/HARASSMENT 5145.5 Harassment, Intimidation, Discrimination and Bullying
BRIDGES Charter School "BCS" or the "Charter School") believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying

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the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, Director, or staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

Investigation

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, he/she may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

DRESS AND GROOMING/SCHOOL UNIFORMS SAFETY BP 5141 Health and Safety

Bridges School Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. Education Code 32286 includes requirements for each school under its authority to adopt a comprehensive school safety plan.

SCOPE:

This policy shall serve as the Bridges policy and procedures for Health and Safety. It shall direct strategies, plans and actions related to the Health and Safety of all Bridges affiliates.

GENERAL POLICY STATEMENT:

The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. As such, the Board will establish and the Director will execute a comprehensive school safety plan. POLICY DETAILS:

1. Comprehensive Safety Plan

1.1 The Bridges Director shall develop a comprehensive school safety plan ("Safety Plan"). The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.2 The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.3 The Safety Plan shall be reviewed and updated by March 1st of each year unless an alternative deadline is

agreed to in advance by the Board.

1.4 The Director shall forward the Safety Plan to the Board for approval.

1.5 The Board shall review the Safety Plan in order to ensure compliance with State Law and Board policies. 1.6 The Board shall approve the plan at a regularly scheduled meeting.

1.7 The director or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.

2. Environmental Safety

2.1 The Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Director or designee shall coordinate with CVUSD administration to regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.

2.2 Strategies addressed in the plan shall include, but not necessarily be limited to, the following;

2.1.1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

2.1.2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

2.1.3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

2.1.4. Minimizing exposure to lead in paint, soil, and drinking water?

2.1.5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials?

2.1.6. Ensuring the proper storage, use, and disposal of potentially hazardous substances??

2.1.7. Ensuring the use of effective least toxic pest management practices

2.3 In developing strategies to promote healthy school environments, the Executive ? Director or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

2.4 The Director or designee shall provide maintenance and facilities staff, bus drivers, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing ?strategies to improve and maintain environmental safety at the school.

2.5 The Director or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at the school site. The notification shall provide information about actions to remedy the hazard and may recommend health screening of staff and students.

3. Hazardous Substances

3.1 The Board recognizes that potentially hazardous substances are used in the ?daily operations of our schools. The Director or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner. 3.2 Insofar as possible, the Director or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

3.3 Hazard Communication Program

3.3.1 The Director or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

3.3.2 Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

4. Disruptions

4.1 In order to help maintain an educational environment that provides for student safety, the Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Director or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens

Coversheet

Revision of BP6163.4: Acceptable Use and Internet Safety

Section: XV. Charter Policies
Item: B. Revision of BP6163.4: Acceptable Use and Internet Safety
Purpose: Vote
Submitted by:
Related Material: Board Policy -- Student Acceptable Use.pdf

| | | |
|--|--|--|
| <p>Bridges Charter School</p>  | <p>Board Policy-</p> <p>Acceptable Use & Internet Safety</p> | |
| <p>Policy Number:</p> <p>BP6163.4</p> | <p>Adopted:</p> <p>8/21/2017</p> | <p>Revised:</p> <p>12/03/2018 2/12/2024</p> |

~~Bridges Charter School has implemented the usage of the Measure I technology endowment fund to provide additional support for its 21st Century learners. Excellence in education requires that technology is seamlessly integrated throughout the instructional program. The individual or collaborative use of classroom student devices is one strategy to empower students to maximize their full potential, as well as prepare them for college and career.~~

Bridges Charter School believes that learning best results from the continuous dynamic interaction among students, educators, parents, and the community at large. **The Board of Directors recognizes the need to prepare students for careers that involve technology, and the need to expose students to digital tools that enhance collaboration, creativity, communication, and cooperation.** ~~Increasing student use of technology within the classroom is not to diminish the vital role of the teacher. Rather, Bridges Charter School seeks to enhance the student experience through the use of technology and transform the teacher into an activator of learning.~~

To this end, Bridges Charter School provides a wide range of technology resources for student use within the classroom, **and has adopted a policy to reinforce responsible use of technology for students.** Student devices are to be used solely for educational purposes. This policy outlines appropriate use and prohibited activities. Each student is expected to follow the rules and conditions listed in this document, as well as any directions or guidelines given by Bridges Charter School teachers, substitutes, administrators, and staff.

Bridges Charter School uses **Go Guardian**, a filtering system to track and monitor all computer and Internet use on the school's network. **This platform allows teachers the ability to view student internet use in real time. Further, through safe guards, student accounts are prohibited from accessing content that is inappropriate for school.** ~~The system is designed to prevent access to educationally inappropriate sites. Bridges Charter School educators can request that a specific site be blocked or unblocked by contacting the Assistant Director. the Technology Services Help Desk.~~

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8/21/2017
Revision Date: 12/03/2018
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Board of Trustees Elections Adopted/Ratified:

It is important to understand that no filtering system is perfect. Due to the nature of the Internet and evolving technology, even with supervision, the school cannot guarantee that students will not reach an inappropriate site. It is **therefore** the student's responsibility to report any inappropriate site to the teacher. **Further, Bridges Charter School includes, as part of the curriculum in grades 3-8, lessons in digital citizenship and acceptable use. This policy assumes that students review the Acceptable Use Policy annually with parents and understand the implications of inappropriate online conduct.**

Below are examples, but not an exhaustive list, of online conduct that may constitute a violation of federal and/or state criminal laws relating to cyber-crimes:

Criminal Acts: These include, but are not limited to, "hacking" or attempting to access computer systems without authorization, threatening/harassing email, cyber-stalking, various explicit content, vandalism, unauthorized tampering with computer systems, using misleading domain names, using another person's identity and/or identity fraud.

Cyberbullying: Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships

Libel Laws: Publicly defaming people through publishing material on the Internet, email, etc

Copyright Violations: Copying, selling, or distributing copyrighted material without the express written permission of the author or publisher (users should assume that all materials available on the Internet are protected by copyright); engaging in plagiarism (using other's words or ideas as your own).

Academic honesty: Academic honesty is expected per Bridges Charter School Board Policy 5131. Students are to complete their own work, referencing sources as required, **and plagiarizing will be subject to disciplinary action including receiving a "0" on an assignment, or failing a class.**

General Guidelines

The following guidelines are provided to parents and students as a guideline of expectations only. Students will:

- Follow all directions given by site and school staff members.
- Use all technology devices, peripherals, and resources in a responsible manner so as not to damage school and school equipment.
- Never remove a device from its protective cover.

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- Carry the device with two hands or like a book and make sure the lid or case cover is closed when transporting.
- Limit device exposure to direct sunlight.
- Never leave a device unattended, both in and out of the classroom.
- Keep the device away from water and other liquids, such as sprinklers, rain, puddles, and beverages.
- Not adhere stickers, ink, or other decorative items to school devices.
- Not allow others access to school-owned devices and equipment.

Student Behavior Guidelines and Digital Citizenship

Students are expected to exercise responsible academic behavior and Digital Citizenship when using the Bridges Charter School network and technology equipment. **Should students not follow the behavior guidelines outlined in this policy, there may be disciplinary action as outlined in the student handbook.**

When using school issued email accounts and devices, students should: General Use:

- o Report any problems with a school device, network, or other system to the teacher.
- o Stay on task and follow directions of Bridges Charter School site and school staff.
- o ~~Device sound is to be muted at~~ **Mute devices** all times during instruction, unless otherwise directed by a teacher.
- o During instructional time, **use** devices ~~are to be used~~ only for academic purposes. Students are not to access movies, games, or non-academic websites during class time unless granted permission by a teacher.
- o ~~Do~~ Not attempt to bypass security settings or Internet filters, or interfere with the operation of the network by installing illegal software including file sharing, shareware, or freeware on school computers.
- o ~~It is important to~~ Log off the device at the end of every session so another user cannot use passwords that are not their own.
- o ~~Students are expected to~~ Follow all copyright laws. If there is a question regarding copyright, students should consult with the teacher.
- o **Only use their individual accounts.** Students are responsible for their Bridges Charter School account, and are not to access another individual's account. Students are not to impersonate, spoof, or otherwise pretend to be someone else online. This includes, but is not limited to, sending out email, creating accounts, or posting messages or other online content (e.g. text, images, audio, or video) in someone else's name.
- o **Use** appropriate language, both in class and online. **Inappropriate language is not acceptable on or off campus using school accounts or devices.** This includes

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sending hateful or harassing email, making discriminatory remarks about others, and engaging in bullying, harassment, or other anti-social behaviors.

~~o Students are not to access another student's device without expressed permission.~~

o **Understand that** anything done on social networking websites ~~should not~~ **that** negatively impacts the school learning environment and/or fellow students, teachers, and administrators **may be subject to disciplinary action.**

~~o Students will not~~ Not search, retrieve, save, circulate, or display hate-based, offensive, or sexually explicit material. Additionally, students cannot search, retrieve, save, or circulate images or information about weapons using any Bridges Charter School computer resources unless authorized by school administrator/teacher as part of a school assignment.

Bridges Charter School recognizes and instructs students that it is both unsafe and not recommended to post any personal information about oneself or others online, including but not limited to: name, address, phone number, or school. **Students should not** post photos of others with their first and last names on any online site, including but not limited to: blogs, wikis, and discussions forums.

Classroom Devices: Logging In, Connecting to the Network, and Basic Troubleshooting

In the case where a student is required to login to a device or system, each student is expected to utilize his/her individual, school-provided username and password to access equipment owned and maintained by Bridges Charter School. Should a student forget his/her username or password, the student is encouraged to ask one of his/her teachers to retrieve it.

School-owned devices are pre-configured to automatically connect to the appropriate Bridges Charter School Ethernet or WiFi network. Should devices not automatically connect to the configured network, students are encouraged to speak with the teacher regarding obtaining a temporary replacement device and/or further instructions.

Bridges Charter School makes every reasonable effort to ensure classroom technology stays in proper working order. Nonetheless, the nature of modern technology lends itself to occasional downtime. In the interest of best supporting classroom instruction, the following basic troubleshooting tips are provided.

If the device will NOT power on:

o Ensure device has been charged or is plugged into a power outlet.

If the student is unable to login to the device:

o Ensure the CAPS lock is not turned on.

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o Check the student's username and password combination to ensure appropriate one is being used. Each student's teacher may print a copy of student passwords for Windows-based devices, Google Apps, and Q Student Connect via the Q Reports screen.

Peripherals not functioning properly:

- o Is the peripheral plugged into the device?
- o Unplug the peripheral from the device, wait 10 seconds, plug the peripheral back into the device.
- o Plug the peripheral into a different port on the device (if available).

When all else fails, try rebooting the device.

Classroom Technology Devices

Guidelines for Device Distribution and Return

Each Bridges Charter School classroom teacher will, at his/her discretion, implement and communicate the device distribution and retrieval rules and expectations for the classroom. Students will:

- Exercise care when removing and returning devices to the designated classroom storage cupboard.
- Exercise care when unplugging a device from its power cord.
- When returning a device, utilize the device's designated cupboard device slot and plug in the device's individual power cord.
- Return the device at the end of a class session or at the discretion of site and school staff members. If a student refuses to return a device, it may be reported stolen.
- Do not modify the hardware, security measures, or software loaded on the device.

Parent and Student Liability for Classroom Devices:

Students are expected to treat school and classroom devices with the appropriate care and respect. As applicable, Bridges Charter School student behavior policies will be enforced regarding any damage to school or classroom devices. Damage includes, but is not limited to: broken screens, cracked casing, inoperability, water damage, etc. **If a device is lost or declared damaged as a result of non-accidental use, the student will be responsible for the cost of replacement.**

Cell Phone Policy

ALL student cell phones must be turned off and out of sight once a student enters the gates/campus in the morning and remain off until 3:00 pm or until exiting the gates in the afternoon unless explicit permission is given by a teacher or an emergency situation arises. If a student is in violation of this policy their phone may

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be confiscated by a teacher or a staff member and held in the office until the end of the day. The electronic device will be released to the student's parent or guardian after the student has complied with any other disciplinary consequence that is imposed. Repeat offenses may result in the student being banned from bringing their device to school.

PROHIBITIONS ON AUDIO RECORDING

Camera or audio recording functions of electronic devices may pose threats to the personal privacy of individuals, used to exploit personal information, and or compromise the integrity of educational programs. Accordingly, the use of the audio recording or camera functions of electronic devices is strictly prohibited on school premises at all times.

EXCEPTIONS - With prior approval of an administrator, the above prohibitions may be relaxed under the following circumstances:

- The use is specifically required to implement a student's current and valid IEP
- The use is at the direction of a teacher for educational purposes
- The use is determined by **administration** ~~the principal~~ to be necessary for other special circumstances, health related reasons, or emergency.

Coversheet

Revision of BP 5141: Health and Safety

Section: XV. Charter Policies
Item: C. Revision of BP 5141: Health and Safety
Purpose: Vote
Submitted by:
Related Material: Board Policy -- Health and Safety-3.pdf

| | | |
|--|--|---|
| Bridges Charter School  | Board Policy- Health and Safety | |
| Policy Number: 5141 | Adopted: 10/20/2011 | Revised: 02/03/2020 02/12/2024 |

Bridges School Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. Education Code 32280-32289 includes requirements for each school under its authority to adopt a comprehensive school safety plan.

SCOPE:

This policy shall serve as the Bridges policy and procedures for Health and Safety. It shall direct strategies, plans and actions related to the Health and Safety of all Bridges affiliates.

GENERAL POLICY STATEMENT:

The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. As such, the Board will establish and the Director will execute a comprehensive school safety plan.

POLICY DETAILS:

1. Comprehensive Safety Plan

1.1 The Bridges Director shall develop a comprehensive school safety plan (“Safety Plan”). The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.2 The Safety Plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

1.3 The Safety Plan shall be reviewed and updated by March 1 of each year unless an alternative deadline is agreed to in advance by the Board.

1.4 The Director shall forward the Safety Plan to the Board for approval.

1.5 The Board shall review the Safety Plan in order to ensure compliance with State Law and Board policies.

1.6 The Board shall approve the plan at a regularly scheduled meeting.

1.7 The Director or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public.

2. Environmental Safety

2.1 The Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Director or designee shall coordinate with CVUSD administration to regularly assess school facilities to identify environmental health risks. He/she shall establish a comprehensive plan to prevent and/or mitigate environmental hazards based on a consideration of the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff attendance, student attendance, and student achievement.

2.2 Strategies addressed in the plan shall include, but not necessarily be limited to, the following;

2.1.1. Ensuring good indoor air quality by maintaining adequate ventilation; using effective maintenance operations to reduce dust, mold, mildew, and other indoor air contaminants; and considering air quality in the site selection, design, and furnishing of new or remodeled facilities

2.1.2. Limiting outdoor activities when necessary due to poor outdoor air quality, including excessive smog, smoke, or ozone, or when ultraviolet radiation levels indicate a high risk of harm

2.1.3. Reducing exposure to diesel exhaust and other air contaminants by limiting unnecessary idling of school buses and other commercial motor vehicles

2.1.4. Minimizing exposure to lead in paint, soil, and drinking water

2.1.5. Inspecting facilities for naturally occurring asbestos and asbestos-containing building materials that pose a health hazard due to damage or deterioration and safely removing, encapsulating, enclosing, or repairing such materials

2.1.6. Ensuring the proper storage, use, and disposal of potentially hazardous substances

2.1.7. Ensuring the use of effective least toxic pest management practices

2.3 In developing strategies to promote healthy school environments, the Executive Director or designee may consult and collaborate with local environmental protection agencies, health agencies, and other community organizations.

2.4 The Director or designee shall provide maintenance and facilities staff, bus drivers, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmental safety at the school.

2.5 The Director or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at the school site. The notification shall provide information about actions to remedy the hazard and may recommend health screening of staff and students.

2.6 The Director or designee shall ensure that all staff are trained in the room capacity limitations of 1 person per every 20 square feet of indoor space.

3. Hazardous Substances

3.1 The Board recognizes that potentially hazardous substances are used in the daily operations of our schools. The Director or designee shall ensure these substances are inventoried, used, stored and regularly disposed of in a safe and legal manner.

3.2 Insofar as possible, the Director or designee shall minimize the quantities of hazardous substances stored on school property and shall substitute less dangerous materials for hazardous substances.

3.3 Hazard Communication Program

3.3.1 The Director or designee shall develop, implement and monitor a written hazard communication program in accordance with state law. As part of this program, he/she shall ensure that employees are fully informed about the properties and potential hazards of substances to which they may be exposed and that material safety data sheets are readily accessible to them.

3.3.2 Teachers shall instruct students about the importance of proper handling, storage, disposal and protection when using any potentially hazardous substance.

4. Disruptions

4.1 In order to help maintain an educational environment that provides for student safety, the Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Director or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law or Board policy. (This policy is intended to cover the disruption of school activities by non- students. For language regarding disturbances by students see the Student Discipline Policy. Employees who cause a disruption may be subject to disciplinary action in accordance with the Personnel Policy.)

4.2 The Director or designee shall establish a plan describing actions to be taken, including staff responsibilities, when an individual is causing a disruption. In developing such a plan, the Director or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention in the event of a disruption.

4.3 School staff shall be trained to recognize when an individual has committed acts that constitute a disruption in violation of Board policy. Staff who believe that a disruption may occur shall immediately contact the Director.

4.4 Gun Free School Zone - Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities. (Penal Code 626.9, 626.10)

4.5 The Director or designee may direct a person to leave school grounds when there is a reasonable basis for concluding that the person is committing, or has entered campus with the purpose of committing, an act that is likely to interfere with the peaceful conduct, discipline, good order, or administration of school activities or with the intent to inflict damage on any person or property. He/she may also ask a person to leave who uses loud and/or offensive language which could provoke a violent reaction or a person who has otherwise established a continued pattern of unauthorized entry on school grounds. This shall not apply if that person is a student, school employee, or other person required by his employment to be on school grounds. (Penal Code 415.5, 626.7, 626.8)

4.6 The Director or designee may also direct a specified drug offender to leave school grounds, unless that person is a student at the school, a parent/guardian of a child attending the school, or he/she has prior written permission for entry from the Director or designee. (Penal Code 626.85)

4.7 When directing any person to leave school premises, the Director or designee shall inform the person that he/she will be guilty of a crime if he/she:

4.7.1 Remains after being directed to leave (Penal Code 626.8)

4.7.2 Returns to the campus without following the school's posted registration requirements (Penal Code 626.7)

4.7.3 Returns within seven days after being directed to leave (Penal Code 626.8, 626.85)

4.8 The Director or designee may direct a person who is required to register as a sex offender to immediately leave school grounds, unless he/she is on school grounds for lawful business and with the Director's permission. If such a person does not leave school grounds, the Director or designee shall inform the person that he/she may be guilty of a crime. The Director or designee shall notify law enforcement as appropriate.

4.9 Appeal Procedure

4.9.1 Any person who is asked to leave a school building or grounds may appeal to the Director or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds.

4.9.2 After reviewing the matter with the person making the appeal, the Director or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding.

4.9.3 The decision of the Director or designee may be appealed to the Board. Such an appeal shall be made no later than the second school day after the Director or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final.

5. Sex Offender Notification

5.1 In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Board believes it is important that Bridges respond appropriately when a law enforcement agency notifies Bridges about registered sex offenders who may reside or work within district boundaries.

5.2 The Director or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Director or designee also shall establish procedures for notifying appropriate staff as necessary.

5.3 To protect Bridges and its employees from liability, employees shall disseminate sex offender information in good faith, and only in the manner and to the extent authorized by the law enforcement agency.

5.4 The Director or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Internet website.

NON-COMPLIANCE TO POLICY:

Lack of adherence to this policy by Bridges personnel may result in the employee being subject to disciplinary action in accordance with Board disciplinary policy and administrative regulations.

GOVERNANCE:

The Director and Bridges Board will be responsible for monitoring adherence to the policy.

REVIEW CYCLE:

The Bridges Board will be responsible for reviewing the policy every two years or more frequently as required.