



Bridges Charter School

Board Meeting

Date and Time

Monday June 16, 2025 at 6:15 PM PDT

Location

ONSITE MEETING LOCATION

Bridges Charter School

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1335 Calle Bouganvilla, Thousand Oaks, CA 91360

SATELLITE MEETING LOCATIONS

(required for board members joining remotely)

In Ventura County

:

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=eWkycUxoalo1NGJBdE5lSlh3Rk5GZz09>

Meeting ID: 767 096 1601

Passcode: 477881

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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 May 12, 2025			
II. Presentations			6:22 PM

	Purpose	Presenter	Time
A. Report from Marlo Hartsuyker, VCOE Director of Charter School Support and Oversight	FYI	Marlo Hartsuyker	2 m

B. Local Control and Accountability Plan, Annual Update, and Budget Overview for Parents	Vote	Kelly Simon	7 m
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The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEA's to share their stories of how, what, and why programs and services are selected to meet their local needs.

This LCAP includes slight revisions to metrics and action steps with associated expenditures. The LCAP has been drafted with feedback from students, teachers, staff, administration, parents, and board members.

Approval of the LCAP and Budget Overview for Parents is recommended.

C. LCAP Local Indicators	Vote	Kelly Simon	5 m
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The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Approval of the local indicators is recommended.

D. LCAP Federal Addendum	Vote	Kelly Simon	3 m
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The Local Control and Accountability Plan (LCAP) Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA). The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

	Purpose	Presenter	Time
III. Public Comments			
<i>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.</i>			
IV. Reports from the Directors			6:39 PM
Executive Director			
<ul style="list-style-type: none">• Required Ethics Training• AB 84• Update on CBO Certification• Transition from County Treasury to California Credit Union			
Director of Daily Operations			
A.	End of 2024-2025 SY SEHS Universal Monitoring Results	FYI Skye Stifel	10 m
V. Consent Items			6:49 PM
A.	Consent Items	Vote Katerina Yevmenkina	2 m
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.			

	Purpose	Presenter	Time
6.1	Financial Reports		
6.1.1	Checks		
6.1.2	Financial Statements		
6.1.3	Purchase Orders		
6.1.4	Amazon Purchases		
6.2	Personnel Report		

VI. Business and Operations**6:51 PM**

- | | | | | |
|---|--|------|----------------|------|
| A. | Bridges Adopted Budget | Vote | Rudy Calasin | 10 m |
| <p>For the Board's review is the Adopted Budget for 2025-2026. This budget has been closely reviewed by the finance committee, and assumptions for 2025-2026 for staffing, enrollment, and expenditures are reflected in this budget.</p> <p>Approval of this item is recommended.</p> | | | | |
| B. | Prop 30 SY 24-25 | Vote | Isabelle Rhode | 2 m |
| <p>This is the annual report that LEA's in California are required to publish on their websites detailing how they have spent the Education Protection Account (EPA) funds received through Proposition 30. Prop 30, a 2012 voter-approved measure, temporarily increased sales and income taxes to provide additional funding for public schools.</p> <p>Approval of this item is recommended.</p> | | | | |
| C. | Salary Schedules for 2025-2026 | Vote | Kelly Simon | 3 m |
| <p>For the Board's Consideration is an updated salary schedule for the 2025-2026 school year. The salary schedules presented include a 2% cost of living adjustment. This 2% increase has been included in the adopted budget that the Board will vote on tonight.</p> <p>Approval of this item is recommended and will go into effect as of July 1st.</p> | | | | |
| D. | Local Agency Executive Compensation Report | FYI | Rudy Calasin | 2 m |
| <p>Rudy will present an oral report for the board on Local Agency Executive Compensation.</p> | | | | |
| E. | Certificate of Signatures | Vote | Kelly Simon | 2 m |

	Purpose	Presenter	Time	
We request that the board approve Rudy, Eva and Tami as certified signers for Bridges so that they can manage the closing of our books through September 30th.				
Approval of this item is recommended.				
F.	Spring Release of Con App	Vote	Rudy Calasin	2 m
G.	Prop 28 Report	Vote	Kelly Simon	2 m
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts instruction in schools beginning in 2023–24.				
This required report summarizes our use of the funds allocated.				
Approval of this report is recommended.				
H.	Approval of Year End Resolutions from BSA for Fiscal Year 2024-2025	Vote	Rudy Calasin	2 m
This resolution allows BSA to make payments on Bridges' behalf during the month of July. Approval of this item is recommended.				
I.	Job Descriptions for Stipends for 2025-2026 School Year	Vote	Kelly Simon	5 m
The attached job descriptions and credentialing requirements are recommended for approval for the 2025-2026 school year. These stipends anticipate the possible need for supplemental job duties for credentialed teachers in the 2025-2026 school year.				
J.	Approve Rian Dempster Application for PIP	Vote	Cindy McCarthy	5 m
We request that the board approve the issuance of a Provisional Internship Permit (PIP) for Rian Dempster to teach courses assigned with a multiple subject credential at Bridges for the 2025-2026 school year. The PIP allows the teacher to be assigned students while completing the necessary credential requirements. Approval of this item is recommended				
K.	School Calendar 25-26 (with edits)	Vote	Cindy McCarthy	5 m
We would like the board to review and approve a change to our annual contract. The only change we made is moving the middle school to a trimester reporting period rather than a semester reporting period.				

	Purpose	Presenter	Time
Approval of this item is recommended.			
L. Employee Handbook SY 25-26	Vote	Cindy McCarthy	5 m
Approval of this item is recommended.			
M. Job Description for Homeschool Supervising Teacher	Vote	Kelly Simon	5 m
In response to increased compliance requirements, rising enrollment in our homeschool program, and evolving priorities among families in the independent study program, we have revised the job description to better reflect the current needs and expectations of the role.			
Approval of this job description is recommended.			
N. Board Schedule 25-26 SY	Vote	Kelly Simon	5 m
approval of this item is recommended			
VII. Parents and Community			
VIII. Curriculum and Instruction			7:46 PM
A. Updated IXL quote for 25-26 SY	Vote	Cindy McCarthy	5 m
Approval of this item is recommended.			
IX. Special Projects/Programs			
X. Special Education			
XI. Pupil Personnel			
XII. Support Services			
XIII. Facilities			
XIV. Charter Policies			7:51 PM

	Purpose	Presenter	Time
A. Learning Continuity Plan	Vote	Kelly Simon	5 m

As an addendum to our approved Comprehensive School Safety Plan, the attached Learning Continuity Plan will be included to address ways that Bridges will ensure that learning and attendance will continue in the event of an emergency, natural disaster, or pandemic.

XV. Governing Board

7:56 PM

A. Formation of Ad Hoc Committee for Analysis of Teacher Salary Schedules	Vote	Kelly Simon	5 m
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I recommend that we form an official ad hoc committee to analyze local teacher salary comps, and to provide recommendation to the Board for adopting a revised salary schedule. This process will be supported by ExEd. We have looked for a diverse range of teachers to serve on this committee, and the selected teachers are: Marsi Gore, Dendee Moss, Alan Kingsley-Hart, and Norma Delgado. A board member and our Executive Director, Dr. Simon, will also serve on this committee.

Approval of this Ad Hoc Committee is recommended.

B. Fiscal Policies	Vote	Kelly Simon	3 m
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The attached fiscal policy contains all policies and procedures required to align with ExEd's processed and our current board policies and procedures. This policy has been reviewed in our Governance Committee as well as by our Board President, and Dr. Simon has worked closely with ExEd to ensure that the policy reflects our practices, aligns with current laws and auditing practices, and provides fiscal safeguards for the school.

Approval of this policy is required for Bridges to transition to ExEd's systems as of July 1st.

C. Charter Safe Renewal 25-26	Vote	Kelly Simon	5 m
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We recommend the board approve the insurance policy with Charter Safe for the 2025-2026 fiscal year. The policy rates have increased, but by an amount less than budgeted.

Approval of this item is recommended.

	Purpose	Presenter	Time
D. Approval of 5 additional work days for Executive Director, Director of Daily Operations, Director of Student Support, and Administrative Coordinator	Vote	Kelly Simon	5 m

Given the transition to a new payroll system and employee management system, we request that the board approve an additional 5 days for our administrative staff responsible for the transition. These extra contract days will ensure a smooth transition to Paychex and ExEd by July 1st which is the first date of payroll with ExEd and Paychex. This request has been considered and encouraged by BSA given the significant number of tasks necessary to close the fiscal year and transition to ExEd in June.

XVI. Closed Session

8:14 PM

A. Business Pursuant to Government Code § 54957 (b)~	Discuss	Katerina Yevmenkina	15 m
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Business Pursuant to Government Code § 54957 (b)~
 Consideration of Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of an Employee.
 1 Case ID Employee # 354555967

XVII. Personnel

XVIII. Closing Items

8:29 PM

A. Adjourn Meeting	Vote	Katerina Yevmenkina	1 m
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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 May 12, 2025

DRAFT

Whole Child. Whole Family.
Whole Community.



Bridges Charter School

Minutes

Board Meeting

Date and Time

Monday May 12, 2025 at 6:15 PM

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Bridges Charter School
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Meeting ID: 767 096 1601

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ID: 86595436177

Passcode: 654247

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

Directors Present

B. Yee, C. Dapello, H. Kruse, K. Yevmenkina, N. Hashemi

Directors Absent

None

Guests Present

C. McCarthy, I. Rhode, K. Brown (remote), K. Simon, M. Hartsuyker, R. Calasin (remote), S. Stifel (remote), rudy

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 Monday May 12, 2025 at 6:15 PM.

C. Approval of Agenda

N. Hashemi made a motion to approve agenda.

C. Dapello 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 04-14-25.

C. Dapello seconded the motion.

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

II. Presentations

A. LCAP Public Hearing

Dr. Simon will provide an overview of updated Goals and Action Steps for our Local Control and Accountability Plan, and will invite discussion and input from the Board.

III. Reports

A. Director's Reports

Executive Director:

- Discussed Enrollment and Projections for next year. 440 projected. homeschool will be full, and long waitlist. 30 TK students projected for next year. Middle school and upper grades in high demand.
- Update on ExEd Transition-going full steam ahead.

Director of Daily Operations

- 8th Grade Culmination and End of Year Events. Moving graduation into the MPR. Sending out invitations. June 4th at 5:30. Bridging ceremony will be June 5th. Senior Walk will be happening on campus May 28th.

Director of Student Support-

IV. Consent Items

A. Consent Items

H. Kruse made a motion to approve consent items.

C. Dapello seconded the motion.

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

V. Business and Operations

A. 1% retroactive off-schedule bonus for current employees July 2024-June 30, 2025

B. Yee made a motion to approve a 1% retroactive off schedule bonus.

N. Hashemi seconded the motion.

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

B. 2025-2026 Food Service Contract with CVUSD

N. Hashemi made a motion to approve 2025-2026 Food Service Contract with CVUSD.

H. Kruse seconded the motion.
The board **VOTED** to approve the motion.

C. Updated Wellness Policy BP 5030

N. Hashemi made a motion to Approve the updated wellness Policy BP 5030.
H. Kruse seconded the motion.
The board **VOTED** to approve the motion.

D. Healthy Classroom Snack List

Discussed healthy classroom snack list

E. Competitive Food Rules/Smart Snacks in School

Discussed competitive food rules/smart snacks in school.

F. Consideration of Attendance Recovery for 2025-2026

Attendance Recovery is a new option for classroom based LEA's to recover ADA and to address learning loss for students are absent. Attendance can be recovered in hourly increments after school or on the weekend and can run concurrently with the ELOP program.
Dr. Kelly will send policy out before June meeting.

G. Employee Handbook

B. Yee made a motion to approve employee handbook 24-25 SY.
C. Dapello seconded the motion.
The board **VOTED** to approve the motion.

VI. Governing Board

A. Certification of Signatures

N. Hashemi made a motion to approve certificate of signatures.
H. Kruse seconded the motion.
The board **VOTED** to approve the motion.

VII. 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 7:46 PM.

Respectfully Submitted,

K. Yevmenkina

Coversheet

Local Control and Accountability Plan, Annual Update, and Budget Overview for Parents

Section: II. Presentations
Item: B. Local Control and Accountability Plan, Annual Update, and Budget Overview for Parents
Purpose: Vote
Submitted by:
Related Material:
2025_LCFF_Budget_Overview_for_Parents_Bridges_Charter_School_20250612.pdf
2025_Local_Control_and_Accountability_Plan_Bridges_Charter_School_20250613.pdf

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Bridges Charter School
CDS Code:	56-10561-0121756
LEA Contact Information:	Name: Kelly Simon Position: Director Email: kelly.simon@bridgescharter.org Phone: 805-492-3569
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$4,651,319
LCFF Supplemental & Concentration Grants	\$183,979
All Other State Funds	\$446,959
All Local Funds	\$414,690
All federal funds	\$195,799
Total Projected Revenue	\$5,708,767

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$5,945,721
Total Budgeted Expenditures in the LCAP	\$611,816
Total Budgeted Expenditures for High Needs Students in the LCAP	\$279,974
Expenditures not in the LCAP	\$5,333,905

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$236,221
Actual Expenditures for High Needs Students in LCAP	\$334,778

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$95,995
2024-25 Difference in Budgeted and Actual Expenditures	\$98,557

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	1. Salaries and benefits for certificated and classified employees 2. Instructional and administrative supplies 3. Non-capitalized equipment under \$5,000 4. Staff Development

	<ul style="list-style-type: none">5. General Liability Insurance6. Facility and Utility costs7. Contracted instructional and administrative services8. Depreciation9. Other outgo including indirect costs charges
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Charter School

CDS Code: 56-10561-0121756

School Year: 2025-26

LEA contact information:

Kelly Simon

Director

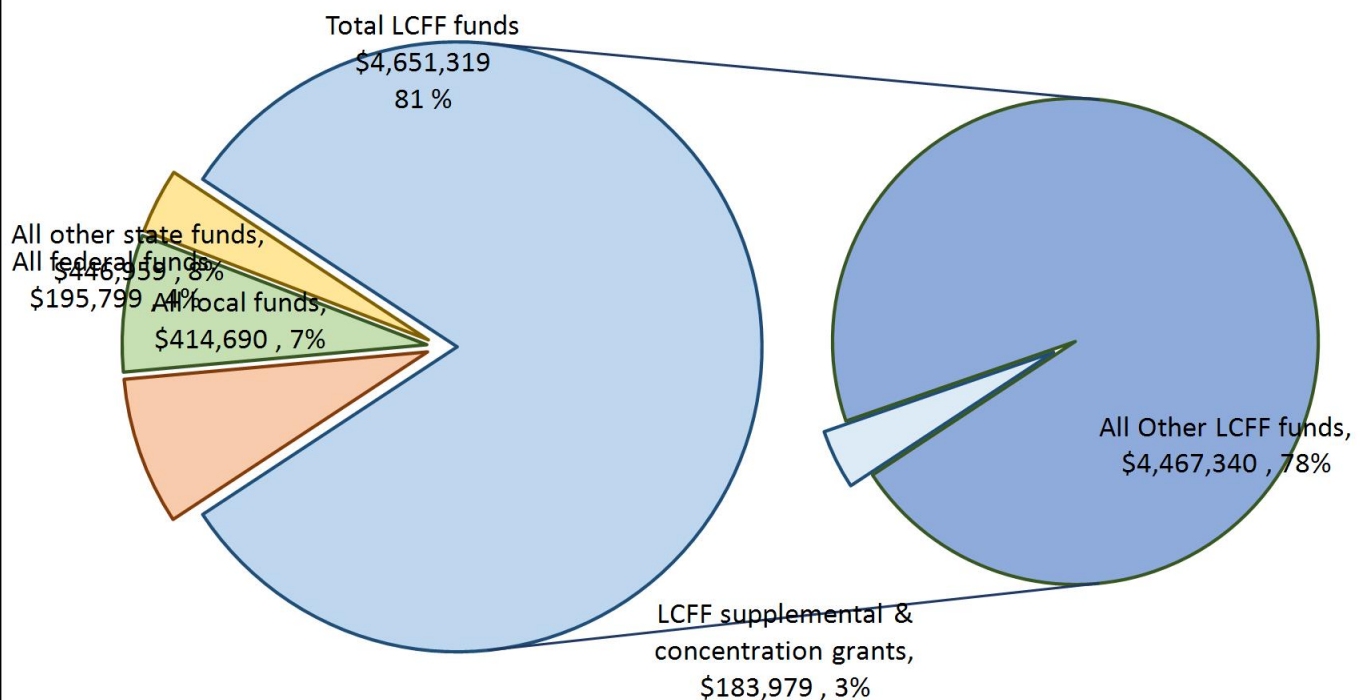
kelly.simon@bridgescharter.org

805-492-3569

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

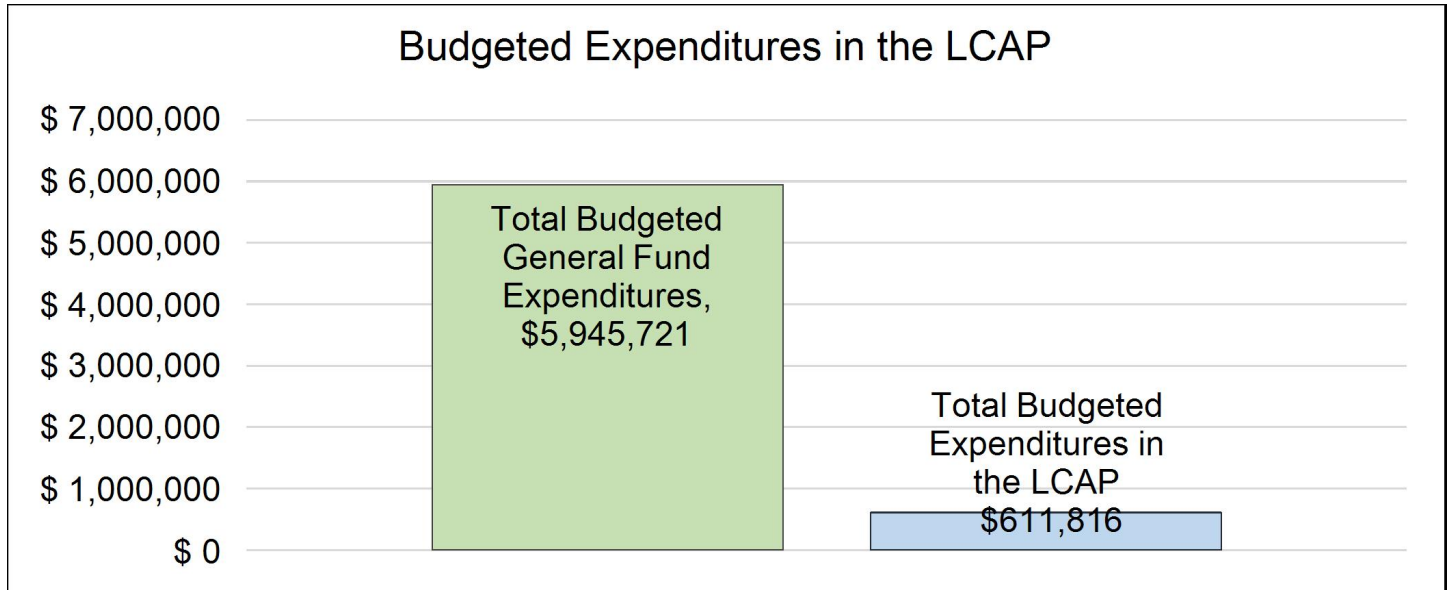


This chart shows the total general purpose revenue Bridges Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Charter School is \$5,708,767, of which \$4,651,319 is Local Control Funding Formula (LCFF), \$446,959 is other state funds, \$414,690 is local funds, and \$195,799 is federal funds. Of the \$4,651,319 in LCFF Funds, \$183,979 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Bridges Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Bridges Charter School plans to spend \$5,945,721 for the 2025-26 school year. Of that amount, \$611,816 is tied to actions/services in the LCAP and \$5,333,905 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

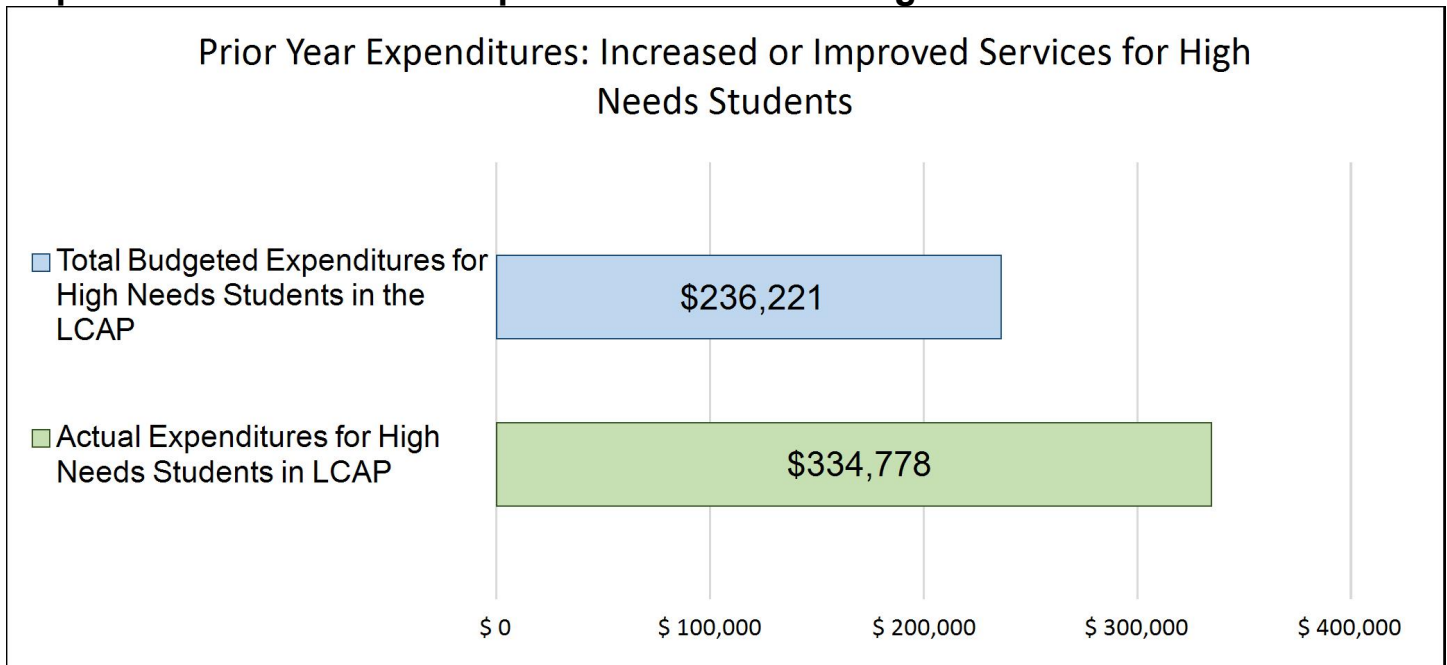
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9. Other outgo including indirect costs charges

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Bridges Charter School is projecting it will receive \$183,979 based on the enrollment of foster youth, English learner, and low-income students. Bridges Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Bridges Charter School plans to spend \$279,974 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Bridges Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Bridges Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Bridges Charter School's LCAP budgeted \$236,221 for planned actions to increase or improve services for high needs students. Bridges Charter School actually spent \$334,778 for actions to increase or improve services for high needs students in 2024-25.



LCFF Budget Overview for Parents

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CDS Code: 56-10561-0121756

School Year: 2025-26

LEA contact information:

Kelly Simon

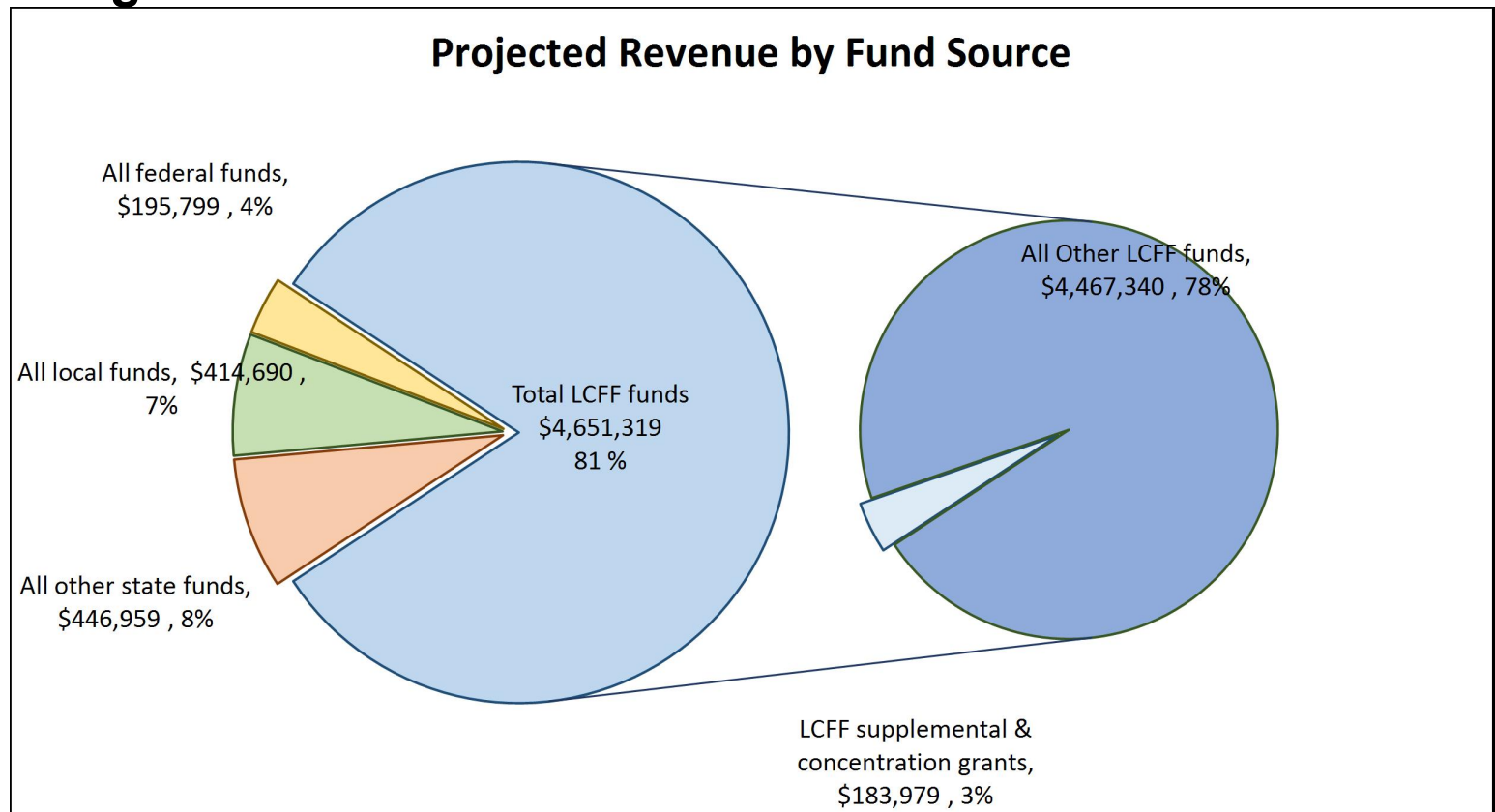
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Budget Overview for the 2025-26 School Year



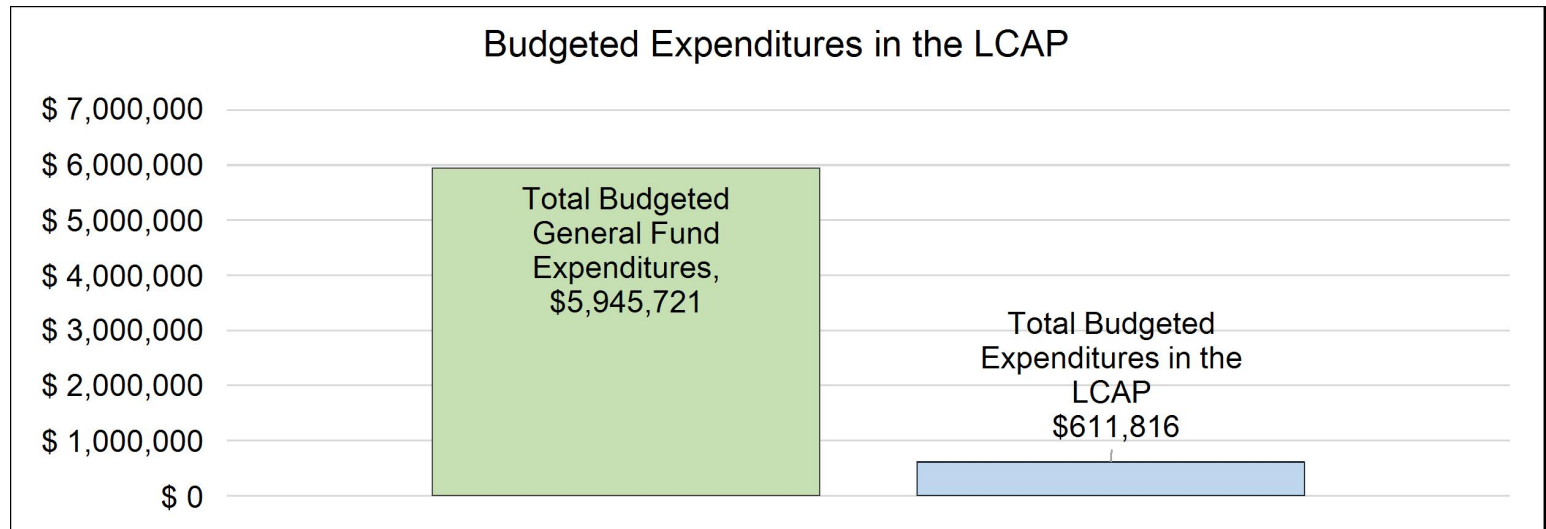
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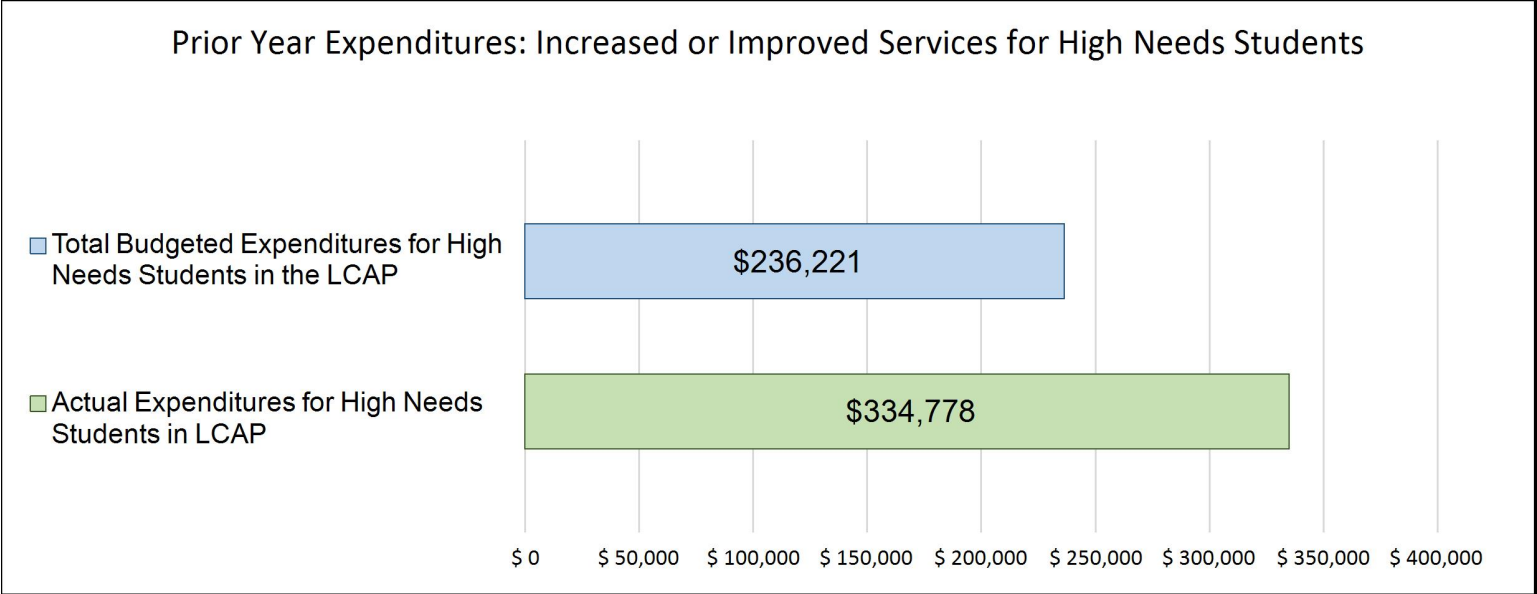
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Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Bridges Charter School is a TK-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. We are celebrating our 15th year of operation as a school of choice in the Conejo Valley.

Our mission is to engage TK-8 students in an academically rigorous education through arts integration, outdoor education, and inquiry-based study in a community that focuses on social and emotional learning. Teachers implement research-based curriculum in order to prepare students to become the next generation of creative thinkers. Students are empowered to develop a sense of self in an environment that fosters belonging, purposeful learning, and opportunities to develop as leaders and responsible citizens.

These core philosophies at Bridges 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, and communicate well as for college and careers in the 21st century.

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.

Bridges Charter School attracts a diverse community of TK-8 students and families who desire a community-based, nurturing, integrated, and balanced Whole Child focused learning environment. We continue to strive to effectively support the needs of a wide range of learning styles, interests, and abilities. Bridges Charter School is a dynamic, welcoming, and committed community where knowledge, innovation, and individual creativity are honored and celebrated.

At full capacity, Bridges serves 384 site based students and approximately 90 independent study students. Bridges Charter School intends to continue implementing recruiting efforts to reach a diverse student population that is reflective of the general population residing within CVUSD.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A multi-year goal for us has been to attract a diverse demographic of students that is comparable to our local school District. Our student population across different student demographics continues to grow at rates comparable to or higher than or local District.

Bridges has always been committed to providing an academically rigorous curriculum so that all students and subgroups of students can reach their full academic potential. Our goal for 2023-2024 was to improve student achievement ELA and Math by 2% across our student population and all significant subgroups year over year. Our overall percentage of students meeting or exceeding standards in ELA grew overall by 3%, and grew by 4% in Math. We also noted significant growth across 100% of the other subgroups of students. Our Socioeconomically disadvantaged students improved by 6% in ELA and by 4% in math; this was noticeable since this population of students declined in their performance in 2023. There was also significant growth across our students with disabilities in ELA (+6%) and Math (+1%). Growth was exceptionally noticeable in our Hispanic students who performed 8% better in math and 3% better in ELA. While we have rebounded to post-pandemic scores overall in math, the majority of our subgroups of students are still not performing at or above the rates of achievement prior to the pandemic in both ELA and Math. We are continuing to focus on vertical alignment of curriculum, aligning essential standards, and focusing professional development on Tier II intervention strategies with the intention of ensuring that all of our students not meeting standards are receiving instructional support at their level to support their academic growth. We are also seeing positive trends in our common assessment data that indicate we are on track for more growth in 2024-2025 based upon our common assessment data.

Twenty percent of Bridges' students are enrolled in our hybrid homeschool program wherein the students' parents are primarily responsible for the delivery of curriculum. This population of students historically has not performed as successfully on the state assessments. When we disaggregate this population of students from our overall percentages of students meeting or exceeding grade level standards from 2024 the percentage of students meeting or exceeding grade level standards is 67% for ELA, and 59% for math.

Overall, although our school outperforms our neighboring schools in Ventura County in ELA and Math across most subgroups of students, our school data indicates significant achievement gaps for SED students, Hispanic Students, and Students with Disabilities in both ELA and Math. In order to address the critical needs specific to these student populations, Bridges has increased or improved services for unduplicated students by implementing the following services:

1. We have ensured access to Tier II interventions for all students who are not meeting grade level standards in reading or math in grades K-8.
2. We have an on-site counselor five days per week available for conflict resolution, behavior intervention, and crisis assessment.
4. We have implemented strengths-based universal monitoring twice annually to track the psycho-social-emotional health of our students.
5. We have led professional development in Universal Design for Learning and Trauma Informed Instruction and Interventions focusing specifically on students who are on the cusp of meeting grade level standards.
6. We are providing classroom differentiation to address student needs, including English Learners and additional training for teachers on providing differentiation to students.

Preliminary data from our Fall NWEA Map Common Assessments projects that 78.64% of our students will meet or exceed standards in English Language Arts, and 58% will meet or exceed standards in Math.

We have consistently met the LCAP goal of 40 hours of professional development annually for each teacher focused on Common Core State Standards and Next Generation Science Standards. Having accomplished this goal year over year, we always seek to continue refining our curriculum and instruction to enhance the vertical alignment of the most essential standards across all grades. Further, we have an established cycle of inquiry for our teachers to engage in professional learning. 84% of our teachers participate on one of our curriculum committees. The cycle focuses on investigation, practice, and implementation. This school year, we have moved into a new full adoption of CKLA Amplify for English Language Arts in grades K-5 as well as the newly approved state screener for dyslexia, mClass Dibels. Our math committee has recommended two curricula to pilot for 2025-2026 new math following the state's publication of the new math framework with the goal of making a full adoption by 2026-2027.

Further, inquiry around literacy development has led our teachers to become experts in the Science of Reading with meaningful outcomes.

We will continue to invest in opportunities for peer mentorship and classroom observations, meaningful professional learning opportunities for each area of focus annually; providing flexible professional development days for teachers to collaborate on curriculum mapping and planning, providing opportunities for teachers to share student work and discuss academic standards, and implementing a data-driven evaluation cycle that includes formal evaluations of new and established teachers.

Whole child learning is a foundational philosophy of our school; we have adopted this goal because we recognize that children can only reach their full potential when their school setting feels safe and when they have supportive adults around them who they can trust. As a school with an emphasis in whole child education, in addition to academics, Bridges values social and emotional intelligence and psychological wellness. We therefore proactively integrate strategies that create an inclusive environment for all students that promotes a community that is healthy and safe, and that each of our students feels supported and challenged.

Bridges Charter School values the strong partnership we build with families. To measure our success in this mission, we conduct an annual Parent Satisfaction Survey, aiming for at least 70% of participants to agree or strongly agree on Bridges' effectiveness across five key areas. In the 2024 survey, Bridges families provided the following feedback:

Student Instruction, Engagement, Support, and Challenge with Learning: 83%(-1%)

Social-Emotional Learning and Conflict Resolution Skill Development: 89% (+5%)

Healthy and Safe School Climate: 85% (+9%)

Parent Involvement in Meaningful Ways: 82% (no change)

Communication, Organization, and Administration: 93% (+13%)

We met the goal of 70% satisfaction across our targeted categories, and satisfaction grew in the areas of Social-Emotional Learning and Conflict Resolution Skill Development, Healthy and Safe School Climate, and Communication, Organization, and Administration. Our goal is to continue providing an environment where parents and caregivers feel like welcomed participants in our school community, and we hope to see that evidenced in the growth of satisfaction across our target categories in 2025.

In 2022-2023, we had a significant increase in student suspensions as evidenced by the color rating on our school Dashboard. Our overall suspension rate was 3.8% which grew by 2.2% from the year prior. We observed an uptick in suspensions related to hate speech and intimidation which drove our decision to partner with the Anti Defamation League last year. Social and Emotional Learning lessons were intentionally designed to address some of the root causes for suspensions that we identified. The lessons delivered by our counselor and school psychologist have focused on inclusion, understanding racism, tolerance, and protected classes. We ended the 2023-2024 school year with a suspension rate of 1.6%, and this year we anticipate sustaining a rate under 2% as our current suspension rate is 1.4%.

Universal screeners allow us to effectively and regularly track the success of our whole child program. We utilize UCSB's instruments developed through the COVITALITY lab to track the health and wellness of our student population.

Priority 6 in the Local Indicators now requires LEA's to, at minimum, administer a local climate survey each year in order to capture a valid measure of student perceptions of school safety and connectedness in at least one grade level within each grade span that the LEA serves. This data must allow the disaggregation of student subgroups. The following graph illustrates the trends in responses by topics for students at Bridges in grades 3-5 in our Fall 2024 survey. The vast majority of students are thriving across all categories we assess:

Another area of success for our school is our implementation of a more robust MTSS program and our implementation of support services for students and their families. We have offered parent education, provided a social skills curriculum taught by our school counselor and school psychologist to students in grades K-8, and we have increased our counseling hours for general education students. Further, the universal screening that we have implemented since 2021 has helped us better track the psycho/social/emotional wellbeing of our students and the targeted interventions. The universal screenings show sustained trends toward positive Covitality in the areas that we measure (gratitude, zest, optimism, and persistence). Our healthy kids surveys also indicate positive trends in students attitudes about school. The universal screenings show sustained trends toward positive Covitality in the areas that we measure (gratitude, zest, optimism, and persistence). Our healthy kids surveys also indicate positive trends in students attitudes about school.

In our professional learning communities, our staff decided to pilot the CKLA Amplify curriculum for ELA in grades K-8. The learning communities have made a recommendation for a full adoption of CKLA Amplify in grades TK-5 along with the associated mCLASS assessments. In these professional learning communities, we have also identified inquiry and literacy to be a continued area of focus for professional learning into 2024-2025.

We have also continued our contract with Parsec as a data management platform that helps us triangulate the different sources of data including the Social Emotional Data to share with our educational partners. This platform has given us the opportunity to have more comprehensive discussions with our educational partners about our program successes and areas of improvement.

In addition, we analyze this data by individual student to ensure that the appropriate interventions are assigned. When analyzing the data qualitatively, some key patterns stand out for our elementary students. For example, all students positively endorsed “All students are unique and different,” and all but three students indicated they have a safe adult to talk to at school.

When looking at the distribution across race at our school, it is reassuring that our subpopulations of students who are historically marginalized are expressing the same level of civility as their peers.

For our middle school students, qualitative data indicates a high sense of self, appreciation for others’ differences, and high self-efficacy. For example, when asked whether they feel Bridges is an inclusive community, 102/120 answered affirmatively. When asked if they feel valued for what they bring to the school community, 95/120 answered affirmatively. When asked if they feel everyone gets treated fairly and equitably at school, the vast majority of our students answered “yes” with responses such as: “I see people at school having a bad day, or an unlucky one, but their sadness only lasts for a moment, due to someone's empathy and compassion.” For students who we flag as “At-risk” based upon their responses, we provide interventions such as check-ins with adults, counseling sessions, increased monitoring, or SEL lessons.

Additionally, we continue to track trends through the California Healthy Kids Survey with a goal of increasing percentages by 2% year over year across our target indicators.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Ventura County SELPA	SELPA consultation meeting
Teachers	Survey, curriculum committee meetings, whole staff meetings, board committee meetings, grade level meetings
Parents	Parent satisfaction surveys, parent education nights, board committee meetings, volunteer orientations, board meetings, school climate survey
Students	Healthy kids surveys, universal monitoring surveys, board committee meetings, student leadership meetings
Staff	Board committee meetings, staff meetings, staff surveys
Board of Directors	Board meetings, Board committee meetings

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback gathered from teachers, parent's and students indicates satisfaction with academic programs provided and the academic growth of students who attend Bridges. We have gathered input from students, parents, Board members, and staff during staff meetings, during our Charter Excellence committee meetings, and during the public hearing for our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve student achievement for all Bridges students and sub groups.	Maintenance of Progress Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Bridges is committed to providing an academically rigorous curriculum so that all students and subgroups can reach their full academic potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Overall student achievement will improve by 2% year over year across all student subgroups as measured by the CAASPP Assessment.	Our goal for 2022-2023 was to improve student achievement ELA and Math by 2% across our student population and all significant subgroups year over year. Our overall percentage of students meeting or exceeding standards in both ELA and Math stayed consistent at 62% and 50% respectively, though there was some growth across our students with disabilities, and socioeconomically disadvantaged students	Data not yet available		ELA: 68% Math: 56%	data not yet available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>in ELA (+2%), and across our Hispanic students in ELA (+8%). For SWD in Math the growth was significant (+6%), and while our socioeconomically disadvantaged students' scores declined by 4%, our students with disabilities increased by 7%.</p> <p>Percent of Proficiency in 2023: Overall ELA: 62% ELA SED: 42% ELA SWD: 33% ELA Hispanic: 55%</p> <p>Overall Math: 50% Math SED: 31% Math SWD: 31% Math Hispanic: 37%</p>				
1.2	This percentage of students advancing in performance level will increase by 2% year over year.	Based on ELPAC data from 2023 the percentage of students advancing in performance level between 2022-2023 or coming reclassified as English proficient was 53%.	64% of our English learners advanced one level or were reclassified during the 2024-2025 school year.		Advancing one performance level or reclassifying: 59%	+11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	<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>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>75% of students receiving intervention in grades TK-2 exited the intervention program because they advanced to meeting grade level standards. 17% of students were referred for special education assessments.</p> <p>30% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meet grade level standards. 30% of students in grades 3-5 receiving intervention were referred for special education assessments through the SST process.</p>	<p>78% of students in grades TK-5 exited the intervention program because they met grade level reading standards.</p> <p>3 students exited the intervention because they were identified and referred for special education services.</p>		<p>Grades TK-2: 70%+</p> <p>Grades 3-5: 36%+</p>	+3%
1.4	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.	<p>ELA Growth: 64%, Achievement: 70% Math Growth: 65%, Achievement: 59%</p>	<p>ELA Growth: 33rd%, Achievement: 73rd% Math Growth: 45th%, Achievement: 63rd%</p>		<p>ELA Growth: 70%, Achievement: 76% Math Growth: 71%, Achievement: 65%</p>	<p>ELA Growth: - 31% Achievement: +3% Math Growth: - 20% Achievement: +4%</p>

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The planned actions led to significant improvements in students reaching grade level standards in reading through our Tier II intervention program.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have adjusted several metrics. We have reported overall growth in reading in Action 1.3, and we have reported both Achievement and Growth in Action 1.4.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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,	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 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.	\$3,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Math) in K-2 according to BRIDGES annual assessment calendar.			
1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	<p>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>	\$74,874.46	Yes
1.3	Monitor implementation of Express Readers and mClass.	Dyslexia Screeners and Reading Assessments will be implemented. Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher.	\$7,800.00	Yes
1.4	Provide in-classroom differentiation to address student needs, including English Learners.	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.	\$116,310.20	Yes
1.5	Coordinate and provide supplemental intervention services for students with disabilities.	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.	\$272,028.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Two additional teacher/instructional days for students	These additional days will be used to support progress toward student learning goals.	\$0.00	No
1.7	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.	\$6,428.00	No
1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	Bridges will implement Parsec Data Management for analyzing and disaggregating student data.	\$7,500.00	Yes
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.	\$6,751.74	No
1.10	Adoption of Reflex	The math committee recommended the adoption of Reflex for supporting math fluency for students in grades 2-5.	\$6,327.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Adoption of CKLA Amplify	Teachers in grades 1-8 will implement CKLA Amplify for Reading and Language Arts.	\$2,500.00	Yes
1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	Learning Recovery for underperforming students to utilize the Learning Recovery Emergency Block Grant. The funds and associated actions are contingent on the Enacted Budget (final, legally approved state budgets passed by legislature and signed by the governor at the end of June).	\$18,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Train and support teachers to implement effective instruction.	Maintenance of Progress Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Bridges Charter School expects that teachers are local leaders in the field of teaching and learning, it is important for them to attend meaningful professional development that supports the implementation of CCSS and NGSS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.	In 2023-2024, 75% of full time credentialed teachers participated in a teacher-led curriculum committee.	84% of full time credentialed teachers participated in a teacher-led curriculum committee.			
2.2	Teacher Committees in Literacy, Math, and Inquiry, and Equity will meet at least 3 times annually in professional learning communities.	In 2023-2024, the Inquiry committee met 3 times, the math committee met 3 times, the equity committee met 3 times, and the literacy committee met 4 times.	We reduced the number of committee meetings to focus specifically on the committee meetings requiring action. The math committee met 5 times and the literacy committee met 3.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Bridges teachers will meet in grade spans three times annually in professional learning communities with a focus on improving instruction using student data.	Teachers met at least three times annually in grade spans focusing on literacy or math.	Teachers met at least three times annually in grade spans focusing on literacy or math.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

none

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Curriculum maps will be gathered and bound for the purpose of analyzing alignment of instruction and standards.	\$3,613.22	No
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.	\$25,228.00	No
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.	\$1,668.76	Yes
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.	\$16,378.40	Yes
2.5	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.	\$10,000.00	Yes
2.6	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.	\$2,571.96	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Implement ant-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.	\$1,425.46	Yes
2.8	Implement McKinney Vento Training for all teachers	Teachers receive training for identifying homeless students and matching them with support services.	\$400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide an effective environment for learning based on whole child tenets.	Maintenance of Progress Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Whole child learning is a foundational philosophy of our school; we have adopted this goal because we recognize that children can only reach their full potential when their school setting feels safe and when they have supportive adults around them who they can trust.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period.	94.39%	95.3%		95%	
3.2	Suspension/expulsion rates will be less than 3% of enrollment annually.	2023: 3.8%	1.9% (not confirmed)		Less than 2%	
3.3	Parent satisfaction survey will indicate that at least 70% of respondents "agree" and "strongly agree" that	2023: Student Instruction, Engagement, Support, and Challenge with Learning: 84%	Instruction, Support, Engagement with Learning: 93% Social-Emotional Learning: 92%		Maintain 70% or higher across targeted categories	Instruction, Support, Engagement with Learning: +9% Social-Emotional Learning: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Bridges is effective in the following areas:</p> <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 ways (Q 3,4,14,15, 18, 22) • communication, organization and administration (Q 1,2,16,17,,29, 30,31) 	<p>Social-Emotional Learning and Conflict Resolution Skill Development: 84%</p> <p>Healthy and Safe School Climate: 74%</p> <p>Parent Involvement in Meaningful Ways: 82%</p> <p>Communication, Organization, and Administration: 79%</p>	<p>Healthy and Safe School Climate: 88%</p> <p>Parent Involvement in Meaningful Ways: 89%</p> <p>Communication, Organization, and Administration: 92%</p>			<p>Healthy and Safe School Climate: +14%</p> <p>Parent Involvement in Meaningful Ways: +7%</p> <p>Communication, Organization, and Administration: +13%</p>
3.4	At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.	66% volunteered regularly	55%		60%+	-11%
3.5	At least 30% of Bridges families will be involved	43% involved in school leadership	42%		40%+	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by self reported surveys.					
3.6	We will implement at least 3 school wide community events per year focused on community building and parent education.	<p>We hosted the following whole school events:</p> <p>Harvest Festival Carnival Open House/Art Night Kids Who Care Fair</p>	<p>We hosted the following whole school events:</p> <p>Harvest Festival Carnival Open House/Art Night Be the Change Fair Nation of Immigrants Fair Art History Festival Kids Who Care Fair</p>		3 School wide events	
3.8	<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</p>	<p>7th Grade CHKS in 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</p>	<p>7th Grade CHKS in 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</p>		82%+ across all categories	<p>7th Grade CHKS in 2024:</p> <p>I feel safe at this school: +1%</p> <p>My school is usually clean and tidy: +3%</p> <p>Teachers at this school communicate with parents about what students are</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%	<p>students are expected to learn: 94%</p> <p>School staff takes parent concerns seriously: 94%</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 2023:</p> <p>School Environment (Feel safe at 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>parents about what students are expected to learn: 87%</p> <p>School staff takes parent concerns seriously: 75%</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 2024: School Environment (Feel safe at school): 83%</p> <p>Grownups at the School Treat Each other with Respect:</p>			<p>expected to learn:-7%</p> <p>School staff takes parent concerns seriously: 19%</p> <p>I try hard to make sure I am good at my schoolwork: -3%</p> <p>There is a teacher or another adult at school who really cares about me: +23%</p> <p>There are high expectations of adults at my school: +1%</p> <p>5th Grade CHKS in 2024: School Environment (Feel safe at school): -17%</p> <p>Grownups at the School Treat Each other with Respect: -%</p> <p>Students know what the rules are: -%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School teaches students how to understand how other students think and feel: 100%	100% Students know what the rules are: 100%			School teaches students how to understand how other students think and feel: -12%
		School helps students feel responsible for the way that they act: 96%	School teaches students how to understand how other students think and feel: 88%			School helps students feel responsible for the way that they act: +1%
		School teaches students to respect and care for one another: 100%	School helps students feel responsible for the way that they act: 97%			School teaches students to respect and care for one another: -6%
			School teaches students to respect and care for one another: 94%			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

not applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

not applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

no changes made

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide ongoing parent education	<p>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>	\$6,000.00	No
3.2	Offer enrichment activities for all students and subgroups		\$20,500.00	Yes
3.3	Monitor implementation of social-emotional learning curriculum		\$1,702.70	Yes

Action #	Title	Description	Total Funds	Contributing
	(SEL) and track progress.			
3.4	Provide social skills development skills for all students and subgroups.		\$500.00	Yes
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
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.	Community connection and a sense of feeling welcomed is an area that needs to be rebuilt given the COVID pandemic.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$183,979	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.031%	0.000%	\$0.00	4.031%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: 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.</p> <p>Need:</p>	This action is necessary and effective because it provides consistent, standards-aligned data to monitor student progress and inform instruction across all grade levels. NWEA assessments in grades 3–8 offer nationally normed benchmarks that help identify learning gaps and growth areas, while Bridges Common Assessments in K–2 ensure early learners are developing foundational skills. Administering these assessments schoolwide allows educators to make data-driven	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	decisions that support differentiated instruction and improve outcomes for all students.	
1.2	Action: Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff. Need: Scope: LEA-wide	This action is necessary and effective because the Student Study Team (SST) process allows educators to collaboratively identify barriers to student success and develop targeted strategies to address academic, behavioral, or social-emotional needs. By involving teachers, families, and support staff, the SST ensures a coordinated approach to intervention. Implementing this schoolwide ensures that all students have equitable access to timely, personalized support that promotes progress and prevents further learning gaps.	
1.5	Action: Coordinate and provide supplemental intervention services for students with disabilities. Need: Scope: LEA-wide	This action is necessary and effective because it ensures students with disabilities receive targeted, supplemental support aligned with their IEP goals, helping them access core instruction and make meaningful progress. Coordinating these services allows for a more cohesive approach between general education and special education staff.	
1.8	Action: Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	This action is necessary and effective because a centralized data tracking system enables educators to monitor student progress over time, identify trends, and respond to individual and group needs with timely interventions. It is especially valuable for tracking the achievement	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Scope: LEA-wide	and growth of English Learners and other student subgroups.	
1.10	Action: Adoption of Reflex Need: Scope: LEA-wide	This action is necessary and effective because Reflex provides personalized, adaptive practice in math fact fluency, helping students build the automaticity needed for success in more complex math concepts. It supports differentiated instruction by offering immediate feedback and real-time progress monitoring, allowing educators to tailor support to individual student needs. Implementing Reflex schoolwide ensures all students, including those who struggle with foundational skills, receive targeted support to build confidence and close learning gaps in math.	
1.11	Action: Adoption of CKLA Amplify Need: Scope: LEA-wide	This action is necessary and effective because CKLA Amplify provides a comprehensive, knowledge-rich ELA curriculum that builds strong foundational skills in phonics, vocabulary, and comprehension—particularly important for early and developing readers. Its structured approach supports all learners, including English Learners and students with reading challenges, by integrating listening, speaking, reading, and writing. Implementing CKLA Amplify schoolwide promotes literacy development through consistent, high-quality instruction that meets diverse student needs.	
2.3	Action: Analyze data from benchmark assessments and NWEA assessments at least two times annually	Analyzing data from benchmark and NWEA assessments at least twice a year is essential because it provides teachers with timely, actionable insights into student performance,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: LEA-wide</p>	growth, and areas of need. This enables educators to adjust instruction, group students strategically, and provide targeted interventions that support individual progress. Regular data analysis ensures instruction remains responsive and aligned to student needs, ultimately driving improved academic outcomes.	
2.4	<p>Action: Implement Universal Monitoring by administering surveys at least two times per year.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	Implementing Universal Monitoring through surveys administered at least twice a year is important because it helps gather consistent feedback on student well-being, engagement, and school climate. This data allows educators to identify emerging issues, monitor trends, and tailor supports to meet the social-emotional and academic needs of all students.	
2.5	<p>Action: Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	Teacher-led committees foster collaborative professional learning focused on using student data to inform instruction. By regularly analyzing data and discussing research-based strategies, teachers can make informed decisions that directly address student needs. This ongoing collaboration promotes continuous improvement in teaching practices and supports more effective, targeted instruction schoolwide.	
2.7	<p>Action: Implement anti-bias training for teachers and staff</p> <p>Need:</p>	Implementing anti-bias training for teachers and staff is important because it raises awareness of unconscious biases and helps create a more inclusive, equitable school environment. This training equips educators with the tools to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	recognize and address bias in their interactions and instructional practices, fostering respect and understanding among all students.	
2.8	Action: Implement McKinney Vento Training for all teachers Need: Scope: LEA-wide	Implementing McKinney-Vento training for all teachers is important because it ensures staff are knowledgeable about the rights and needs of students experiencing homelessness. This training equips educators with the tools to identify, support, and advocate for these vulnerable students, helping to remove barriers to their academic success.	
3.2	Action: Offer enrichment activities for all students and subgroups Need: Scope: LEA-wide	Offering enrichment activities for all students and subgroups is important in our LCAP because it provides opportunities to deepen learning, foster creativity, and build skills beyond the core curriculum. These activities help engage students with diverse interests and strengths, promoting equity by ensuring that all learners—including traditionally underserved groups—have access to meaningful and challenging experiences. This supports well-rounded development and helps close opportunity gaps across the school community.	
3.3	Action: Monitor implementation of social-emotional learning curriculum (SEL) and track progress. Need:	Monitoring the implementation of the social-emotional learning (SEL) curriculum and tracking progress is important because it ensures that SEL strategies are consistently and effectively integrated into daily instruction.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	Action: Provide social skills development skills for all students and subgroups. Need: Scope: LEA-wide	Providing social skills development for all students and subgroups supports student success and achievement by helping learners build essential interpersonal abilities such as communication, collaboration, and conflict resolution. These skills contribute to a positive classroom environment and improve students' ability to engage effectively with peers and teachers.	
3.5	Action: Provide professional development for teachers and staff in conflict resolution and whole child learning. Need: Scope: LEA-wide	Providing professional development in conflict resolution and whole child learning is important because it equips teachers and staff with effective strategies to manage classroom challenges and support students' academic, social, and emotional needs. This training fosters a positive school climate where students feel safe, understood, and valued, which is essential for engagement and learning.	
3.6	Action: 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. Need: Scope:	eliminating this action	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Monitor implementation of Express Readers and mClass.</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Monitoring Express Readers and mClass ensures that targeted literacy supports effectively meet the needs of unduplicated students, such as English Learners and low-income learners. These tools help identify learning gaps early and guide instruction to promote equity and accelerate student growth.	percentage of unduplicated students meeting or exceeding grade-level benchmarks on literacy assessments over time.
1.4	<p>Action: Provide in-classroom differentiation to address student needs, including English Learners.</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action is designed to address the needs of unduplicated student populations by tailoring instruction to meet diverse learning styles and language proficiency levels within the classroom. Differentiation ensures that English Learners and other students receive the appropriate support and challenge needed to access the curriculum and succeed academically.	ELPAC Scores
2.6	<p>Action: On-site professional development will be provided with a focus on instructional practices for targeted subgroups.</p>	This action is designed to address the needs of unduplicated student populations by equipping teachers with research-based strategies tailored to support targeted subgroups such as English	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Scope: Limited to Unduplicated Student Group(s)	Learners, low-income students, and foster youth. On-site professional development ensures that educators can apply these practices effectively within their classrooms to better meet diverse learning needs.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Bridges Charter school identifies foster youth, English learners, and low-income students and targets both academic and social emotional supports to meet the unique needs of this population. We will be increasing services by hiring a bi-lingual coordinator, providing additional hours for counseling, investing in Universal Monitoring which allows us to gather insight into the social and emotional health of specific students and subgroups of students including foster youth, English learners, and low-income students. Using Universal Monitoring, we will also be better able to target our additional intervention services to best meet the social and emotional needs specific to individual students in these targeted populations.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	12.994:425	

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	23.45:425	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$4,564,434.00	183,979	4.031%	0.000%	4.031%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$327,995.44	\$258,646.46	\$20,000.00	\$5,174.00	\$611,815.90	\$490,029.16	\$121,786.74

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	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.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$0.00	\$3,308.00	\$3,308.00				\$3,308.00	
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$74,874.46	\$0.00	\$48,362.00	\$26,512.46			\$74,874.46	
1	1.3	Monitor implementation of Express Readers and mClass.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$0.00	\$7,800.00	\$7,800.00				\$7,800.00	
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$115,810.20	\$500.00	\$108,121.00	\$8,189.20			\$116,310.20	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$222,028.00	\$50,000.00	\$88,023.00	\$184,005.00			\$272,028.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.6	Two additional teacher/instructional days for students	All	No			All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.7	Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers.	All	No			All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$6,428.00	\$6,428.00				\$6,428.00	
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	English Learners	Yes	LEA-wide	English Learners	All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.9	Adoption of Illustrative Math	All	No			All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$6,751.74	\$6,751.74				\$6,751.74	
1	1.10	Adoption of Reflex	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$6,327.00	\$6,327.00				\$6,327.00	
1	1.11	Adoption of CKLA Amplify	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$2,500.00	\$0.00		\$2,500.00			\$2,500.00	
1	1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	All	No					\$18,000.00	\$0.00		\$18,000.00			\$18,000.00	
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	All	No			All Schools	2024-25 thru 2026-27 School Year	\$3,613.22	\$0.00	\$3,613.22				\$3,613.22	
2	2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	All	No			All Schools	2024-25 thru 2026-27 School Year	\$23,628.00	\$1,600.00	\$25,228.00				\$25,228.00	
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$1,668.76	\$0.00	\$1,668.76				\$1,668.76	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$16,378.40	\$0.00		\$16,378.40			\$16,378.40	
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$10,000.00	\$5,226.00			\$4,774.00	\$10,000.00	
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$2,571.96	\$0.00	\$1,806.61	\$765.35			\$2,571.96	
2	2.7	Implement ant-bias training for teachers and staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$1,425.46	\$0.00	\$660.11	\$765.35			\$1,425.46	
2	2.8	Implement McKinney Vento Training for all teachers	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$400.00				\$400.00	\$400.00	
3	3.1	Provide ongoing parent education	All	No			All Schools	2024-25 thru 2026-27 School Year	\$6,000.00	\$0.00	\$6,000.00				\$6,000.00	
3	3.2	Offer enrichment activities for all students and subgroups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$0.00	\$20,500.00	\$500.00		\$20,000.00		\$20,500.00	
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year	\$1,530.70	\$172.00	\$172.00	\$1,530.70			\$1,702.70	
3	3.4	Provide social skills development skills for all students and subgroups.	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		2024-25 thru 2026-27 School Year	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 thru 2026-27 School Year								
3	3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 thru 2026-27 School Year								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		lawn of our school to encourage community connection.				Low Income										

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,564,434.00	183,979	4.031%	0.000%	4.031%	\$279,974.48	0.000%	6.134 %	Total:	\$279,974.48
								LEA-wide Total:	\$162,246.87
								Limited Total:	\$117,727.61
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	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.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,308.00	
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,362.00	
1	1.3	Monitor implementation of Express Readers and mClass.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$7,800.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$108,121.00	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,023.00	
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to analyze progress of English Learners and other sub populations of students.	Yes	LEA-wide	English Learners	All Schools	\$7,500.00	
1	1.10	Adoption of Reflex	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,327.00	
1	1.11	Adoption of CKLA Amplify	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,668.76	
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,226.00	
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$1,806.61	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Implement ant-bias training for teachers and staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$660.11	
2	2.8	Implement McKinney Vento Training for all teachers	Yes	LEA-wide	Low Income	All Schools		
3	3.2	Offer enrichment activities for all students and subgroups	Yes	LEA-wide	English Learners Foster Youth Low Income		\$500.00	
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$172.00	
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	LEA-wide	English Learners Foster Youth		\$500.00	
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	LEA-wide	English Learners Foster Youth Low Income			
3	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	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$536,461.74	\$716,483.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	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.	Yes	\$3,308.00	\$3,308.00
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	\$67,453.00	\$71,126.43
1	1.3	Monitor implementation of Express Readers and Lexia in grades K-5.	Yes	\$5,000.00	\$36,993.34
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	\$80,531.00	\$85,254.11
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	\$264,146.00	\$333,366.13
1	1.6	Two additional teacher/instructional days for students	No	\$0.00	\$0.00
1	1.7	Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers.	No	\$6,428.00	\$2,750.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.8	Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners	Yes	\$7,500.00	\$12,375.00
1	1.9	Adoption of Illustrative Math	No	\$6,751.74	\$8,423.53
1	1.10	Adoption of NextGen Math	Yes	\$6,327.00	\$8,302.25
1	1.11	Adoption of CKLA Amplify	Yes	\$2,500.00	\$55,462
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	No	\$2,857.00	\$3,460.36
2	2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	No	\$24,512.00	\$33,762.78
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	\$1,338.00	\$4,064.00
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	\$15,100.00	\$14,573.00
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	\$10,000.00	\$16,168.54
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	\$2,076.00	\$2,454.47
2	2.7	Implement ant-bias training for teachers and staff	Yes	\$1,766.00	\$1,255.82
2	2.8	Implement McKinney Vento Training for all teachers	Yes	\$400.00	\$789.94

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9				\$0
3	3.1	Provide ongoing parent education	No	\$6,000.00	\$5,510.18
3	3.2	Offer enrichment activities for all students and subgroups	Yes	\$20,500.00	\$15,634.76
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	\$1,468.00	\$1,448.58
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	\$500.00	\$0,00
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes		\$0,00
3	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		\$0,00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$177,176.00	\$236,221.00	\$334,777.50	(\$98,556.50)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	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.	Yes	\$3,308.00	\$3,308		
1	1.2	Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.	Yes	\$44,803.00	\$47,876.88		
1	1.3	Monitor implementation of Express Readers and Lexia in grades K-5.	Yes	\$5,000.00	\$3,861.75		
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	\$72,981.00	\$77,504.26		
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	\$85,372.00	\$88,203.95		
1	1.8	Adopt new data tracking system for housing data, tracking progress of English	Yes	\$7,500.00	\$12,375.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Learners, and scaffolding strategies specific to supporting English Learners					
1	1.10	Adoption of NextGen Math	Yes	\$6,327.00	\$8,302.25		
1	1.11	Adoption of CKLA Amplify	Yes		\$55,462.00		
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	\$1,338.00	\$1,579.88		
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes		\$0.00		
2	2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	\$5,226.00	\$16,168.54		
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	\$1,428.00	\$2,454.47		
2	2.7	Implement ant-bias training for teachers and staff	Yes	\$1,766.00	\$1,255.82		
2	2.8	Implement McKinney Vento Training for all teachers	Yes		\$789.94		
3	3.2	Offer enrichment activities for all students and subgroups	Yes	\$500.00	\$15,634.76		
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	\$172.00	\$0.00		
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	\$500.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes		\$0.00		
3	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		\$0.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,185,502.00	\$177,176.00	0	4.233%	\$334,777.50	0.000%	7.999%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

2025-26 Local Control and Accountability Plan for Bridges Charter School

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

LCAP Local Indicators

Section:	II. Presentations
Item:	C. LCAP Local Indicators
Purpose:	Vote
Submitted by:	
Related Material:	Local Indicators 2025.pdf

California Department of Education
February 2021

Bridges Charter School Local Performance Indicators

June 16, 2025

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Response:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0
- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>: Based on DataQuest Dashboard from 2022-2023, Bridges had 20 FTE; 97.7% of teachers had cleared credentials; 1.5% were deemed ineffective based on credential status.

Priority 2: Implementation of State Academic Standards LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

Response: Bridges is fully implementing all of the state standards across all required subject areas for TK-8th grade. Bridges has adopted multiple measures for tracking student progress and the implementations of standards across all content areas. These multiple measures provide us with a broad view of student achievement and allow us to better adapt our instruction to support student learning and achievement.

- English Language Arts (ELA) – Common Core State Standards for ELA: NWEA Map Growth, CAASPP Assessments, and local assessments
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA): EL Plans, CAASPP Assessments, ELPAC, local assessment, NWEA Map Growth

- Mathematics – Common Core State Standards for Mathematics: CAASPP Assessments, NWEA Map Growth, local assessments
- Dyslexia Screening and Reading Aptitude: Dibels mClass
- Next Generation Science Standards: CAST, local assessments
- History-Social Science: local assessments
- Career Technical Education: local assessments
- Health Education Content Standards: local assessments
- Physical Education Model Content Standards: PFT, local assessments
- Visual and Performing Arts: local assessments
- World Language: local assessments

Bridges annually measures its progress implementing state academic standards through our LCAP; our Charter Excellence committee reviews schoolwide learning data and reports the results to the governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Priority 3: Parent and Family Engagement

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

- 1. Building Relationships between School Staff and Families**
- 2. Building Partnerships for Student Outcomes**
- 3. Seeking Input for Decision-Making**

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

- 1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.**

Response: Bridges annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; Bridges then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the

Dashboard. We solicit feedback from families of individuals with exceptional needs as well as families of underrepresented students through a variety of modalities including evening parent education nights, board committee meetings, school wide social events, family satisfaction surveys, and end of year parent feedback surveys. We also utilize parentsquare to gather feedback and to communicate with our families in both Spanish and English.

- 2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.**

Response: Parent education nights focus on presenting data and sharing information with families about topics that are central to their articulated needs. We also have a robust MTSS program with an SST process that we utilize to support students with families as our partners. SST's are held for students for a variety of reasons including but not limited to social needs, behavioral needs, academic needs, family support, language needs, etc.

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research**
- 2 – Beginning Development**
- 3 – Initial Implementation**
- 4 – Full Implementation**
- 5 – Full Implementation and Sustainability**

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Priority 6: School Climate

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for

purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Response: The LEA administers the Healthy Kids Survey once annually and a local climate survey twice a year for 3rd-8th grade students. The climate survey provides a valid measure of perceptions of school safety and connectedness. We report the results to our local governing board and to our Charter Excellence committee at regularly scheduled meetings, to stakeholders and the public through the Dashboard and through community data talks. Our local surveys for tracking social emotional wellness are strength-based surveys adapted from UC Santa Barbara's Covitality Lab. The SEHS for 3rd through 5th grade measures Covitality via: Gratitude, Zest, Optimism, and Persistence. The SEHS for 6th through 8th grade measures of Covitality, via: Belief in Self, Belief in Others, Emotional Competence, and Engaged Living.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response: Using our local climate surveys, we engage in a cycle of data analysis to assess the social and emotional well being of our students. On our climate surveys, an Average of 3 or more on the subscale or composite (typical response was in the "yes" range on each item) indicates that students are "thriving". High Thriving is an Average of 6 on the subscale or composite (all responses were highest level of agreement to the items). In Spring 2024, out of a scale of 5, our elementary students averaged 4.4 in overall Covitality, and our middle school students averaged 3.1 for overall Covitality. Elementary students regularly score the highest in Persistence and the lowest in Zest whereas middle school students scored the highest in Gratitude and the lowest in Self Control. Across subgroups of students, it is notable that our English Learners scored lower than average in the area of Peer and School Support. In the categories where students express lower scores, we implemented research based curriculum through whole class or small breakout group lessons and activities that target specific areas. For example, this year, we focused on Social and Emotional Lessons specifically for enhancing student gratitude, zest, and optimism. We will continue to focus on our sub populations to ensure that we are meeting their unique needs for social and emotional wellness.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response: We use these results to implement interventions and design social emotional programs and support. We also will increase hours for our school counselor and create a position for Director of Student Services that implements and oversees our MTSS program.

Priority 7: Access to a Broad Course of Study

Response: The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coversheet

LCAP Federal Addendum

Section: II. Presentations
Item: D. LCAP Federal Addendum
Purpose: Vote
Submitted by:
Related Material:
2025_LCAP_Federal_Addendum_Bridges_Charter_School_20250612.pdf

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2022-2023

Date of Board Approval

6/17/2024

LEA Name

Bridges Charter School

CDS Code:

56-10561-0121756

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Using the California Dashboard, we identify students in subgroups including our students with disabilities, our economically disadvantaged students, our hispanic students, and our English Learners. Services and resources are allocated to these populations in alignment with our LCAP goal of improving student achievement and closing the achievement gap between the identified subgroups of students and their peers.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

\$11,000 -- Math/Reading/EL Intervention Teachers; Bilingual Coordinator

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A**Parent, Family, and Community Engagement**

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

We will base this criteria on free and reduced meal counts

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Bridges Charter School teachers are highly qualified.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

The school's administration provides volunteer orientations at the beginning of each school year focusing on attendance, governance, school organization, leadership and volunteer opportunities, classroom volunteering guidelines, and supporting student learning and conflict resolution, curriculum, and school behavior expectations. Further, we host parent education nights with our Director of Student Support or other local speakers to provide extra support for parenting and to build community engagement. We also invite parents to participate in our annual strategic planning and goal setting sessions. We administer parent surveys to gather feedback on our programs and to determine needs. Our Charter Excellence Committee involves parents; we host Parent Teacher Conferences; teachers weekly newsletters to families that can be translated; a monthly newsletter is sent from our school administration and our PAC, and a bilingual liaison meets regularly with families who are Spanish speaking.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Using the California Dashboard, we have identified students in our subgroups to direct these funds to. Using a wrap-around approach, we intend to support the identified students and their families by hiring additional EL services and additional social-emotional support services.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

We will support the students and their families identified as neglected or delinquent using both on-site and supplemental resources including counseling services, additional training and support with our on-site school psychologist, parent education programs, and developing plans for improved attendance and engagement.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have identified students using our student information system, free and reduced meal applications, and the California Dashboard.

Homeless Children and Youth Services**ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Student Transitions**ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle School Homeroom program, high school counselors, career readiness discussions, job fairs at local schools

Additional Information Regarding Use of Funds Under this Part**ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

We will invest in Professional Development targeting our subpopulations including workshops, conferences, and partnerships with other schools and our county office of education. Further, we provide funds for new teacher induction, and additional training and compensation for teachers piloting new curriculum. Professional Growth plans are cyclical and grounded in student learning. Examples of investments we will make in the next 3-5 years to support our sub populations include training in integrated strategies for language development; equity and diversity training; literacy committee work including training in mClass Dibels and dyslexia screening; math committee work including training the two new research based curriculums we are piloting; and universal monitoring with UC Santa Barbara for identifying at risk students and targeting resources.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The funding allocated will be provided to support the academic achievement and social emotional well being of students identified in subgroups through the California Dashboard. As teachers analyze student learning, the focus will be on these sub populations.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Teachers report to board and to other teachers progress in meeting goals. Teachers engage in ongoing analysis of student learning data and social emotional data as collected in the health kids survey and our universal monitoring instruments. Services and resources are targeted at sub groups as identified in the California Dashboard.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A. Through Moorpark College, we are able to partner with the faculty to provide opportunities for their students to observe and volunteer in our classrooms and learn effective teaching strategies. Our Director serves on the board at Studio Channel Islands and through this collaboration is able to bridge programs in art to youth in our local community. Our partnership with UC Santa Barbara allows us to develop a well rounded education for students at Bridges through Project Covitality and Universal Monitoring.

B. Universal Monitoring, Social Emotional Learning Curriculum, Parent Education, Bi-Lingual Coordinator, Intervention Services

C. Universal Monitoring, Social Emotional Learning Curriculum, Parent Education, Bi-Lingual Coordinator, Intervention Services

D. We will utilize the funds to ensure that all students and staff have access to technology necessary for learning at school and at home.

E. We will use Universal Monitoring Scales and local assessment data in the form of NWEA map growth assessments as well as data walls in our PLC's to evaluate the success of programs identified above.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

Coversheet

End of 2024-2025 SY SEHS Universal Monitoring Results

Section:	IV. Reports from the Directors
Item:	A. End of 2024-2025 SY SEHS Universal Monitoring Results
Purpose:	FYI
Submitted by:	
Related Material:	End of 2024-2025 SY SEHS Universal Monitoring Results.pptx

Social-Emotional Health at Bridges Charter School

— 2024-2025 Update —

Overview

Bridges Charter School is committed to whole-child learning. In order to better understand our students and their strengths, we will be conducting universal monitoring of all 3rd through 8th grade students utilizing the Social Emotional Health Survey (SEHS). SEHS measures Covitality, or a person's overall wellbeing and thriving development.

The SEHS for 3rd through 5th grade measures of Covitality via:

- Gratitude
- Zest
- Optimism
- Persistence

The SEHS for 6th through 8th grade measures of Covitality, via:

- Belief in Self
- Belief in Others
- Emotional Competence
- Engaged Living

SEL Whole Class Lessons and Other SE Supports 2024-2025

School Counselor, School Psychologist and School Psychology Practicum Student

- Whole Class SEL:
 - Consent and Boundaries
 - Protected Classes
 - Anti-Racism and Tolerance
 - Navigating Friendships
- Individual counseling
- Small group counseling
- Social skills groups
- Conflict resolution training and support
- Daily available crisis counseling
- Daily behavioral support (emotional regulation)
- Daily conflict resolution facilitation
- Leadership opportunities and presentations as part of restorative justice practices
- Lunch bunch/social activities and supports

Elementary Data: 3rd through 5th Grade

- Item score range: 1 (lowest - Never) to 6 (highest - Always)
- 5 items included in each subscale: Gratitude, Optimism, Zest & Persistence
- CoViality was the sum of those four subscales
- “Thriving” defined as an average score of 3 or higher; “High Thriving” is average of 6; “vulnerable” is an average of <3

SEHS-P Definition of Terms/Subscales

Covitality: "synergistic effect of positive mental health resulting from the interplay among multiple positive psychological building blocks" (Furlong, You, Renshaw, Smith, & O'Malley, 2013,p.3). It encompasses youths' capacity for living a life with meaning and purpose. More important than developing any single psychological disposition (e.g.,persistence,optimism,empathy) is fostering the development of as many of the many of them as possible

Gratitude: A sense of thankfulness that arises in response to receiving any kind of personal benefit as a result of any transactional means (Emmons,2007)

Optimism: The degree to which a person subscribes to positive expectancies towards his or her future, including perceiving life goals as attainable (Utsey et al.,2008).

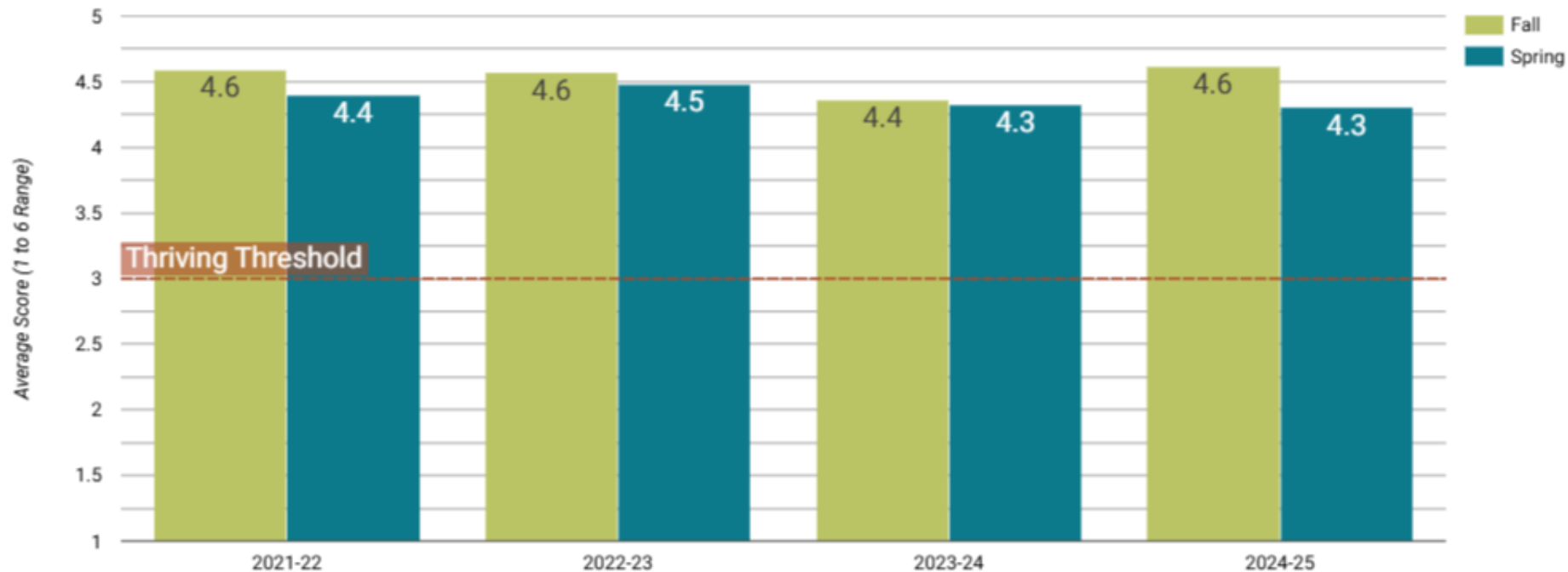
Zest: Approaching life with excitement and energy (Park & Peterson,2006b)

Persistence: Perseverance and passion for long-term goals, including working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and obstacles (Duckworth et al.,2007)

Prosocial Behavior: Engaging in behaviors that are beneficial for yourself as well as the school community (e.g., following classroom rules, being nice to other students, helping other students, etc.)

Bridges Charter School - Board Meeting - Agenda - Monday June 16, 2025 at 6:15 PM

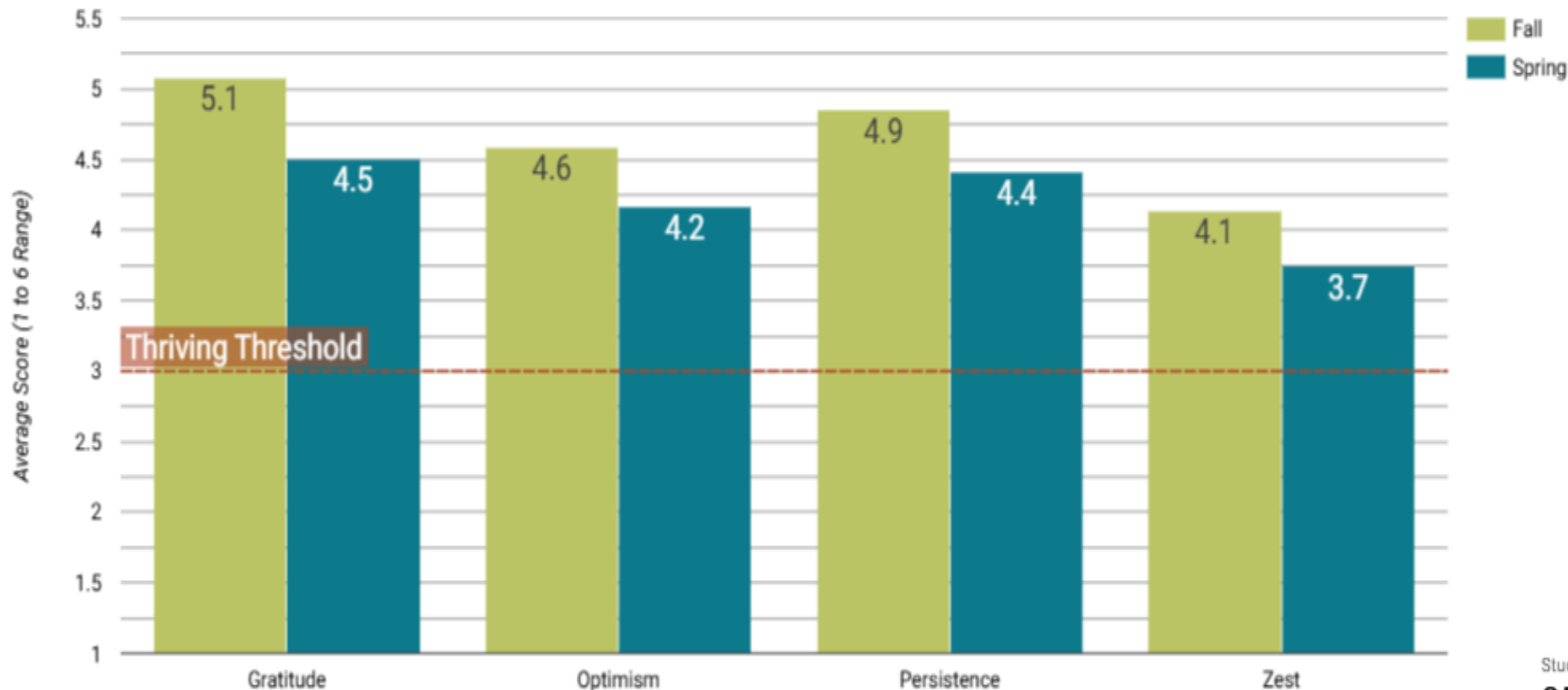
Overall Covitality Score Data



3rd Grade

3rd Grade Covitality Fall 2024-Spring 2025

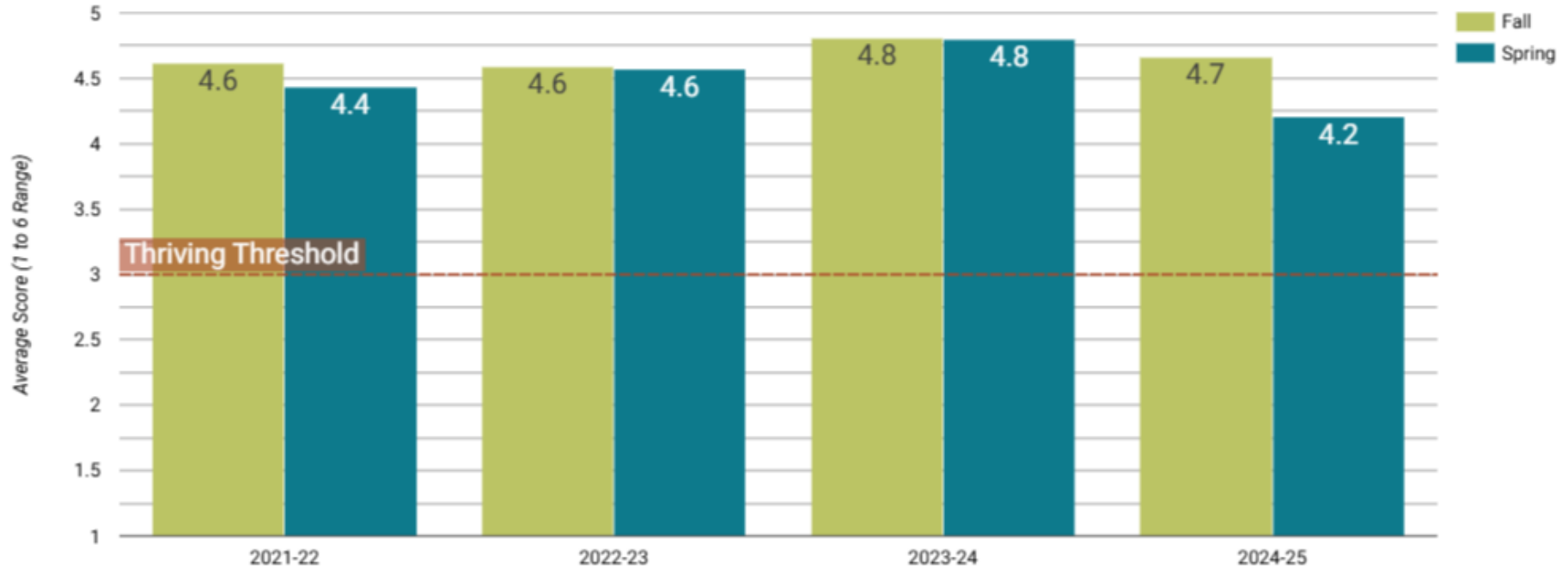
By Survey Topic



Students

35

Longitudinal 3rd Grade Covitality Score Data

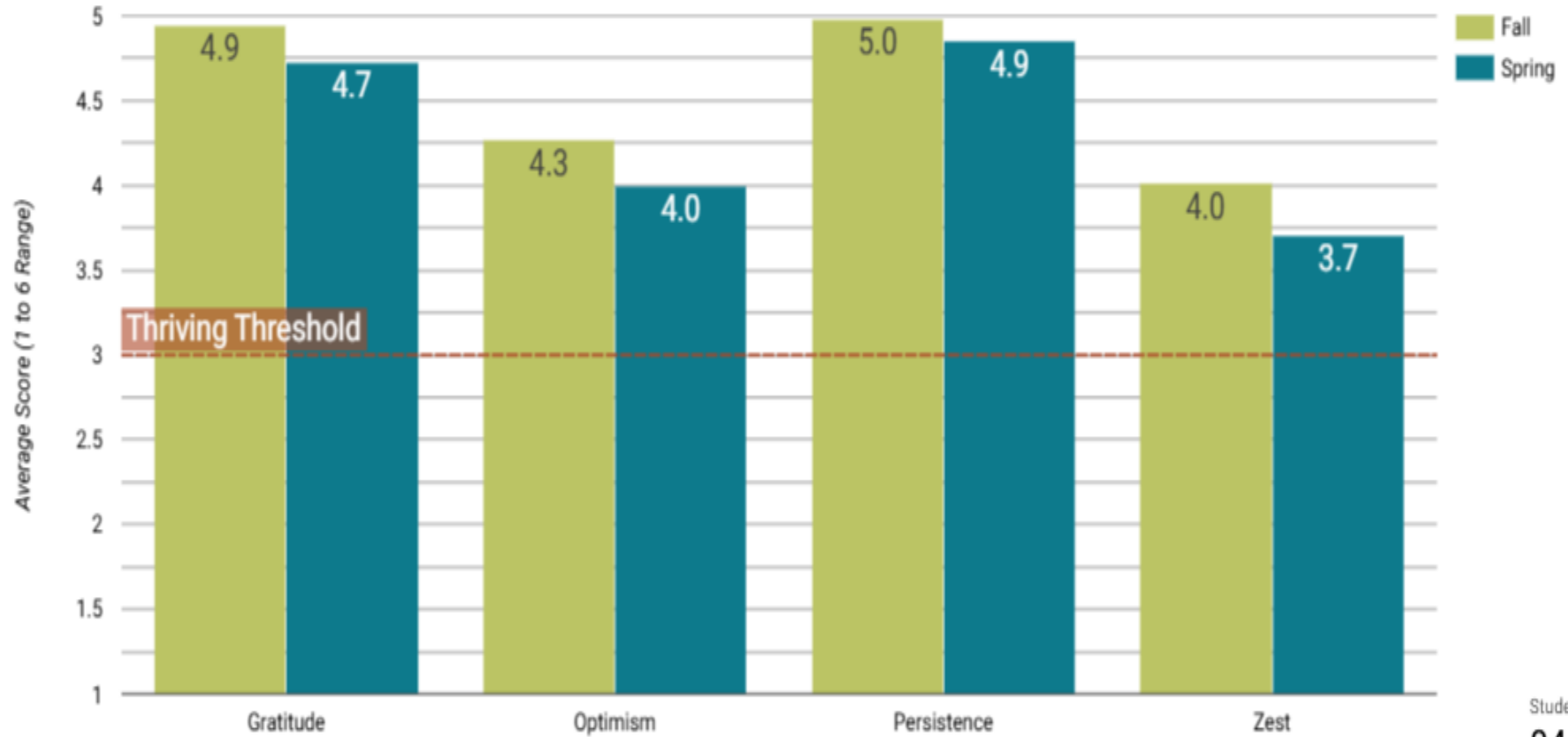


Qualitative Data

- All but one student indicated having a safe person to talk to at school
- Vast majority positively endorsed “All individuals are unique and different”
- Vast majority indicated believing they can do hard things
- Student goals to do hard things, try harder, get better at writing and typing

4th & 5th Grade

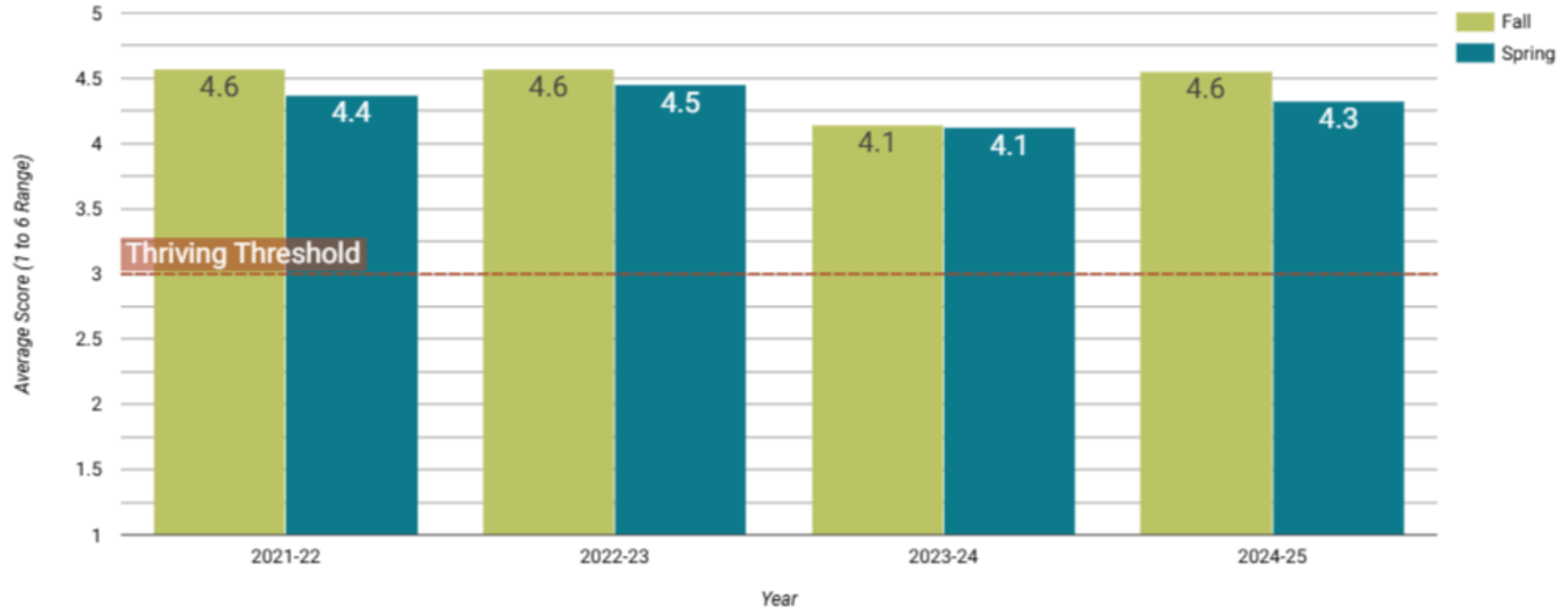
By Survey Topic



Students

84

Longitudinal 4th & 5th Grade Data



Qualitative Data

- Vast majority of students positively endorsed “All individuals are unique and different”
- All but 7 students indicated they have a safe adult to talk to at school

Middle School

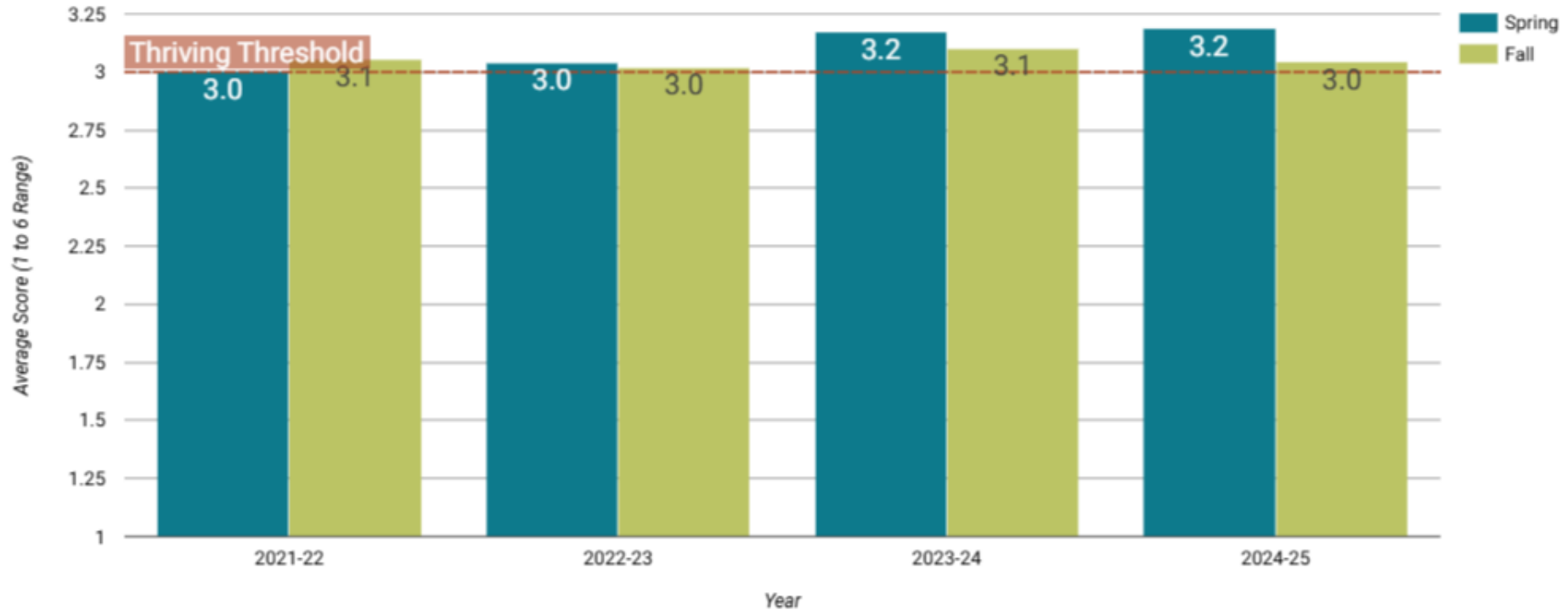
- Item score range: 1 (lowest - Never) to 4 (highest - Always)
- “Thriving” defined as an average score of 2 or higher; “High Thriving” is average of 4; “vulnerable” is an average of <2

Middle School SEHS-S Definitions

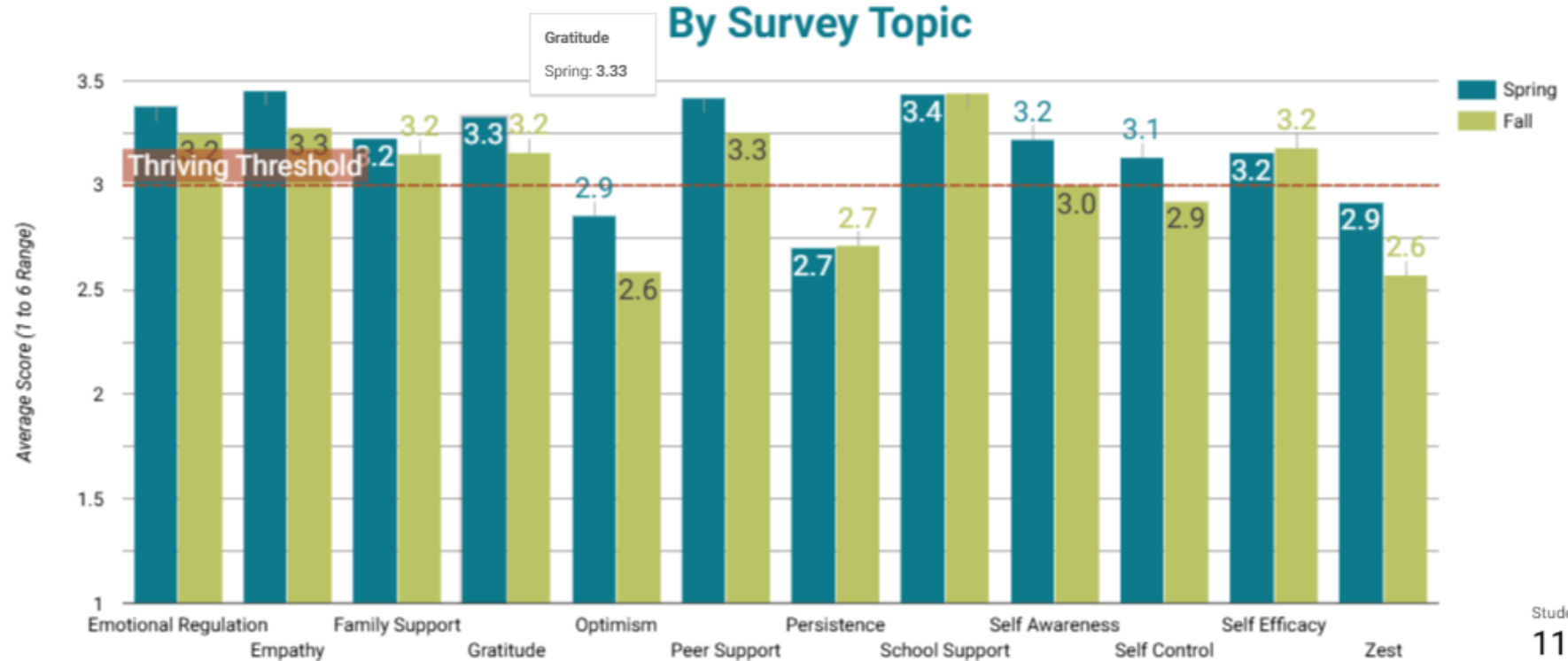
- Four subdomains:
 - Belief in Self
 - Belief in Others
 - Engaged Living
 - Emotional Competence
- Each subdomain has 3 subscales
- CoVitality is the sum of those four subdomains

Belief-in-Self		Belief-in-Others	
Self-Awareness	Perceiving and attending to the private and public aspects of one's self	Peer Support	Appraising the caring and helpful nature of one's relationships with peers
Persistence	Working diligently to accomplish one's goals, including maintaining interest in the face of adversity and failure	School Support	Appraising the caring and helpful nature of one's relationships with teachers
Self-Efficacy	Sensing one's ability to act effectively to meet environmental demands	Family Coherence	Appraising the caring and helpful nature of one's relationships with family
Emotional Competence		Engaged Living	
Empathy	Perceiving, sharing, and considering the emotional states expressed by others	Gratitude	Sensing thankfulness that arises in response to one's benefitting from some kind of transactional means
Emotional Regulation	Effectively expressing one's positive emotions (e.g. happiness) and managing one's negative emotions	Zest	Experiencing one's life in the present moment as exciting and energizing
Self-Control	Effectively expressing and managing one's behavior within given contexts	Optimism	Expecting the occurrence of good events and beneficial outcomes in one's future

Middle School Results: Fall 2021 to Now

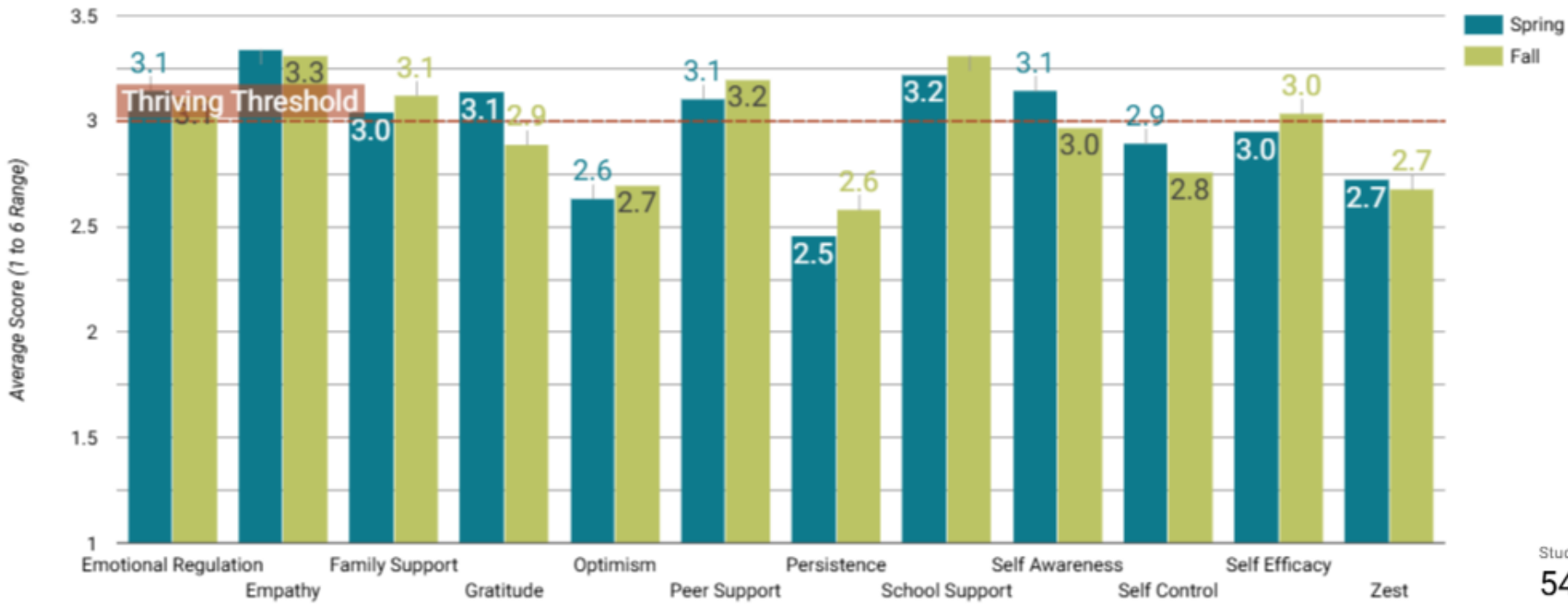


Fall 2024/Spring 2025: 6th, 7th & 8th



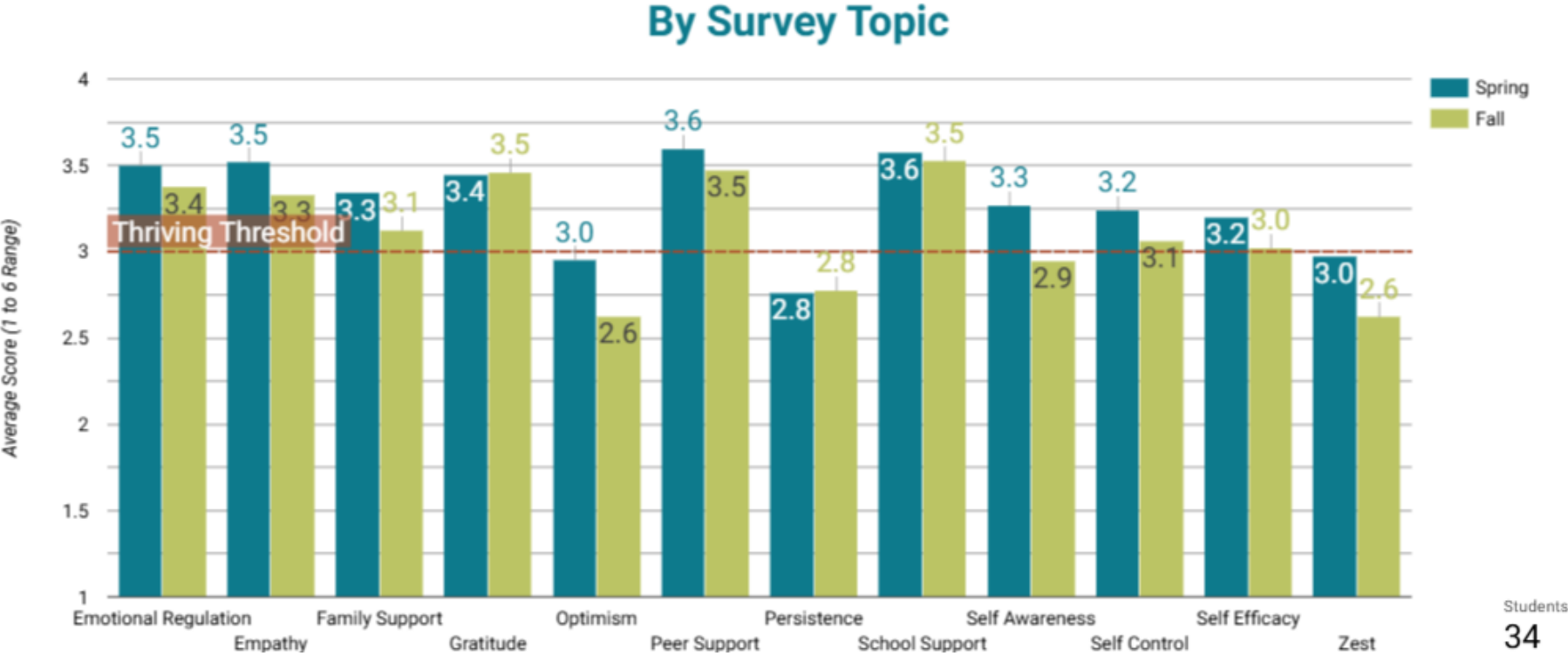
Fall 2024/Spring 2025: 6th

By Survey Topic

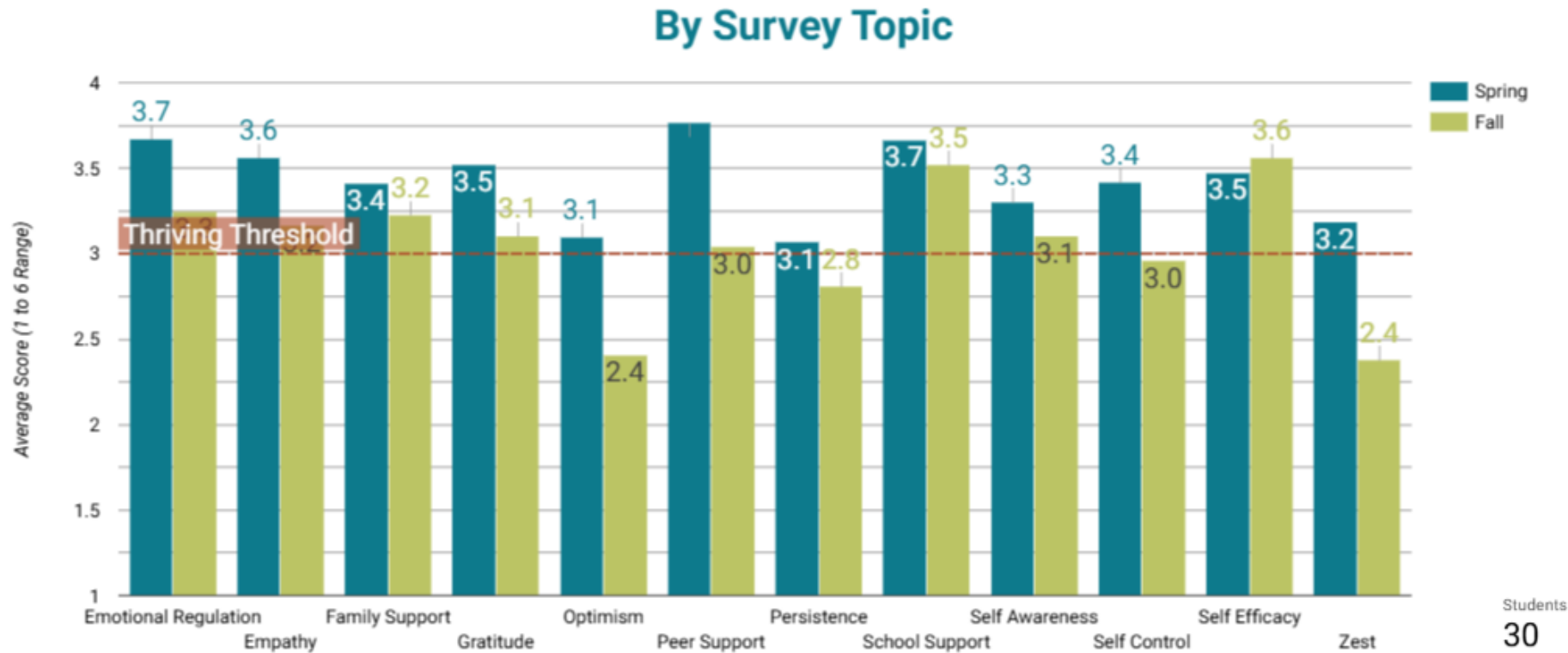


Students
54

Fall 2024/Spring 2025: 7th



Fall 2024/Spring 2025: 8th



Qualitative Data

Do you feel that Bridges is an inclusive school community?

- Vast majority answered YES
- 11 answered rarely or no, never or almost never (12 in Fall):
 - All of these students are receiving additional supports outside the classroom

Do you feel valued for what you individually bring to the Bridges community?

- Majority answered YES
- 20 answered rarely or no, never or almost never (25 in Fall):
 - Most of these students are receiving additional supports outside the classroom
- Student suggestions indicated being viewed as equal rather than standing out, being newer to Bridges, etc.

Qualitative Data

Have you ever felt uncomfortable discussing your race, nationality, gender identity, and/or disability with others at school?

- Vast majority answered NO
- Suggestions: assemblies, diversity months, opportunities to share about individual's cultural backgrounds

"I am proud of who I am and feel very comfortable discussing those things."

"I support other people and what or who they are."

"I am very proud of my culture, so I feel good about sharing it with others."

Qualitative Data

Do you think everyone gets treated fairly and/or equitable at school?

- Majority answered YES
- Student suggestions were gathered: more discipline

“Everyone is extremely welcoming.”

Takeaways & Next Steps

- Diversity and inclusion meetings for students, staff and parents
- Developing threads of personal growth/development activities and events over the entire year
- New SEL curriculum for 2025-2026 school year

Coversheet

Consent Items

Section:	V. Consent Items
Item:	A. Consent Items
Purpose:	Vote
Submitted by:	
Related Material:	6.1.1 Checks .pdf 6.1.2 Financial Statement .pdf 6.1.3 Purchase Orders .pdf Amazon.xlsx Personnel Report 6-16-25.pdf

ReqPay12a

Board Report

Checks Dated 05/12/2025 through 06/16/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5043806954	05/13/2025	U.S. BANK	620-4300	1,199.29	
			620-4400	1,505.43	
			620-5220	1,676.35	
			620-5800	34.42	
			620-5903	15.83	4,431.32
5043806955	05/14/2025	Conejo Valley USD	620-5600		16,280.35
5043806956	05/14/2025	County of Ventura	620-5800		728.00
5043806957	05/14/2025	Critter Squad, LLC	620-5800		720.00
5043806958	05/14/2025	Durham School Services	620-5805		1,287.80
5043806959	05/14/2025	Erin Abel	620-5800		2,300.00
5043806960	05/14/2025	Mara Beck	620-5800		5,715.00
5043806961	05/14/2025	Slater Strategies LLC	620-5800		1,500.00
5043806962	05/14/2025	Ventura County Arts Council	620-5800		800.00
5043806963	05/14/2025	WISHTOYO FOUNDATION	620-5800		500.00
5043806964	05/15/2025	CliftonLarsonAllen LLP	620-5801		1,092.00
5043806965	05/16/2025	CANON FINANCIAL SERVICES, INC.	620-5600		1,521.17
5043806966	05/21/2025	Adams Silva & McNally LLP	620-5899		6,066.00
5043806967	05/21/2025	Amazon Capital Services	620-4300		1,476.18
5043806968	05/21/2025	Conejo Valley USD	620-4700		562.50
5043806969	05/21/2025	Conejo Valley USD	620-5501	1,756.26	
			620-5502	8,416.98	
			620-5504	7,429.77	17,603.01
5043806970	05/21/2025	TTF Holdings New Direction Solutions, LLC	620-5800		175.00
5043806971	05/21/2025	Rainbow Resource Center	620-4300		119.48
5043806972	05/21/2025	VTA CNTY OFFICE OF EDUCATION	620-5800		722.12
5043806973	05/22/2025	Maneuvering the Middle, LLC	620-9330		1,180.00
5043806974	05/22/2025	STAPLES INC. & SUBSIDIARIES	620-4300		1,092.66
5043806975	05/22/2025	Gleson LP DBA The Kitchen Terminal Camarillo	620-5800		770.40
5043806976	05/27/2025	FRONTIER COMMUNICATIONS	620-5902		123.77
5043806977	05/27/2025	Catherine Tuglus	620-8699		125.00
5043806978	05/27/2025	Amazon Capital Services	620-4300		3,299.49
5043806979	05/27/2025	U.S. BANK	620-4300	1,590.28	
			620-4400	700.05	
			620-4700	186.53	
			620-5220	574.22	
			620-5800	723.49	3,774.57
5043806980	05/29/2025	CliftonLarsonAllen LLP	620-5801		1,785.00
5043806981	05/29/2025	Verizon Wireless	620-5901		160.39
5043806982	05/29/2025	Jeanette Nelson	620-9201		2,765.19
5043806983	05/30/2025	TTF Holdings New Direction Solutions, LLC	620-5800		200.00
5043806984	05/30/2025	Smiths Trophies	620-4300		289.58
5043806985	05/30/2025	Pacific One Source Inc	620-4300	289.58	
			620-5800	1,099.99	1,389.57
5043806986	05/30/2025	VTA CNTY OFFICE OF EDUCATION	620-5800		1,638.47

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.



ReqPay12a

Board Report

Checks Dated 05/12/2025 through 06/16/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
5043806987	06/04/2025	Amazon Capital Services	620-4300		410.82
5043806988	06/06/2025	Shannon Parson	620-8699		125.00
5043806989	06/06/2025	Winnie Ing	620-8699		125.00
5043806990	06/06/2025	Amazon Capital Services	620-4300		259.21
5043806991	06/06/2025	Erin Abel	620-5800		1,550.00
5043806992	06/06/2025	House Sanitary Supply	620-4300		1,478.94
5043806993	06/06/2025	Mara Beck	620-5800		7,200.00
5043806994	06/06/2025	Slater Strategies LLC	620-5800		1,500.00
5043806995	06/06/2025	Pacific One Source Inc	620-4300	11,172.79	
			620-4400	1,982.68	
			620-5800	240.00	13,395.47
VCH430000138	05/16/2025	SELF-INSURED SCHOOLS OF CALIF	620-9534		37,101.70
VCH430000139	05/16/2025	Rusconi-Pecchi, Alanna	620-4300		361.60
VCH430000140	05/16/2025	Campbell, Amy M	620-4300		90.06
VCH430000141	05/16/2025	Boyle, Stephanie A	620-4300	287.30	
			620-5805	20.00	307.30
VCH430000142	05/16/2025	Pollard, Summer L	620-4300		222.80
VCH430000143	05/16/2025	Quartararo, Lisa W	620-4300		208.97
VCH430000144	05/16/2025	Tran, Khanh	620-4300		247.22
VCH430000145	05/16/2025	Dempster, Rian R	620-5200		19.60
VCH430000146	05/16/2025	Bergman, Michelle	620-4300		257.39
VCH430000147	05/23/2025	Gore, Marsi A	620-4300		411.37
VCH430000148	05/23/2025	Holder, Carmen T	620-4300		1,694.79
VCH430000149	05/23/2025	Villalpando, Tracy M	620-4300		707.98
VCH430000150	05/23/2025	Boyle, Stephanie A	620-4300		198.38
VCH430000151	05/23/2025	Tran, Khanh	620-4300		117.04
VCH430000152	05/23/2025	Dempster, Rian R	620-4300		116.43
VCH430000153	05/23/2025	TAX DEFERRED SERVICES	620-9539		500.00
VCH430000154	05/30/2025	Vitalize Occupational Therapy	620-5800		3,478.00
VCH430000155	05/30/2025	Dempster, Rian R	620-5200		19.18
VCH430000156	06/06/2025	Tran, Khanh	620-4300		270.87
Total Number of Checks			61		<u><u>154,569.14</u></u>

Fund Recap

Fund	Description	Check Count	Expensed Amount
620	Charter Enterprise	61	154,569.14
	Total Number of Checks	61	154,569.14
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		<u><u>154,569.14</u></u>

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.

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, No Resource

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
9110	Cash in County Treasury	19,045.68	63,727.06	82,772.74
9200	Accounts Receivable	242.83		242.83
9201	Accounts Receivable-Payroll	82.84-	309.30-	392.14-
	Total Assets	19,205.67	63,417.76	82,623.43
Liabilities				
9510	Accounts Payable	15,702.35	15,702.35-	
9530	Summer Pay Liability		85,386.67	85,386.67
9534	Health & Welfare Ins Payable		7,143.53-	7,143.53-
9535	State Unemployment Insurance	380.47	45.16-	335.31
9536	Workers' Comp Ins Payable	3,122.85	922.13	4,044.98
	Total Liabilities	19,205.67	63,417.76	82,623.43
	Calculated Fund Balance	.00	.00	.00
	Beginning Fund Balance Proof	.00	.00	.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)				

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised		
Reserves				
9720	Reserve for Encumbrances		466,930.67	466,930.67

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, No Resource****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/No Resource						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance						
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other				466,930.67		

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0000 - Unrestricted Resource

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
0-8011	Revenue Limit State Aid Curr	1,720,963.00	962,818.00	950,277.00	12,541.00	98.70
0-8019	Revenue Limit State Aid Prior		102,380.00-	102,380.00-		100.00
0-8096	Trs In-Lieu from Property Tax	2,601,753.00	3,490,096.00	2,862,055.00	628,041.00	82.01
	Total LCFF Revenue Sources	4,322,716.00	4,350,534.00	3,709,952.00	640,582.00	85.28
Other State Revenues						
0-8590	Other State		1,185.00	1,184.50	.50	99.96
	Total Other State Revenues	.00	1,185.00	1,184.50	.50	99.96
Other Local Revenue						
0-8660	Interest	10,000.00	65,000.00	42,485.35	22,514.65	65.36
0-8699	All Other Local Revenue	14,400.00	49,455.00	91,919.01	42,464.01-	185.86
	Total Other Local Revenue	24,400.00	114,455.00	134,404.36	19,949.36-	117.43
	Total Year To Date Revenues	4,347,116.00	4,466,174.00	3,845,540.86	620,633.14	86.10

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
0-1100	Teacher	1,334,837.00	1,330,171.00	133,241.87	1,428,662.96	231,733.83-	107.40
0-1110	Substitute Teacher	59,038.00	57,725.00		43,633.78	14,091.22	75.59
0-1130	Certificated Stipends	8,050.00	12,350.00		8,600.00	3,750.00	69.64
0-1140	Certificated Extra Duty	11,420.00	10,400.00		12,903.45	2,503.45-	124.07
0-1300	Certificated Administrators	267,028.00	275,040.00	23,157.38	251,781.09	101.53	91.54
Total Certificated Salaries		1,680,373.00	1,685,686.00	156,399.25	1,745,581.28	216,294.53-	103.55
Classified Salaries							
0-2100	Instructional Aides	147,201.00	176,936.00	1,013.34	162,027.09	13,895.57	91.57
0-2150	Instructional Aides Overtime	6,500.00	9,000.00		7,937.89	1,062.11	88.20
0-2151	IA Premium Pay		1,920.00		706.40	1,213.60	36.79
0-2200	Classified Support Salaries	84,078.00	79,667.00	3,144.20	67,454.35	9,068.45	84.67
0-2250	Classified Support Overtime	3,800.00	4,400.00		3,976.62	423.38	90.38
0-2251	Premium Pay				706.40	706.40-	NO BDGT
0-2400	Clerical & Office Salaries	166,455.00	166,915.00	10,017.88	152,481.47	4,415.65	91.35
0-2410	Sub Clerical & Office Salaries				98.86	98.86-	NO BDGT
0-2450	Clerical/Office Overtime	3,600.00	3,600.00		2,005.49	1,594.51	55.71
Total Classified Salaries		411,634.00	442,438.00	14,175.42	397,394.57	30,868.01	89.82

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0000 - Unrestricted Resource

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits							
0-3101	STRS, Certificated Positions	347,343.00	353,407.00	29,872.23	321,586.48	1,948.29	91.00
0-3102	STRS, Classified Positions	457.00	3,851.00		3,607.22	243.78	93.67
0-3202	PERS, Classified Positions	88,516.00	99,669.00	3,834.44	79,153.42	16,681.14	79.42
0-3301	OASDI/Medicare Certificated	26,069.00	27,684.00	2,225.98	25,695.81	237.79-	92.82
0-3302	OASDI/Medicare Classified	31,219.00	31,896.00	1,074.08	28,501.38	2,320.54	89.36
0-3401	Health/Dental/Vision Cert	296,889.00	284,066.00	28,799.75	253,389.00	1,877.25	89.20
0-3402	Health/Dental/Vission Class	53,618.00	45,316.00	1,071.06	41,297.51	2,947.43	91.13
0-3501	SUI Certificated	899.00	948.00	76.07	854.37	17.56	90.12
0-3502	SUI Classified	205.00	219.00	7.02	55.50	156.48	25.34
0-3601	Workers' Comp Certificated	18,635.00	18,920.00	1,607.90	17,910.84	598.74-	94.67
0-3602	Workers' Comp Classified	4,215.00	4,530.00	145.16	4,069.44	315.40	89.83
Total Employee Benefits		868,065.00	870,506.00	68,713.69	776,120.97	25,671.34	89.16
Books and Supplies							
0-4100	Textbooks	152.00	152.00			152.00	
0-4300	Materials and Supplies	146,967.00	171,729.00	7,603.61	199,141.27	35,015.88-	115.96
0-4400	Non-Capitalized Equipment		14,804.00		15,120.03	316.03-	102.13
Total Books and Supplies		147,119.00	186,685.00	7,603.61	214,261.30	35,179.91-	114.77
Services and Other Operating Expenditures							
0-5200	Travel and Conference	1,015.00	2,570.00		148.11	2,421.89	5.76
0-5220	Staff Development	9,301.00	21,586.00	300.00	15,889.36	5,396.64	73.61
0-5300	Dues and Memberships	6,659.00	6,659.00		5,859.00	800.00	87.99
0-5450	Other Insurance	64,717.00	71,556.00	129.00	71,427.00		99.82
0-5501	Natural Gas Service	5,917.00	5,917.00	3,242.21	2,502.79	172.00	42.30
0-5502	Electricity Service	50,860.00	50,860.00	18,837.37	32,022.63		62.96
0-5504	Water Service	41,612.00	41,612.00		29,563.12	12,048.88	71.04
0-5600	Repair, Maintenance Building	216,872.00	216,872.00	7,918.75	197,909.77	11,043.48	91.26
0-5710	Direct Costs for Transfer of S	44,846.00	192,385.00-			192,385.00-	
0-5800	Professional/Consultation Servic	216,292.00	222,655.00	18,614.07	154,908.83	49,132.10	69.57
0-5801	Audit Services	20,387.00	20,387.00	10,384.50	11,053.50	1,051.00-	54.22
0-5803	Business Services Authority	358,263.00	365,359.00		241,232.00	124,127.00	66.03
0-5804	Employment Fees	1,200.00	2,636.00		2,535.97	100.03	96.21
0-5899	Legal Services Box 14	10,403.00	27,200.00	7,983.50	12,194.00	7,022.50	44.83
0-5901	Communication Services-Phone	2,081.00	5,261.00	626.00	3,534.00	1,101.00	67.17
0-5902	Internet Services	1,380.00	1,380.00		1,456.81	76.81-	105.57

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0000 - Unrestricted Resource

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
0-5903	Postage	622.00	622.00		641.14	19.14-	103.08
Total Services and Other Operating Expenditures		1,052,427.00	870,747.00	68,035.40	782,878.03	19,833.57	89.91
6600 - 6999							
0-6900	Depreciation	6,653.00	6,653.00			6,653.00	
Total 6600 - 6999		6,653.00	6,653.00	.00	.00	6,653.00	
Total Year To Date Expenditures		4,166,271.00	4,062,715.00	314,927.37	3,916,236.15	168,448.52-	96.39

Description		Adopted Budget	Revised Budget		Actual	Balance	% Used
Other Financing Sources							
Contributions							
0-8980	Contributions frm Unrestricted	261,252.00-	408,968.00-			408,968.00-	
Total Contributions		261,252.00-	408,968.00-		.00	408,968.00-	
Total Year To Date Other Financing Sources		261,252.00-	408,968.00-		.00	408,968.00-	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0000 - Unrestricted Resource

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	1,263,421.51	42,633.59	1,306,055.10
0-9120	Cash in Bank Account	300.00		300.00
0-9140	Cash Collections Awaiting Depo	2,023.21	2,023.21-	
0-9200	Accounts Receivable	270,980.39	377,595.39-	106,615.00-
0-9211	Accounts Receivable (Clear)		106,615.00	106,615.00
0-9330	Prepaid Rent	5,096.13	3,916.13-	1,180.00
0-9430	Buildings & Improvements	25,055.25		25,055.25
0-9435	Accum Deprec Buildings	10,502.93-		10,502.93-
0-9440	Equipment	60,694.22		60,694.22
0-9445	Accum Deprec Equipment	38,850.76-		38,850.76-
0-9460	Right-of-use asset	29,639.55		29,639.55
0-9465	Right-of-use asset-Accum Amort	17,805.63-		17,805.63-
Total Assets		1,590,050.94	234,286.14-	1,355,764.80
Liabilities				
0-9510	Accounts Payable	185,143.86	185,143.86-	
0-9590	Due to Other Governments		20,476.00	20,476.00
0-9667	Capital Leases Payable	11,833.92		11,833.92
Total Liabilities		196,977.78	164,667.86-	32,309.92
Calculated Fund Balance		1,393,073.16	69,618.28-	1,323,454.88
Beginning Fund Balance				
0-9791	Beginning Fund Balance	1,393,073.16		1,393,073.16
Beginning Fund Balance Proof		.00	69,618.28-	69,618.28-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(70,695.29)	Diff 1,077.01

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
Other Designations		
0-9790 Undesignated/Unappropriated	945,064.00	1,122,511.00
9796 - 9799		
0-9796 Capital Assets Net of Debt	253,501.00	265,053.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0000 - Unrestricted Resource

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/0000 - Unrestricted Resource						
A. Revenues	4,347,116.00	4,466,174.00		3,845,540.86	620,633.14	86.10
B. Expenditures	4,166,271.00	4,062,715.00	314,927.37	3,916,236.15	168,448.52-	96.39
C. Subtotal (Revenue LESS Expense)	180,845.00	403,459.00		70,695.29-	789,081.66	
D. Other Financing Sources and Uses						
Sources	261,252.00-	408,968.00-			408,968.00-	
LESS Uses						
E. Net Change in Fund Balance	80,407.00-	5,509.00-		70,695.29-	380,113.66	
F. Fund Balance:						
Beginning Balance (9791)	1,278,972.00	1,393,073.00		1,393,073.16		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,278,972.00	1,393,073.00		1,393,073.16		
G. Calculated Ending Balance	1,198,565.00	1,387,564.00		1,322,377.87		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	945,064.00	1,122,511.00				
Other	253,501.00	265,053.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0060 - Mandated Cost Block Grant				Fiscal Year 2024/25 Through June 2025		
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8550	Mandated Cost Reimbursements	6,950.00	7,024.00	7,024.00		100.00
Total Other State Revenues		6,950.00	7,024.00	7,024.00	.00	100.00
Total Year To Date Revenues		6,950.00	7,024.00	7,024.00	.00	100.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 0060 - Mandated Cost Block Grant****Fiscal Year 2024/25 Through June 2025**

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	76,048.04	7,024.00	83,072.04
	Calculated Fund Balance	76,048.04	7,024.00	83,072.04
Beginning Fund Balance				
0-9791	Beginning Fund Balance	76,048.04		76,048.04
	Beginning Fund Balance Proof	.00	7,024.00	7,024.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			7,024.00	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
Other Designations			
0-9790	Undesignated/Unappropriated	82,998.00	83,072.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 0060 - Mandated Cost Block Grant****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/0060 - Mandated Cost Block Grant						
A. Revenues	6,950.00	7,024.00		7,024.00		100.00
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	6,950.00	7,024.00		7,024.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	6,950.00	7,024.00		7,024.00	.00	
F. Fund Balance:						
Beginning Balance (9791)	76,048.00	76,048.00		76,048.04		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	76,048.00	76,048.00		76,048.04		
G. Calculated Ending Balance	82,998.00	83,072.00		83,072.04		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	82,998.00	83,072.00				
Other						

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0062 - Prop 30 Depreciation					Fiscal Year 2024/25 Through June 2025		
Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
6600 - 6999							
0-6900	Depreciation	12,254.00	12,254.00			12,254.00	
Total 6600 - 6999		12,254.00	12,254.00	.00	.00	12,254.00	
Total Year To Date Expenditures		12,254.00	12,254.00	.00	.00	12,254.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0062 - Prop 30 Depreciation

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9430	Buildings & Improvements	245,070.00		245,070.00
0-9435	Accum Deprec Buildings	79,647.75-		79,647.75-
	Total Assets	165,422.25	.00	165,422.25
	Calculated Fund Balance	165,422.25	.00	165,422.25
Beginning Fund Balance				
0-9791	Beginning Fund Balance	165,422.25		165,422.25
	Beginning Fund Balance Proof	.00	.00	.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			.00	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
Other Designations			
0-9790	Undesignated/Unappropriated	153,168.00	153,168.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0062 - Prop 30 Depreciation

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/0062 - Prop 30 Depreciation						
A. Revenues						
B. Expenditures	12,254.00	12,254.00			12,254.00	
C. Subtotal (Revenue LESS Expense)	12,254.00-	12,254.00-		.00	12,254.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	12,254.00-	12,254.00-		.00	12,254.00-	
F. Fund Balance:						
Beginning Balance (9791)	165,422.00	165,422.00		165,422.25		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	165,422.00	165,422.00		165,422.25		
G. Calculated Ending Balance	153,168.00	153,168.00		165,422.25		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	153,168.00	153,168.00				
Other						

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0709 - Supplemental Concentration

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
0-1100	Teacher	50,188.00	61,247.00	3,703.98	55,967.62	1,575.40	91.38
0-1130	Certificated Stipends	16,250.00	17,500.00		18,000.00	500.00-	102.86
0-1140	Certificated Extra Duty				407.62	407.62-	NO BDGT
0-1200	Certificated Pupil Support Sal	70,193.00	72,299.00	6,381.22	65,918.00	.22-	91.17
0-1210	Sub Certificated Pupil Support				200.04	200.04-	NO BDGT
Total Certificated Salaries		136,631.00	151,046.00	10,085.20	140,493.28	467.52	93.01
Classified Salaries							
0-2100	Instructional Aides	37,940.00	81,957.00	4,053.32	76,047.10	1,856.58	92.79
0-2150	Instructional Aides Overtime				1,107.40	1,107.40-	NO BDGT
0-2151	IA Premium Pay				57.45	57.45-	NO BDGT
Total Classified Salaries		37,940.00	81,957.00	4,053.32	77,211.95	691.73	94.21
Employee Benefits							
0-3101	STRS, Certificated Positions	22,601.00	28,083.00	1,926.28	26,281.10	124.38-	93.58
0-3102	STRS, Classified Positions	1,123.00					NO BDGT
0-3202	PERS, Classified Positions	7,915.00	20,676.00	1,096.44	19,289.62	289.94	93.29
0-3301	OASDI/Medicare Certificated	3,116.00	2,565.00	145.94	2,227.74	191.32	86.85
0-3302	OASDI/Medicare Classified	2,538.00	6,134.00	310.08	5,760.58	63.34	93.91
0-3401	Health/Dental/Vision Cert	8,376.00	7,841.00	858.60	6,982.70	.30-	89.05
0-3402	Health/Dental/Vission Class		8,260.00	709.66	6,841.15	709.19	82.82
0-3501	SUI Certificated	68.00	75.00	5.03	70.16	.19-	93.55
0-3502	SUI Classified	19.00	41.00	2.04	38.68	.28	94.34
0-3601	Workers' Comp Certificated	1,399.00	1,546.00	103.27	1,438.61	4.12	93.05
0-3602	Workers' Comp Classified	389.00	839.00	41.50	790.67	6.83	94.24
Total Employee Benefits		47,544.00	76,060.00	5,198.84	69,721.01	1,140.15	91.67
Books and Supplies							
0-4300	Materials and Supplies				21.75	21.75-	NO BDGT
Total Books and Supplies		.00	.00	.00	21.75	21.75-	NO BDGT
Services and Other Operating Expenditures							
0-5800	Professional/Consultion Servc	14,788.00	14,788.00		71.73	14,716.27	0.49
Total Services and Other Operating Expenditures		14,788.00	14,788.00	.00	71.73	14,716.27	0.49
Total Year To Date Expenditures		236,903.00	323,851.00	19,337.36	287,519.72	16,993.92	88.78

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



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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0709 - Supplemental Concentration				Fiscal Year 2024/25 Through June 2025		
Description		Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Contributions						
0-8980	Contributions frm Unrestricted	236,903.00	323,851.00		323,851.00	
	Total Contributions	236,903.00	323,851.00	.00	323,851.00	
	Total Year To Date Other Financing Sources	236,903.00	323,851.00	.00	323,851.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 0709 - Supplemental Concentration

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	4,757.23	292,276.95-	287,519.72-
Liabilities				
0-9510	Accounts Payable	4,757.23	4,757.23-	
	Calculated Fund Balance	<u>.00</u>	<u>287,519.72-</u>	<u>287,519.72-</u>
	Beginning Fund Balance Proof	<u>.00</u>	<u>287,519.72-</u>	<u>287,519.72-</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(287,519.72)	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/0709 - Supplemental Concentration						
A. Revenues						
B. Expenditures	236,903.00	323,851.00	19,337.36	287,519.72	16,993.92	88.78
C. Subtotal (Revenue LESS Expense)	236,903.00-	323,851.00-		287,519.72-	16,993.92-	
D. Other Financing Sources and Uses						
Sources	236,903.00	323,851.00			323,851.00	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		287,519.72-	306,857.08	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		287,519.72-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 1100 - State Lottery

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8560	State Lottery Grant	68,147.00	78,814.00	47,164.50	31,649.50	59.84
	Total Other State Revenues	68,147.00	78,814.00	47,164.50	31,649.50	59.84
	Total Year To Date Revenues	68,147.00	78,814.00	47,164.50	31,649.50	59.84

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Certificated Salaries						
0-1100	Teacher	68,147.00	78,814.00		78,814.00	
	Total Certificated Salaries	68,147.00	78,814.00	.00	78,814.00	
	Total Year To Date Expenditures	68,147.00	78,814.00	.00	78,814.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 1100 - State Lottery

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	16,257.21-	63,421.71	47,164.50
0-9290	Due From Other Governments	16,257.21	16,257.21-	
	Total Assets	.00	47,164.50	47,164.50
	Calculated Fund Balance	.00	47,164.50	47,164.50
	Beginning Fund Balance Proof	.00	47,164.50	47,164.50
Resource Change in Fund Balance - Excess Revenues (Expenditures)			47,164.50	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/1100 - State Lottery						
A. Revenues	68,147.00	78,814.00		47,164.50	31,649.50	59.84
B. Expenditures	68,147.00	78,814.00			78,814.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		47,164.50	47,164.50-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		47,164.50	47,164.50-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		47,164.50		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 1400 - Education Protection Act

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
0-8012	Education Protection Act	70,030.00	78,890.00	59,807.00	19,083.00	75.81
Total LCFF Revenue Sources		70,030.00	78,890.00	59,807.00	19,083.00	75.81
Total Year To Date Revenues		70,030.00	78,890.00	59,807.00	19,083.00	75.81

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Certificated Salaries						
0-1100	Teacher	70,030.00	78,890.00		78,890.00	
Total Certificated Salaries		70,030.00	78,890.00	.00	.00	78,890.00
Total Year To Date Expenditures		70,030.00	78,890.00	.00	.00	78,890.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 1400 - Education Protection Act

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	17,563.00-	77,370.00	59,807.00
0-9290	Due From Other Governments	17,563.00	17,563.00-	
	Total Assets	.00	59,807.00	59,807.00
	Calculated Fund Balance	.00	59,807.00	59,807.00
	Beginning Fund Balance Proof	.00	59,807.00	59,807.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			59,807.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/1400 - Education Protection Act						
A. Revenues	70,030.00	78,890.00		59,807.00	19,083.00	75.81
B. Expenditures	70,030.00	78,890.00			78,890.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		59,807.00	59,807.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		59,807.00	59,807.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		59,807.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource


Fund 620 - Charter Enterprise, Resource 2600 - Expanded Learning Opp

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8590	Other State	65,030.00	71,484.00	65,050.00	6,434.00	91.00
	Total Other State Revenues	65,030.00	71,484.00	65,050.00	6,434.00	91.00
	Total Year To Date Revenues	65,030.00	71,484.00	65,050.00	6,434.00	91.00

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
0-2100	Instructional Aides	75,236.00	58,570.00	57,211.76	1,358.24	97.68
0-2150	Instructional Aides Overtime			1,848.54	1,848.54-	NO BDGT
0-2151	IA Premium Pay			20.88	20.88-	NO BDGT
	Total Classified Salaries	75,236.00	58,570.00	59,081.18	511.18-	100.87
Employee Benefits						
0-3202	PERS, Classified Positions	19,750.00	14,670.00	14,612.99	57.01	99.61
0-3302	OASDI/Medicare Classified	5,755.00	4,480.00	4,519.74	39.74-	100.89
0-3502	SUI Classified	38.00	30.00	29.62	.38	98.73
0-3602	Workers' Comp Classified	770.00	600.00	605.01	5.01-	100.83
	Total Employee Benefits	26,313.00	19,780.00	19,767.36	12.64	99.94
Books and Supplies						
0-4300	Materials and Supplies		1,330.00	1,665.52	335.52-	125.23
0-4700	Food Supply	7,620.00	7,620.00	588.95	1,135.05	7.73
	Total Books and Supplies	7,620.00	8,950.00	2,254.47	799.53	25.19
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S	30,162.00-	18,560.00-		18,560.00-	
0-5800	Professional/Consultation Serv	5,428.00	5,428.00	4,600.00	828.00	84.75
0-5901	Communication Services-Phone	1,545.00	1,545.00		1,545.00	
	Total Services and Other Operating Expenditures	23,189.00-	11,587.00-	4,600.00	16,187.00-	-39.70
	Total Year To Date Expenditures	85,980.00	75,713.00	85,703.01	15,886.01-	113.19

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



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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 2600 - Expanded Learning Opp

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	34,896.19	23,863.06-	11,033.13
Liabilities				
0-9510	Accounts Payable	3,210.05	3,210.05-	
	Calculated Fund Balance	31,686.14	20,653.01-	11,033.13
Beginning Fund Balance				
0-9791	Beginning Fund Balance	31,686.14		31,686.14
	Beginning Fund Balance Proof	.00	20,653.01-	20,653.01-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(20,653.01)	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
9796 - 9799			
0-9797	Restricted Net Assets		27,457.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 2600 - Expanded Learning Opp

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/2600 - Expanded Learning Opp						
A. Revenues	65,030.00	71,484.00		65,050.00	6,434.00	91.00
B. Expenditures	85,980.00	75,713.00	5,896.00	85,703.01	15,886.01-	113.19
C. Subtotal (Revenue LESS Expense)	20,950.00-	4,229.00-		20,653.01-	22,320.01	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	20,950.00-	4,229.00-		20,653.01-	22,320.01	
F. Fund Balance:						
Beginning Balance (9791)	20,950.00	31,686.00		31,686.14		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	20,950.00	31,686.00		31,686.14		
G. Calculated Ending Balance	.00	27,457.00		11,033.13		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other		27,457.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 3010 - NCLB Title I

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
0-8290	All Other Federal Revenue	10,847.00	22,474.00	5,629.00	16,845.00	25.05
	Total Federal Revenue	10,847.00	22,474.00	5,629.00	16,845.00	25.05
	Total Year To Date Revenues	10,847.00	22,474.00	5,629.00	16,845.00	25.05

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S	10,847.00	22,474.00		22,474.00	
	Total Services and Other Operating Expenditures	10,847.00	22,474.00	.00	22,474.00	
	Total Year To Date Expenditures	10,847.00	22,474.00	.00	22,474.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 3010 - NCLB Title I

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	8,441.00-	14,060.00	5,619.00
0-9290	Due From Other Governments	8,441.00	8,431.00-	10.00
	Total Assets	.00	5,629.00	5,629.00
	Calculated Fund Balance	.00	5,629.00	5,629.00
	Beginning Fund Balance Proof	.00	5,629.00	5,629.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			5,629.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/3010 - NCLB Title I						
A. Revenues	10,847.00	22,474.00		5,629.00	16,845.00	25.05
B. Expenditures	10,847.00	22,474.00			22,474.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		5,629.00	5,629.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		5,629.00	5,629.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		5,629.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 3310 - Special Ed:IDEA Basic Local

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget		Revenue	Balance	% Rcvd
Revenue Detail							
Federal Revenue							
0-8181	Special Education Entitlement	87,740.00	99,973.00			99,973.00	
	Total Federal Revenue	87,740.00	99,973.00		.00	99,973.00	
	Total Year To Date Revenues	87,740.00	99,973.00		.00	99,973.00	
	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
0-1100	Teacher	22,796.00	23,024.00	2,072.34	20,951.36	.30	91.00
	Total Certificated Salaries	22,796.00	23,024.00	2,072.34	20,951.36	.30	91.00
Classified Salaries							
0-2100	Instructional Aides	54,820.00	54,019.00		52,259.59	1,759.41	96.74
0-2150	Instructional Aides Overtime				27.89	27.89-	NO BDGT
	Total Classified Salaries	54,820.00	54,019.00	.00	52,287.48	1,731.52	96.79
Employee Benefits							
0-3101	STRS, Certificated Positions	4,354.00	4,398.00	395.82	3,977.01	25.17	90.43
0-3202	PERS, Classified Positions	14,829.00	14,302.00		13,559.10	742.90	94.81
0-3301	OASDI/Medicare Certificated	326.00	326.00	29.24	296.52	.24	90.96
0-3302	OASDI/Medicare Classified	4,194.00	4,132.00		4,000.02	131.98	96.81
0-3401	Health/Dental/Vision Cert	4,468.00	4,468.00	446.83	4,021.47	.30-	90.01
0-3501	SUI Certificated	11.00	11.00	1.01	10.24	.25-	93.09
0-3502	SUI Classified	27.00	27.00		26.20	.80	97.04
0-3601	Workers' Comp Certificated	233.00	236.00	21.22	214.53	.25	90.90
0-3602	Workers' Comp Classified	561.00	553.00		535.41	17.59	96.82
	Total Employee Benefits	29,003.00	28,453.00	894.12	26,640.50	918.38	93.63
Services and Other Operating Expenditures							
0-5710	Direct Costs for Transfer of S	77,308.00-	63,952.00-			63,952.00-	
0-5800	Professional/Consultion Servic	58,429.00	58,429.00	37,760.00	214.30-	20,883.30	-0.37
	Total Services and Other Operating Expenditures	18,879.00-	5,523.00-	37,760.00	214.30-	43,068.70-	3.88
	Total Year To Date Expenditures	87,740.00	99,973.00	40,726.46	99,665.04	40,418.50-	99.69

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



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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 3310 - Special Ed:IDEA Basic Local

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	244,046.61-	98,709.43-	342,756.04-
0-9200	Accounts Receivable	5,180.77	5,180.77-	
0-9290	Due From Other Governments	243,091.00		243,091.00
	Total Assets	4,225.16	103,890.20-	99,665.04-
Liabilities				
0-9510	Accounts Payable	4,225.16	4,225.16-	
	Calculated Fund Balance	.00	99,665.04-	99,665.04-
	Beginning Fund Balance Proof	.00	99,665.04-	99,665.04-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(99,665.04)	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/3310 - Special Ed:IDEA Basic Local						
A. Revenues	87,740.00	99,973.00			99,973.00	
B. Expenditures	87,740.00	99,973.00	40,726.46	99,665.04	40,418.50-	99.69
C. Subtotal (Revenue LESS Expense)	.00	.00		99,665.04-	140,391.50	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		99,665.04-	140,391.50	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		99,665.04-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 3327 - Special Ed:IDEA, Mental Hlth

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	4,662.00-	4,662.00	
0-9200	Accounts Receivable	4,662.00	4,662.00-	
	Total Assets	<u>.00</u>	<u>.00</u>	<u>.00</u>
	Calculated Fund Balance	<u>.00</u>	<u>.00</u>	<u>.00</u>
	Beginning Fund Balance Proof	<u>.00</u>	<u>.00</u>	<u>.00</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)				

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/3327 - Special Ed:IDEA, Mental Hlth						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance						
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 4035 - Title II, Part A

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
0-8290	All Other Federal Revenue	4,774.00	5,123.00	2,425.00	2,698.00	47.34
	Total Federal Revenue	4,774.00	5,123.00	2,425.00	2,698.00	47.34
	Total Year To Date Revenues	4,774.00	5,123.00	2,425.00	2,698.00	47.34

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5220	Staff Development			1,168.54	1,168.54-	NO BDGT
0-5710	Direct Costs for Transfer of S	4,774.00	5,123.00		5,123.00	
	Total Services and Other Operating Expenditures	4,774.00	5,123.00	.00	3,954.46	22.81
	Total Year To Date Expenditures	4,774.00	5,123.00	.00	3,954.46	22.81

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 4035 - Title II, Part A

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	2,252.96-	3,509.42	1,256.46
0-9290	Due From Other Governments	2,257.00	2,257.00-	
	Total Assets	4.04	1,252.42	1,256.46
Liabilities				
0-9510	Accounts Payable	4.04	4.04-	
	Calculated Fund Balance	.00	1,256.46	1,256.46
	Beginning Fund Balance Proof	.00	1,256.46	1,256.46
Resource Change in Fund Balance - Excess Revenues (Expenditures)			1,256.46	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/4035 - Title II, Part A						
A. Revenues	4,774.00	5,123.00		2,425.00	2,698.00	47.34
B. Expenditures	4,774.00	5,123.00		1,168.54	3,954.46	22.81
C. Subtotal (Revenue LESS Expense)	.00	.00		1,256.46	1,256.46-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		1,256.46	1,256.46-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		1,256.46		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 4127 - Title IV, Part A

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
0-8290	All Other Federal Revenue	10,000.00	10,000.00	2,500.00	7,500.00	25.00
	Total Federal Revenue	10,000.00	10,000.00	2,500.00	7,500.00	25.00
	Total Year To Date Revenues	10,000.00	10,000.00	2,500.00	7,500.00	25.00

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Books and Supplies						
0-4300	Materials and Supplies	10,000.00	10,000.00		10,000.00	
	Total Books and Supplies	10,000.00	10,000.00	.00	10,000.00	
	Total Year To Date Expenditures	10,000.00	10,000.00	.00	10,000.00	

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Financial Statement by Resource


Fund 620 - Charter Enterprise, Resource 4127 - Title IV, Part A

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	7,500.00-	10,000.00	2,500.00
0-9290	Due From Other Governments	7,500.00	7,500.00-	
	Total Assets	.00	2,500.00	2,500.00
	Calculated Fund Balance	.00	2,500.00	2,500.00
	Beginning Fund Balance Proof	.00	2,500.00	2,500.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			2,500.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/4127 - Title IV, Part A						
A. Revenues	10,000.00	10,000.00		2,500.00	7,500.00	25.00
B. Expenditures	10,000.00	10,000.00			10,000.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		2,500.00	2,500.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		2,500.00	2,500.00-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		2,500.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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



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Financial Statement by Resource


Fund 620 - Charter Enterprise, Resource 5310 - Child Nutrition School Lunch

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
0-8220	Child Nutrition Programs	64,811.00	58,056.00	44,002.45	14,053.55	75.79
	Total Federal Revenue	64,811.00	58,056.00	44,002.45	14,053.55	75.79
Other State Revenues						
0-8520	Child Nutrition Programs	174,904.00	171,702.00	131,043.85	40,658.15	76.32
	Total Other State Revenues	174,904.00	171,702.00	131,043.85	40,658.15	76.32
Other Local Revenue						
0-8634	Food Service Sales			264.10-	264.10	NO BDGT
	Total Other Local Revenue	.00	.00	264.10-	264.10	NO BDGT
	Total Year To Date Revenues	239,715.00	229,758.00	174,782.20	54,975.80	76.07

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
0-2200	Classified Support Salaries	60,629.00	42,382.00	42,553.96	171.96-	100.41
0-2250	Classified Support Overtime	2,800.00	2,800.00	2,117.81	682.19	75.64
	Total Classified Salaries	63,429.00	45,182.00	.00	44,671.77	98.87
Employee Benefits						
0-3202	PERS, Classified Positions	17,158.00	11,989.00	11,732.95	256.05	97.86
0-3302	OASDI/Medicare Classified	4,852.00	3,456.00	3,417.49	38.51	98.89
0-3502	SUI Classified	32.00	23.00	22.35	.65	97.17
0-3602	Workers' Comp Classified	650.00	463.00	457.45	5.55	98.80
	Total Employee Benefits	22,692.00	15,931.00	.00	15,630.24	98.11
Books and Supplies						
0-4300	Materials and Supplies	6,075.00	6,075.00	1,840.73	4,234.27	30.30
0-4700	Food Supply	160,059.00	143,427.00	50,921.00	102,079.00	71.17
	Total Books and Supplies	166,134.00	149,502.00	50,921.00	103,919.73	69.51
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S		42,963.00		42,963.00	
0-5800	Professional/Consultation Serv	800.00	800.00	728.00	72.00	91.00
	Total Services and Other Operating Expenditures	800.00	43,763.00	.00	728.00	1.66
	Total Year To Date Expenditures	253,055.00	254,378.00	50,921.00	164,949.74	64.84

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



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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 5310 - Child Nutrition School Lunch

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	37,234.80	53,707.65	90,942.45
0-9120	Cash in Bank Account	200.00		200.00
0-9200	Accounts Receivable	46,617.17	46,617.17-	
	Total Assets	84,051.97	7,090.48	91,142.45
Liabilities				
0-9510	Accounts Payable	1,726.38	1,726.38-	
0-9650	Deferred Revenue	1,015.60	1,015.60-	
	Total Liabilities	2,741.98	2,741.98-	.00
	Calculated Fund Balance	81,309.99	9,832.46	91,142.45
Beginning Fund Balance				
0-9791	Beginning Fund Balance	81,309.99		81,309.99
	Beginning Fund Balance Proof	.00	9,832.46	9,832.46
Resource Change in Fund Balance - Excess Revenues (Expenditures)			9,832.46	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
9796 - 9799		
0-9797	36,757.00	56,690.00
0-9797	Restricted Net Assets	

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 5310 - Child Nutrition School Lunch****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/5310 - Child Nutrition School Lunch						
A. Revenues	239,715.00	229,758.00		174,782.20	54,975.80	76.07
B. Expenditures	253,055.00	254,378.00	50,921.00	164,949.74	38,507.26	64.84
C. Subtotal (Revenue LESS Expense)	13,340.00-	24,620.00-		9,832.46	16,468.54	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	13,340.00-	24,620.00-		9,832.46	16,468.54	
F. Fund Balance:						
Beginning Balance (9791)	50,097.00	81,310.00		81,309.99		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	50,097.00	81,310.00		81,309.99		
G. Calculated Ending Balance	36,757.00	56,690.00		91,142.45		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	36,757.00	56,690.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 5810 - Farm To School Grant

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
0-8290	All Other Federal Revenue		52,644.00		52,644.00	
	Total Federal Revenue	.00	52,644.00	.00	52,644.00	
	Total Year To Date Revenues	.00	52,644.00	.00	52,644.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
0-2100	Instructional Aides		8,783.00	39,122.57	30,339.57-	445.44
0-2150	Instructional Aides Overtime		19,456.00	10,040.90	9,415.10	51.61
	Total Classified Salaries	.00	28,239.00	.00	49,163.47	174.10
Employee Benefits						
0-3102	STRS, Classified Positions			191.04	191.04-	NO BDGT
0-3202	PERS, Classified Positions		5,263.00		5,263.00	
0-3302	OASDI/Medicare Classified		2,160.00	3,699.03	1,539.03-	171.25
0-3502	SUI Classified		14.00	24.63	10.63-	175.93
0-3602	Workers' Comp Classified		289.00	503.45	214.45-	174.20
	Total Employee Benefits	.00	7,726.00	.00	4,418.15	57.19
Books and Supplies						
0-4300	Materials and Supplies		3,935.00	3,558.77	376.23	90.44
	Total Books and Supplies	.00	3,935.00	.00	3,558.77	90.44
Services and Other Operating Expenditures						
0-5200	Travel and Conference		919.00	918.58	.42	99.95
0-5710	Direct Costs for Transfer of S		8,743.00		8,743.00	
0-5800	Professional/Consultation Serv		3,082.00	770.40	3,081.60	99.99
	Total Services and Other Operating Expenditures	.00	12,744.00	770.40	4,000.18	31.39
	Total Year To Date Expenditures	.00	52,644.00	770.40	61,140.57	116.14

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 5810 - Farm To School Grant

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury		61,140.57-	61,140.57-
	Calculated Fund Balance	<u>.00</u>	<u>61,140.57-</u>	<u>61,140.57-</u>
	Beginning Fund Balance Proof	<u>.00</u>	<u>61,140.57-</u>	<u>61,140.57-</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(61,140.57)	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/5810 - Farm To School Grant						
A. Revenues		52,644.00			52,644.00	
B. Expenditures		52,644.00	770.40	61,140.57	9,266.97-	116.14
C. Subtotal (Revenue LESS Expense)	.00	.00		61,140.57-	61,910.97	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		61,140.57-	61,910.97	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		61,140.57-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6053 - Universal PreKinder Grant

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
0-1100	Teacher	53,582.00	74,458.00			74,458.00	
0-1140	Certificated Extra Duty		1,250.00			1,250.00	
0-1150	Non-Exempt Teacher OT		1,750.00			1,750.00	
Total Certificated Salaries		53,582.00	77,458.00	.00	.00	77,458.00	
Employee Benefits							
0-3101	STRS, Certificated Positions	10,234.00	14,446.00			14,446.00	
0-3301	OASDI/Medicare Certificated	777.00	1,123.00			1,123.00	
0-3501	SUI Certificated	27.00	39.00			39.00	
0-3601	Workers' Comp Certificated	549.00	793.00			793.00	
Total Employee Benefits		11,587.00	16,401.00	.00	.00	16,401.00	
Books and Supplies							
0-4100	Texbooks	4,199.00	4,199.00			4,199.00	
Total Books and Supplies		4,199.00	4,199.00	.00	.00	4,199.00	
Services and Other Operating Expenditures							
0-5710	Direct Costs for Transfer of S	69,368.00-	98,058.00-			98,058.00-	
0-5800	Professional/Consultation Servic				296.00	296.00-	NO BDGT
Total Services and Other Operating Expenditures		69,368.00-	98,058.00-	.00	296.00	98,354.00-	-0.30
Total Year To Date Expenditures		.00	.00	.00	296.00	296.00-	NO BDGT

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6053 - Universal PreKinder Grant

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	2,010.86	3,383.87-	1,373.01-
Liabilities				
0-9510	Accounts Payable	2,010.86	2,010.86-	
	Calculated Fund Balance	<u>.00</u>	<u>1,373.01-</u>	<u>1,373.01-</u>
	Beginning Fund Balance Proof	<u>.00</u>	<u>1,373.01-</u>	<u>1,373.01-</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(296.00)	Diff 1,077.01-

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6053 - Universal PreKinder Grant						
A. Revenues						
B. Expenditures				296.00	296.00-	NO BDGT
C. Subtotal (Revenue LESS Expense)	.00	.00		296.00-	296.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		296.00-	296.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		296.00-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6266 - Educator Effect 21-22

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
0-1130	Certificated Stipends	3,900.00	3,900.00			3,900.00	
Total Certificated Salaries		3,900.00	3,900.00	.00	.00	3,900.00	
Classified Salaries							
0-2150	Instructional Aides Overtime				4,089.44	4,089.44-	NO BDGT
0-2250	Classified Support Overtime				1,222.43	1,222.43-	NO BDGT
Total Classified Salaries		.00	.00	.00	5,311.87	5,311.87-	NO BDGT
Employee Benefits							
0-3101	STRS, Certificated Positions	745.00	745.00			745.00	
0-3102	STRS, Classified Positions				155.00	155.00-	NO BDGT
0-3202	PERS, Classified Positions				1,207.67	1,207.67-	NO BDGT
0-3301	OASDI/Medicare Certificated	57.00	57.00			57.00	
0-3302	OASDI/Medicare Classified				356.04	356.04-	NO BDGT
0-3501	SUI Certificated	2.00	2.00			2.00	
0-3502	SUI Classified				2.66	2.66-	NO BDGT
0-3601	Workers' Comp Certificated	40.00	40.00			40.00	
0-3602	Workers' Comp Classified				54.40	54.40-	NO BDGT
Total Employee Benefits		844.00	844.00	.00	1,775.77	931.77-	210.40
Services and Other Operating Expenditures							
0-5710	Direct Costs for Transfer of S	4,744.00-	526.00-			526.00-	
0-5800	Professional/Consultation Servic				4,245.00	4,245.00-	NO BDGT
Total Services and Other Operating Expenditures		4,744.00-	526.00-	.00	4,245.00	4,771.00-	-807.03
Total Year To Date Expenditures		.00	4,218.00	.00	11,332.64	7,114.64-	268.67

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6266 - Educator Effect 21-22

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	4,506.57	11,620.82-	7,114.25-
Liabilities				
0-9510	Accounts Payable	288.18	288.18-	
	Calculated Fund Balance	4,218.39	11,332.64-	7,114.25-
Beginning Fund Balance				
0-9791	Beginning Fund Balance	4,218.39		4,218.39
	Beginning Fund Balance Proof	.00	11,332.64-	11,332.64-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(11,332.64)	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6266 - Educator Effect 21-22						
A. Revenues						
B. Expenditures		4,218.00		11,332.64	7,114.64-	268.67
C. Subtotal (Revenue LESS Expense)	.00	4,218.00-		11,332.64-	7,114.64	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	4,218.00-		11,332.64-	7,114.64	
F. Fund Balance:						
Beginning Balance (9791)		4,218.00		4,218.39		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	.00	4,218.00		4,218.39		
G. Calculated Ending Balance	.00	.00		7,114.25-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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



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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6300 - Lottery: Instructional Mat.

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8560	State Lottery Grant	27,721.00	35,215.00	7,290.49	27,924.51	20.70
	Total Other State Revenues	27,721.00	35,215.00	7,290.49	27,924.51	20.70
	Total Year To Date Revenues	27,721.00	35,215.00	7,290.49	27,924.51	20.70

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Books and Supplies						
0-4100	Texbooks	14,761.00	14,761.00	2,714.01	12,046.99	18.39
0-4300	Materials and Supplies	6,930.00	21,930.00		21,930.00	
	Total Books and Supplies	21,691.00	36,691.00	.00	33,976.99	7.40
	Total Year To Date Expenditures	21,691.00	36,691.00	.00	33,976.99	7.40

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6300 - Lottery: Instructional Mat.

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	93,893.46	17,796.56	111,690.02
0-9290	Due From Other Governments	13,220.08	13,220.08-	
	Total Assets	107,113.54	4,576.48	111,690.02
	Calculated Fund Balance	107,113.54	4,576.48	111,690.02
Beginning Fund Balance				
0-9791	Beginning Fund Balance	107,113.54		107,113.54
	Beginning Fund Balance Proof	.00	4,576.48	4,576.48
Resource Change in Fund Balance - Excess Revenues (Expenditures)			4,576.48	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
9796 - 9799		
0-9797	109,208.00	105,638.00
Restricted Net Assets		

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6300 - Lottery: Instructional Mat.

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6300 - Lottery: Instructional Mat.						
A. Revenues	27,721.00	35,215.00		7,290.49	27,924.51	20.70
B. Expenditures	21,691.00	36,691.00		2,714.01	33,976.99	7.40
C. Subtotal (Revenue LESS Expense)	6,030.00	1,476.00-		4,576.48	6,052.48-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	6,030.00	1,476.00-		4,576.48	6,052.48-	
F. Fund Balance:						
Beginning Balance (9791)	103,178.00	107,114.00		107,113.54		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	103,178.00	107,114.00		107,113.54		
G. Calculated Ending Balance	109,208.00	105,638.00		111,690.02		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	109,208.00	105,638.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6500 - Special Education

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
0-8792	Transfers of Apportionments Fr	322,238.00	287,845.00	262,792.00	25,053.00	91.30
	Total Other Local Revenue	322,238.00	287,845.00	262,792.00	25,053.00	91.30
	Total Year To Date Revenues	322,238.00	287,845.00	262,792.00	25,053.00	91.30

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Certificated Salaries						
0-1100	Teacher	68,387.00	70,895.00	6,217.03	64,677.83	.14 91.23
0-1140	Certificated Extra Duty	1,250.00	6,000.00	2,587.62	3,412.38	43.13
0-1200	Certificated Pupil Support Sal	109,458.00				NO BDGT
0-1300	Certificated Administrators		112,745.00	9,121.26	103,620.48	3.26 91.91
	Total Certificated Salaries	179,095.00	189,640.00	15,338.29	170,885.93	3,415.78 90.11
Employee Benefits						
0-3101	STRS, Certificated Positions	34,207.00	35,455.00	2,929.61	31,679.77	845.62 89.35
0-3301	OASDI/Medicare Certificated	2,568.00	2,693.00	216.72	2,426.67	49.61 90.11
0-3401	Health/Dental/Vision Cert	46,598.00	31,278.00	3,127.79	28,150.11	.10 90.00
0-3501	SUI Certificated	88.00	93.00	7.47	83.64	1.89 89.94
0-3601	Workers' Comp Certificated	1,834.00	1,942.00	157.06	1,749.84	35.10 90.11
	Total Employee Benefits	85,295.00	71,461.00	6,438.65	64,090.03	932.32 89.69
Books and Supplies						
0-4300	Materials and Supplies	4,120.00	4,120.00		1,648.83	2,471.17 40.02
	Total Books and Supplies	4,120.00	4,120.00	.00	1,648.83	2,471.17 40.02
Services and Other Operating Expenditures						
0-5220	Staff Development				116.57	116.57- NO BDGT
0-5710	Direct Costs for Transfer of S	13,308.00-	9,708.00			9,708.00
0-5800	Professional/Consultion Servic	80,982.00	85,071.00	9,518.15	104,324.55	28,771.70- 122.63
0-5899	Legal Services Box 14	10,403.00	10,403.00	3,000.00	20,491.07	13,088.07- 196.97
	Total Services and Other Operating Expenditures	78,077.00	105,182.00	12,518.15	124,932.19	32,268.34- 118.78
	Total Year To Date Expenditures	346,587.00	370,403.00	34,295.09	361,556.98	25,449.07- 97.61

Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources					
selection Grouped by Account Type - Sorted by Org, Fund, Resource, Project Year, Object, Filtered by (Org = 643, Starting Period = 1, Ending Account Period = 0, Stmt Option? = , Zero Amounts? = N, SACS? = N, Restricted? = Y)					

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6500 - Special Education				Fiscal Year 2024/25 Through June 2025		
Description		Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources (continued)						
Contributions						
0-8980	Contributions frm Unrestricted	24,349.00	82,558.00		82,558.00	
	Total Contributions	24,349.00	82,558.00	.00	82,558.00	
	Total Year To Date Other Financing Sources	24,349.00	82,558.00	.00	82,558.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6500 - Special Education

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	14,084.42	112,849.40-	98,764.98-
Liabilities				
0-9510	Accounts Payable	14,084.42	14,084.42-	
	Calculated Fund Balance	<u>.00</u>	<u>98,764.98-</u>	<u>98,764.98-</u>
	Beginning Fund Balance Proof	<u>.00</u>	<u>98,764.98-</u>	<u>98,764.98-</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(98,764.98)	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6500 - Special Education						
A. Revenues	322,238.00	287,845.00		262,792.00	25,053.00	91.30
B. Expenditures	346,587.00	370,403.00	34,295.09	361,556.98	25,449.07-	97.61
C. Subtotal (Revenue LESS Expense)	24,349.00-	82,558.00-		98,764.98-	50,502.07	
D. Other Financing Sources and Uses						
Sources	24,349.00	82,558.00			82,558.00	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		98,764.98-	133,060.07	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		98,764.98-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6546 - Special Ed Mental Hlth

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8590	Other State	27,886.00	32,971.00	29,577.00	3,394.00	89.71
	Total Other State Revenues	27,886.00	32,971.00	29,577.00	3,394.00	89.71
	Total Year To Date Revenues	27,886.00	32,971.00	29,577.00	3,394.00	89.71

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S	27,886.00	54,244.00		54,244.00	
0-5800	Professional/Consultion Servic			676.74	676.74-	NO BDGT
	Total Services and Other Operating Expenditures	27,886.00	54,244.00	.00	676.74	1.25
	Total Year To Date Expenditures	27,886.00	54,244.00	.00	676.74	1.25

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6546 - Special Ed Mental Hlth

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	5,504.72-	55,678.26	50,173.54
0-9200	Accounts Receivable	26,778.00	26,778.00-	
	Total Assets	21,273.28	28,900.26	50,173.54
	Calculated Fund Balance	21,273.28	28,900.26	50,173.54
Beginning Fund Balance				
0-9791	Beginning Fund Balance	21,273.28		21,273.28
	Beginning Fund Balance Proof	.00	28,900.26	28,900.26
Resource Change in Fund Balance - Excess Revenues (Expenditures)			28,900.26	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6546 - Special Ed Mental Hlth						
A. Revenues	27,886.00	32,971.00		29,577.00	3,394.00	89.71
B. Expenditures	27,886.00	54,244.00		676.74	53,567.26	1.25
C. Subtotal (Revenue LESS Expense)	.00	21,273.00-		28,900.26	50,173.26-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	21,273.00-		28,900.26	50,173.26-	
F. Fund Balance:						
Beginning Balance (9791)		21,273.00		21,273.28		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	.00	21,273.00		21,273.28		
G. Calculated Ending Balance	.00	.00		50,173.54		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6762 - Arts, Music & IM				Fiscal Year 2024/25 Through June 2025		
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						

Services and Other Operating Expenditures

0-5710	Direct Costs for Transfer of S		185,915.00			185,915.00
Total Services and Other Operating Expenditures		.00	185,915.00	.00	.00	185,915.00
Total Year To Date Expenditures		.00	185,915.00	.00	.00	185,915.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6762 - Arts, Music & IM

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	185,914.82		185,914.82
	Calculated Fund Balance	185,914.82	.00	185,914.82
Beginning Fund Balance				
0-9791	Beginning Fund Balance	185,914.82		185,914.82
	Beginning Fund Balance Proof	.00	.00	.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6762 - Arts, Music & IM						
A. Revenues						
B. Expenditures		185,915.00			185,915.00	
C. Subtotal (Revenue LESS Expense)	.00	185,915.00-		.00	185,915.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	185,915.00-		.00	185,915.00-	
F. Fund Balance:						
Beginning Balance (9791)		185,915.00		185,914.82		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	.00	185,915.00		185,914.82		
G. Calculated Ending Balance	.00	.00		185,914.82		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6770 - Arts and Music in Schools

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8590	Other State	43,807.00	46,313.00	42,146.00	4,167.00	91.00
Total Other State Revenues		43,807.00	46,313.00	42,146.00	4,167.00	91.00
Total Year To Date Revenues		43,807.00	46,313.00	42,146.00	4,167.00	91.00

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S	43,807.00	43,814.00		43,814.00	
0-5800	Professional/Consultion Servic			2,350.00	2,350.00-	NO BDGT
Total Services and Other Operating Expenditures		43,807.00	43,814.00	.00	41,464.00	5.36
Total Year To Date Expenditures		43,807.00	43,814.00	.00	41,464.00	5.36

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 6770 - Arts and Music in Schools

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	1,781.42	39,796.00	41,577.42
	Calculated Fund Balance	1,781.42	39,796.00	41,577.42
Beginning Fund Balance				
0-9791	Beginning Fund Balance	1,781.42		1,781.42
	Beginning Fund Balance Proof	.00	39,796.00	39,796.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			39,796.00	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
9796 - 9799		
0-9797	Restricted Net Assets	4,280.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 6770 - Arts and Music in Schools****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/6770 - Arts and Music in Schools						
A. Revenues	43,807.00	46,313.00		42,146.00	4,167.00	91.00
B. Expenditures	43,807.00	43,814.00		2,350.00	41,464.00	5.36
C. Subtotal (Revenue LESS Expense)	.00	2,499.00		39,796.00	37,297.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	2,499.00		39,796.00	37,297.00-	
F. Fund Balance:						
Beginning Balance (9791)		1,781.00		1,781.42		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	.00	1,781.00		1,781.42		
G. Calculated Ending Balance	.00	4,280.00		41,577.42		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other		4,280.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 7435 - Learning Recovery Emergency B

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5710 Direct Costs for Transfer of S	62,730.00					NO BDGT
Total Services and Other Operating Expenditures	62,730.00	.00	.00	.00	.00	NO BDGT
Total Year To Date Expenditures	62,730.00	.00	.00	.00	.00	NO BDGT
Resource Reconciliation						
Beginning Fund Balance						
0-9791 Beginning Fund Balance						
Beginning Fund Balance Proof		.00		.00	.00	
Resource Change in Fund Balance - Excess Revenues (Expenditures)				.00		

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/7435 - Learning Recovery Emergency BG						
A. Revenues						
B. Expenditures	62,730.00					NO BDGT
C. Subtotal (Revenue LESS Expense)	62,730.00-	.00		.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	62,730.00-	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)	62,730.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	62,730.00	.00		.00		
G. Calculated Ending Balance	.00	.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 7810 - Literacy Screenings Prof. Dev.				Fiscal Year 2024/25 Through June 2025		
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
0-8590	Other State		2,477.00	2,477.00		100.00
Total Other State Revenues		.00	2,477.00	2,477.00	.00	100.00
Total Year To Date Revenues		.00	2,477.00	2,477.00	.00	100.00

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 7810 - Literacy Screenings Prof. Dev.

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury		2,477.00	2,477.00
	Calculated Fund Balance	.00	2,477.00	2,477.00
	Beginning Fund Balance Proof	.00	2,477.00	2,477.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			2,477.00	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised			
9796 - 9799						
0-9797	Restricted Net Assets		2,477.00			
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/7810 - Literacy Screenings Prof. Dev.						
A. Revenues		2,477.00		2,477.00		100.00
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	2,477.00		2,477.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	2,477.00		2,477.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	2,477.00		2,477.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other		2,477.00				

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9078 - MISC DEPRECIABLE EQUIPMEN					Fiscal Year 2024/25 Through June 2025		
Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
6600 - 6999							
0-6900	Depreciation	1,913.00	1,913.00			1,913.00	
Total 6600 - 6999		1,913.00	1,913.00	.00	.00	1,913.00	
Total Year To Date Expenditures		1,913.00	1,913.00	.00	.00	1,913.00	

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9078 - MISC DEPRECIABLE EQUIPMEN

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9440	Equipment	13,388.00		13,388.00
0-9445	Accum Deprec Equipment	9,722.23-		9,722.23-
	Total Assets	3,665.77	.00	3,665.77
	Calculated Fund Balance	3,665.77	.00	3,665.77
Beginning Fund Balance				
0-9791	Beginning Fund Balance	3,665.77		3,665.77
	Beginning Fund Balance Proof	.00	.00	.00
Resource Change in Fund Balance - Excess Revenues (Expenditures)			.00	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
9796 - 9799		
0-9797	1,752.00	1,753.00
0-9797	Restricted Net Assets	

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 9078 - MISC DEPRECIABLE EQUIPMEN****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9078 - MISC DEPRECIABLE EQUIPMENT						
A. Revenues						
B. Expenditures	1,913.00	1,913.00			1,913.00	
C. Subtotal (Revenue LESS Expense)	1,913.00-	1,913.00-		.00	1,913.00-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	1,913.00-	1,913.00-		.00	1,913.00-	
F. Fund Balance:						
Beginning Balance (9791)	3,665.00	3,666.00		3,665.77		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	3,665.00	3,666.00		3,665.77		
G. Calculated Ending Balance	1,752.00	1,753.00		3,665.77		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	1,752.00	1,753.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9080 - Donations				Fiscal Year 2024/25 Through June 2025		
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
0-8699	All Other Local Revenue		6,454.00	6,453.60	.40	99.99
Total Other Local Revenue		.00	6,454.00	6,453.60	.40	99.99
Total Year To Date Revenues		.00	6,454.00	6,453.60	.40	99.99

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9080 - Donations

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	41,681.63	6,453.60	48,135.23
	Calculated Fund Balance	41,681.63	6,453.60	48,135.23
Beginning Fund Balance				
0-9791	Beginning Fund Balance	41,681.63		41,681.63
	Beginning Fund Balance Proof	.00	6,453.60	6,453.60
Resource Change in Fund Balance - Excess Revenues (Expenditures)			6,453.60	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
9796 - 9799			
0-9797	Restricted Net Assets	41,682.00	48,136.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 9080 - Donations****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9080 - Donations						
A. Revenues		6,454.00		6,453.60	.40	99.99
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	6,454.00		6,453.60	.40	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	6,454.00		6,453.60	.40	
F. Fund Balance:						
Beginning Balance (9791)	41,682.00	41,682.00		41,681.63		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	41,682.00	41,682.00		41,681.63		
G. Calculated Ending Balance	41,682.00	48,136.00		48,135.23		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	41,682.00	48,136.00				

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9081 - BRIDGES Extensions

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
0-8699	All Other Local Revenue	25,000.00	25,000.00	4,455.28	20,544.72	17.82
	Total Other Local Revenue	25,000.00	25,000.00	4,455.28	20,544.72	17.82
	Total Year To Date Revenues	25,000.00	25,000.00	4,455.28	20,544.72	17.82

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
0-2100	Instructional Aides	7,107.00	10,390.00	9,016.60	1,373.40	86.78
0-2150	Instructional Aides Overtime	5,000.00	5,000.00	157.85	4,842.15	3.16
	Total Classified Salaries	12,107.00	15,390.00	9,174.45	6,215.55	59.61
Employee Benefits						
0-3102	STRS, Classified Positions	1,299.00	400.00	402.62	2.62-	100.66
0-3202	PERS, Classified Positions	1,435.00	3,522.00	1,818.17	1,703.83	51.62
0-3302	OASDI/Medicare Classified	504.00	1,039.00	562.64	476.36	54.15
0-3502	SUI Classified	6.00	8.00	4.58	3.42	57.25
0-3602	Workers' Comp Classified	124.00	158.00	93.93	64.07	59.45
	Total Employee Benefits	3,368.00	5,127.00	2,881.94	2,245.06	56.21
Books and Supplies						
0-4700	Food Supply	5,107.00	5,107.00	5,550.00	443.00-	108.67
	Total Books and Supplies	5,107.00	5,107.00	5,550.00	443.00-	108.67
Services and Other Operating Expenditures						
0-5504	Water Service	103.00	103.00		103.00	
0-5710	Direct Costs for Transfer of S		497.00		497.00	
0-5901	Communication Services-Phone	1,335.00	1,335.00	56.99	1,803.01	135.06
	Total Services and Other Operating Expenditures	1,438.00	1,935.00	56.99	1,803.01	93.18
	Total Year To Date Expenditures	22,020.00	27,559.00	56.99	19,409.40	70.43

Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources					
Contributions					
0-8980	Contributions frm Unrestricted	2,559.00		2,559.00	
	Total Contributions	.00	2,559.00	.00	2,559.00

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

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Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9081 - BRIDGES Extensions				Fiscal Year 2024/25 Through June 2025	
Total Year To Date Other Financing Sources	.00	2,559.00		.00	2,559.00

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9081 - BRIDGES Extensions

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	130.90	15,085.02-	14,954.12-
0-9140	Cash Collections Awaiting Depo	404.61	404.61-	
	Total Assets	535.51	15,489.63-	14,954.12-
Liabilities				
0-9510	Accounts Payable	535.51	535.51-	
	Calculated Fund Balance	.00	14,954.12-	14,954.12-
Beginning Fund Balance				
0-9791	Beginning Fund Balance			
	Beginning Fund Balance Proof	.00	14,954.12-	14,954.12-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(14,954.12)	

Memo Only - Ending Fund Balance Accounts

	Adopted	Revised
9796 - 9799		
0-9797	Restricted Net Assets	39,109.00

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9081 - BRIDGES Extensions

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9081 - BRIDGES Extensions						
A. Revenues	25,000.00	25,000.00		4,455.28	20,544.72	17.82
B. Expenditures	22,020.00	27,559.00	56.99	19,409.40	8,092.61	70.43
C. Subtotal (Revenue LESS Expense)	2,980.00	2,559.00-		14,954.12-	12,452.11	
D. Other Financing Sources and Uses						
Sources		2,559.00			2,559.00	
LESS Uses						
E. Net Change in Fund Balance	2,980.00	.00		14,954.12-	15,011.11	
F. Fund Balance:						
Beginning Balance (9791)	36,129.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	36,129.00	.00		.00		
G. Calculated Ending Balance	39,109.00	.00		14,954.12-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	39,109.00					

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9084 - Garden Grant

Fiscal Year 2024/25 Through June 2025

Description		Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Books and Supplies							
0-4300	Materials and Supplies		2,114.00		2,327.98	213.98-	110.12
Total Books and Supplies		.00	2,114.00	.00	2,327.98	213.98-	110.12
Services and Other Operating Expenditures							
0-5710	Direct Costs for Transfer of S		892.00-			892.00-	
Total Services and Other Operating Expenditures		.00	892.00-	.00	.00	892.00-	
Total Year To Date Expenditures		.00	1,222.00	.00	2,327.98	1,105.98-	190.51

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9084 - Garden Grant			Fiscal Year 2024/25 Through June 2025	
Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	1,222.35	2,327.98-	1,105.63-
	Calculated Fund Balance	1,222.35	2,327.98-	1,105.63-
Beginning Fund Balance				
0-9791	Beginning Fund Balance	1,222.35		1,222.35
	Beginning Fund Balance Proof	.00	2,327.98-	2,327.98-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(2,327.98)	

Memo Only - Ending Fund Balance Accounts		
	Adopted	Revised
9796 - 9799		
0-9797	Restricted Net Assets	1,313.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 9084 - Garden Grant****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9084 - Garden Grant						
A. Revenues						
B. Expenditures		1,222.00		2,327.98	1,105.98-	190.51
C. Subtotal (Revenue LESS Expense)	.00	1,222.00-		2,327.98-	1,105.98	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	1,222.00-		2,327.98-	1,105.98	
F. Fund Balance:						
Beginning Balance (9791)	1,313.00	1,222.00		1,222.35		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,313.00	1,222.00		1,222.35		
G. Calculated Ending Balance	1,313.00	.00		1,105.63-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	1,313.00					

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9085 - Parent Funded Activities

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
0-8699	All Other Local Revenue		83,000.00	62,056.28	20,943.72	74.77
	Total Other Local Revenue	.00	83,000.00	62,056.28	20,943.72	74.77
	Total Year To Date Revenues	.00	83,000.00	62,056.28	20,943.72	74.77

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
0-2100	Instructional Aides	2,130.00	870.00	601.27	268.73	69.11
0-2150	Instructional Aides Overtime			143.77	143.77-	NO BDGT
	Total Classified Salaries	2,130.00	870.00	745.04	124.96	85.64
Employee Benefits						
0-3202	PERS, Classified Positions	576.00	82.00		82.00	
0-3302	OASDI/Medicare Classified	163.00	67.00	56.99	10.01	85.06
0-3502	SUI Classified	1.00		.38	.38-	NO BDGT
0-3602	Workers' Comp Classified	22.00	9.00	7.63	1.37	84.78
	Total Employee Benefits	762.00	158.00	65.00	93.00	41.14
Books and Supplies						
0-4300	Materials and Supplies	707.00	707.00	2,895.58	2,188.58-	409.56
	Total Books and Supplies	707.00	707.00	2,895.58	2,188.58-	409.56
Services and Other Operating Expenditures						
0-5800	Professional/Consultation Servic	30,000.00	68,000.00	57,498.18	10,501.82	84.56
0-5805	Field Trips	27,702.00	27,702.00	17,124.96	10,577.04	61.82
	Total Services and Other Operating Expenditures	57,702.00	95,702.00	74,623.14	21,078.86	77.97
	Total Year To Date Expenditures	61,301.00	97,437.00	78,328.76	19,108.24	80.39

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9085 - Parent Funded Activities

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	78,446.33	12,693.34-	65,752.99
0-9140	Cash Collections Awaiting Depo	1,382.13	1,382.13-	
0-9330	Prepaid Rent	2,275.00	2,275.00-	
	Total Assets	82,103.46	16,350.47-	65,752.99
Liabilities				
0-9510	Accounts Payable	77.99	77.99-	
	Calculated Fund Balance	82,025.47	16,272.48-	65,752.99
Beginning Fund Balance				
0-9791	Beginning Fund Balance	82,025.47		82,025.47
	Beginning Fund Balance Proof	.00	16,272.48-	16,272.48-
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(16,272.48)	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
9796 - 9799			
0-9797	Restricted Net Assets	10,733.00	67,588.00

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 9085 - Parent Funded Activities****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9085 - Parent Funded Activities						
A. Revenues		83,000.00		62,056.28	20,943.72	74.77
B. Expenditures	61,301.00	97,437.00		78,328.76	19,108.24	80.39
C. Subtotal (Revenue LESS Expense)	61,301.00-	14,437.00-		16,272.48-	1,835.48	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	61,301.00-	14,437.00-		16,272.48-	1,835.48	
F. Fund Balance:						
Beginning Balance (9791)	72,034.00	82,025.00		82,025.47		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	72,034.00	82,025.00		82,025.47		
G. Calculated Ending Balance	10,733.00	67,588.00		65,752.99		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	10,733.00	67,588.00				

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9086 - ERC Funds				Fiscal Year 2024/25 Through June 2025		
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Services and Other Operating Expenditures						
0-5800 Professional/Consultion Serv				24,891.03	24,891.03-	NO BDGT
Total Services and Other Operating Expenditures	.00	.00	.00	24,891.03	24,891.03-	NO BDGT
Total Year To Date Expenditures	.00	.00	.00	24,891.03	24,891.03-	NO BDGT

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9086 - ERC Funds

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury	316,983.36	24,891.03-	292,092.33
Liabilities				
0-9512	Contingent Liability	316,983.36		316,983.36
	Calculated Fund Balance	<u>.00</u>	<u>24,891.03-</u>	<u>24,891.03-</u>
Beginning Fund Balance				
0-9791	Beginning Fund Balance			
	Beginning Fund Balance Proof	<u>.00</u>	<u>24,891.03-</u>	<u>24,891.03-</u>
Resource Change in Fund Balance - Excess Revenues (Expenditures)			(24,891.03)	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised
9796 - 9799			
0-9797	Restricted Net Assets	252,131.00	

Fiscal13b**Financial Statement by Resource****Fund 620 - Charter Enterprise, Resource 9086 - ERC Funds****Fiscal Year 2024/25 Through June 2025**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9086 - ERC Funds						
A. Revenues						
B. Expenditures				24,891.03	24,891.03-	NO BDGT
C. Subtotal (Revenue LESS Expense)	.00	.00		24,891.03-	24,891.03	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		24,891.03-	24,891.03	
F. Fund Balance:						
Beginning Balance (9791)	252,131.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	252,131.00	.00		.00		
G. Calculated Ending Balance	252,131.00	.00		24,891.03-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	252,131.00					

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9087 - Sprout Grant

Fiscal Year 2024/25 Through June 2025

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
0-8699	All Other Local Revenue		10,000.00	10,000.00		100.00
	Total Other Local Revenue	.00	10,000.00	10,000.00	.00	100.00
	Total Year To Date Revenues	.00	10,000.00	10,000.00	.00	100.00

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail						
Books and Supplies						
0-4300	Materials and Supplies		1,635.00	2,357.98	722.98-	144.22
	Total Books and Supplies	.00	1,635.00	2,357.98	722.98-	144.22
Services and Other Operating Expenditures						
0-5710	Direct Costs for Transfer of S		892.00		892.00	
	Total Services and Other Operating Expenditures	.00	892.00	.00	892.00	
	Total Year To Date Expenditures	.00	2,527.00	2,357.98	169.02	93.31

Fiscal13b

Financial Statement by Resource

Fund 620 - Charter Enterprise, Resource 9087 - Sprout Grant

Fiscal Year 2024/25 Through June 2025

Object	Description	Beginning Balance	Year to Date Activity	Ending Balance
Resource Reconciliation				
Assets				
0-9110	Cash in County Treasury		7,642.02	7,642.02
	Calculated Fund Balance	.00	7,642.02	7,642.02
	Beginning Fund Balance Proof	.00	7,642.02	7,642.02
Resource Change in Fund Balance - Excess Revenues (Expenditures)			7,642.02	

Memo Only - Ending Fund Balance Accounts

		Adopted	Revised			
9796 - 9799						
0-9797	Restricted Net Assets		7,473.00			
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise/9087 - Sprout Grant						
A. Revenues		10,000.00		10,000.00		100.00
B. Expenditures		2,527.00		2,357.98	169.02	93.31
C. Subtotal (Revenue LESS Expense)	.00	7,473.00		7,642.02	169.02-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	7,473.00		7,642.02	169.02-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	7,473.00		7,642.02		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other		7,473.00				

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

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Financial Statement by Resource

620 - Charter Enterprise

Fiscal Year 2024/25 Through June 2025

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance for Fund 620 - Charter Enterprise						
A. Revenues	5,357,001.00	5,651,633.00		4,637,170.21	1,014,462.79	82.05
B. Expenditures	5,593,936.00	5,902,772.00	466,930.67	5,122,624.29	313,217.04	86.78
C. Subtotal (Revenue LESS Expense)	236,935.00-	251,139.00-		485,454.08-	701,245.75	
D. Other Financing Sources and Uses						
Sources						NO BDGT
LESS Uses						
E. Net Change in Fund Balance	236,935.00-	251,139.00-		485,454.08-	701,245.75	
F. Fund Balance:						
Beginning Balance (9791)	2,164,351.00	2,196,435.00		2,196,436.25		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	2,164,351.00	2,196,435.00		2,196,436.25		
G. Calculated Ending Balance	1,927,416.00	1,945,296.00		1,710,982.17		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,181,230.00	1,358,751.00				
Other	746,186.00	586,545.00		466,930.67		

ReqPay11a

Board Report with Fund/Object

Includes Purchase Orders dated 05/01/2025 - 06/30/2025

PO Number	Vendor Name	Loc	Description	Fund Object	Account Amount
B4325-00045	New Direction Solutions, LLC	BCS	Adaptive PE	620-5800	500.00
P4325-00219	County of Ventura	BCS	Facility ID: FA0037935 Annual Health Permit	620-5800	728.00
P4325-00220	HOME DEPOT	BCS	CDFA Grant Q#H6662-443837	620-4300	2,213.90
P4325-00221	U.S. BANK	BCS	Skye Stifel	620-4300	170.22
				620-5220	299.99-
				620-5800	150.07
				620-5903	69.00
P4325-00222	U.S. BANK	BCS	Cindy statement date 4/7/25	620-4300	214.31
				620-5220	76.65
P4325-00223	U.S. BANK	BCS	KS statement date 4-7-25	620-4300	945.93
				620-4400	1,505.43
				620-5220	1,599.70
P4325-00224	Pacific One Source Inc	BCS	Quote number 46366	620-4300	1,087.50
P4325-00225	Amazon	BCS	5 invoices	620-4300	1,199.51
P4325-00226	Pacific One Source Inc	BCS	Q-46823	620-4300	11,462.37
				620-4400	1,982.68
				620-5800	1,339.99
P4325-00227	Maneuvering the Middle, LLC	BCS	middle school curriculum quote 13830	620-9330	1,180.00
P4325-00228	Gleson LP DBA The Kitchen Terminal Camarillo	BCS	elective class farm to school	620-5800	770.40
P4325-00229	Amazon	BCS	1 invoice	620-4300	44.14
P4325-00230	Amazon	BCS	8 invoices	620-4300	1,265.96
P4325-00231	Amazon	BCS	3 invoices	620-4300	86.34
P4325-00232	N2Y LLC	BCS	online curriculum for special ed	620-5800	1,921.97
P4325-00233	Smiths Trophies	BCS	trophies for kinder classes	620-4300	289.58
P4325-00234	U.S. BANK	BCS	us bank statement date 5-7-25 SS	620-4300	273.50
				620-4700	186.53
				620-5800	36.50
P4325-00235	U.S. BANK	BCS	statement end date 5-7-25 CM	620-5220	509.25
				620-5800	149.99
P4325-00236	U.S. BANK	BCS	Statement date 5-7-25 KS	620-4300	1,316.78
				620-4400	700.05
				620-5220	64.97
				620-5800	537.00
P4325-00237	Amazon	BCS	4 invoices and 1 credit memo	620-4300	410.82
P4325-00238	Amazon	BCS	5 invoices and 1 credit memo	620-4300	259.21
Total Number of POs			21	Total	34,948.26

Fund Recap

Fund	Description	PO Count	Amount
620	Charter Enterprise	21	34,948.26

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.



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Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Amazon.xlsx

Bridges Charter School Personnel Report June. 16th, 2025

Certificated

Certificated Employment:

Bergman, Michelle: Response to Intervention Coordinator 1 FTE 01/27/2025
Boyle, Stephanie: Teacher #138 .475 FTE 09/18/2023
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
Dellibovi, Lauren: Teacher #13 1 FTE 08/15/2024 Middle School
Fischer, Jess: Teacher #34 1 FTE 08/12/2022 Middle School
Frazier, Jill: Homeschool Lead Teacher Student Based 08/15/2024
Keller, Teri: Homeschool Teacher Student Based 08/18/2022
Gore, Marsi: Teacher #33 1 FTE 08/12/2022 Grade 1
Holder, Carmen: Teacher #7 1 FTE 08/12/2022 Kindergarten
Kinglsey, Alan: Teacher: #40 1 FTE 08/15/2024 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 Resignations:

Isaacson, Katherine: Teacher #6 1 FTE 08/12/2022 Grade 3
Eskilson, Taylor: Teacher #40 1 FTE 08/12/2022 Grade 4/5
Berkley-Tran, Michelle, Homeschool Teacher Student Based FTE 08/22/2024
Lopez, Sarena: Teacher #12 1 FTE 08/12/2022 Grade 4/5
Harris, Jeff: Teacher #104 1 FTE 01/05/2025
Quartararo, Lisa Teacher #6 .670 FTE 06/16/2025
Campbell, Amy: Resource Teacher 1 FTE 06/16/2025

Certificated Change in Hours:

Classified

Classified Employment

Beard, Lindsay: PE Specialist #30 .2FTE 8/18/2022
Beard, Lindsay: Intervention Specialist .8FTE 01/06/25
Brown, Kami: Administrative Coordinator #20 1 FTE 08/18/2022

Cayce, Katherine: Homeschool Specialist #140 .0500 FTE 09/11/2023
 Dempster, Rian: Environmental Ed and Nutrition Specialist #2 0.6250 FTE 08/15/2024
 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: Instructional Assistant #119 0.5 FTE 01/08/2023
 Giegel, Jennifer: Childcare assistant #37 0.375FTE 08/21/2024
 Hinricher, Justyn: Childcare Leader #82 0.875 FTE 08/18/2022
 Hultgren, Rochelle: Childcare Assistant
 Koski, Courtney: Instructional Aide #88 .6250 FTE 08/18/2022
 Lyden, Amy: Food Service Supervisor, #109 0.43125 FTE 08/10/23
 Marcinko, McKenzie: Instructional Assistant # 120 0.62500 FTE 10/06/2022
 Parades, Veronica: Office Assistant #57 .81875 FTE 12/14/22
 Paredes, Susie: Instructional Aide/Childcare Assistant
 Rendon, Jose: Custodian #18 .75 FTE 01/15/2025
 Paz, Juliana: Custodian #17 .8750 FTE 08/01/2022
 Pollard, Summer EL Liaison #122 .640 FTE 08/18/2022
 Pryor, Abigail, Instructional Aide #64 .5 FTE 08/21/2024
 Pryor, Abigail, Childcare assistant #68 .375 FTE 08/21/2024
 Ryan, Colleen: Instructional Aide #121 .63125 FTE 08/18/2022
 Samuel, Ben: PE Specialist .8 FTE 01/06/2025
 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
 Tran, Khanh: Homeschool Specialist #143 .4375 FTE 02/05/2024
 Tran, Khanh: Environmental Ed and Nutrition Specialist #148 .06250FTE 10/16/2024
 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: Instructional Aide #127 0.53125FTE 02/9/2024
 Mitchell, Cheyenne, Extensions #82 0.62500 FTE 02/22/24
 Fogg, Joni: Childcare Assistant #139, .0375 FTE 01/08/2024
 Mitchell, Cheyenne, Extensions #82 0.62500 FTE 02/22/24
 Canizares-Imbernon, Quero- Homeschool Specialist #133 0.18750 FTE 07/01/24
 Selim, Cori: Homeschool Specialist # 131 .075 FTE 08/18/2022
 Powers, Lacey- Homeschool Specialist # 142 0.03750 FTE 11/27/2003
 Gughan, Ryan: Music Specialist #93 .38750 FTE 01/03/2023
 Gaughan, Ryan: Homeschool Specialist #113 .06250 FTE 01/03/2023
 Freedman, Emily: Homeschool Specialist #134 .0375FTE 09/01/2024
 Richmond, Fawnne: #105 Office Assistant Homeschool .20 FTE 10/18/2024
 Paz, Julio: Custodian #18 .75 FTE 08/01/2022
 Rose, Jenn, Instructional Aide #48 .4 FTE 09/16/2024
 Cayce, Katherine: Extensions assistant #84 .2250 FTE 01/17/2025
 Koski, Cheyenne: Instructional Aide #108 .45 FTE 6/16/2025
 Levesque, Jennifer: Homeschool Specialist #130 .075 FTE 06/16/2025
 Nelson, Jeanette: Cafeteria Support #107 .78750 FTE 05/28/2025
 Uh, Maria: Instructional Assistant #124 0.56250 FTE 05/06/2025

Family Members on Staff:

Cindy McCarthy and Lindsay Beard- mother and daughter
 Darla Van Horn and Dr. Kelly Simon- mother and daughter

Coversheet

Bridges Adopted Budget

Section:	VI. Business and Operations
Item:	A. Bridges Adopted Budget
Purpose:	Vote
Submitted by:	
Related Material:	2025-26 BRIDGES Adopted Budget Packet.pdf

BRIDGES Charter School

**1335 Calle Bouganvilla
Thousand Oaks, California 91360
Phone (805) 492-3569
www.bridgescharter.org**



2025-26 Adopted Budget

Budget Detail

**Prepared By:
Rudy Calasin
Ventura County Schools Business Services Authority
5100 Adolfo Drive
Camarillo, CA 93012
Phone: (805) 383-9317 Fax: (805) 383-1973
e-mail: rucalasin@vcoe.org**

BRIDGES Charter School
2025-26 Adopted Budget
Budget Detail
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BRIDGES Charter School - Estimated Enrollment

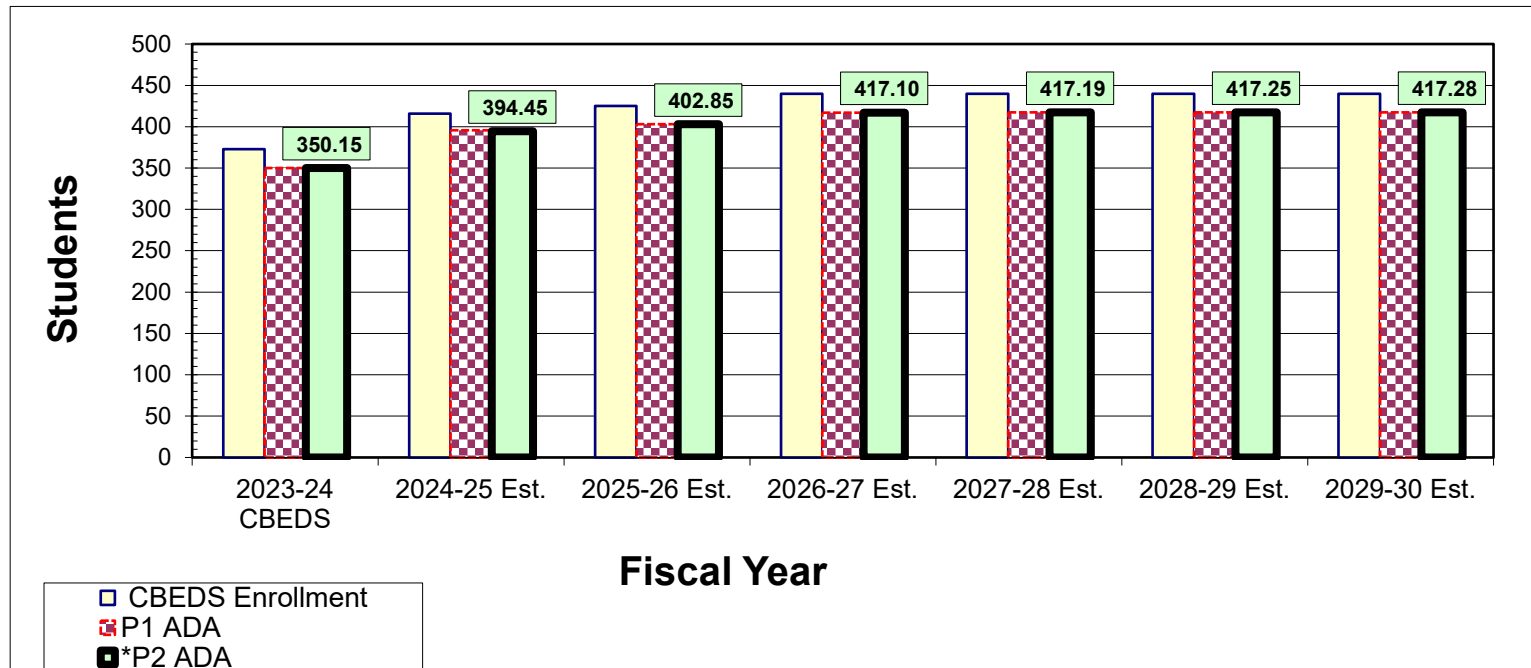
Fiscal Year	TK	K	1st	2nd	3rd	TK-3	4th	5th	6th	4-6	7th	8th	7-8	Total	Incr/ (Decr) from PY	% Change
2023-24 Classroom CBEDS	1	26	31	31	46	135	31	45	34	110	36	20	56	301	5	1.69%
2024-25 Classroom CBEDS	18	28	28	33	36	143	49	34	48	131	32	35	67	341	40	13.29%
2024-25 Current Classroom	18	28	26	33	35	140	51	35	52	138	33	31	64	342	41	13.62%
2025-26 Est. Classroom	20	29	32	32	33	146	36	50	35	121	50	33	83	350	8	2.34%
2026-27 Est. Classroom	26	29	30	33	32	150	43	44	50	137	35	43	78	365	15	4.29%
2027-28 Est. Classroom	20	35	35	30	30	150	45	45	45	135	45	35	80	365	0	0.00%
2028-29 Est. Classroom	20	30	30	30	30	140	45	45	45	135	45	45	90	365	0	0.00%
2029-30 Est. Classroom	20	30	30	30	30	140	45	45	45	135	45	45	90	365	0	0.00%

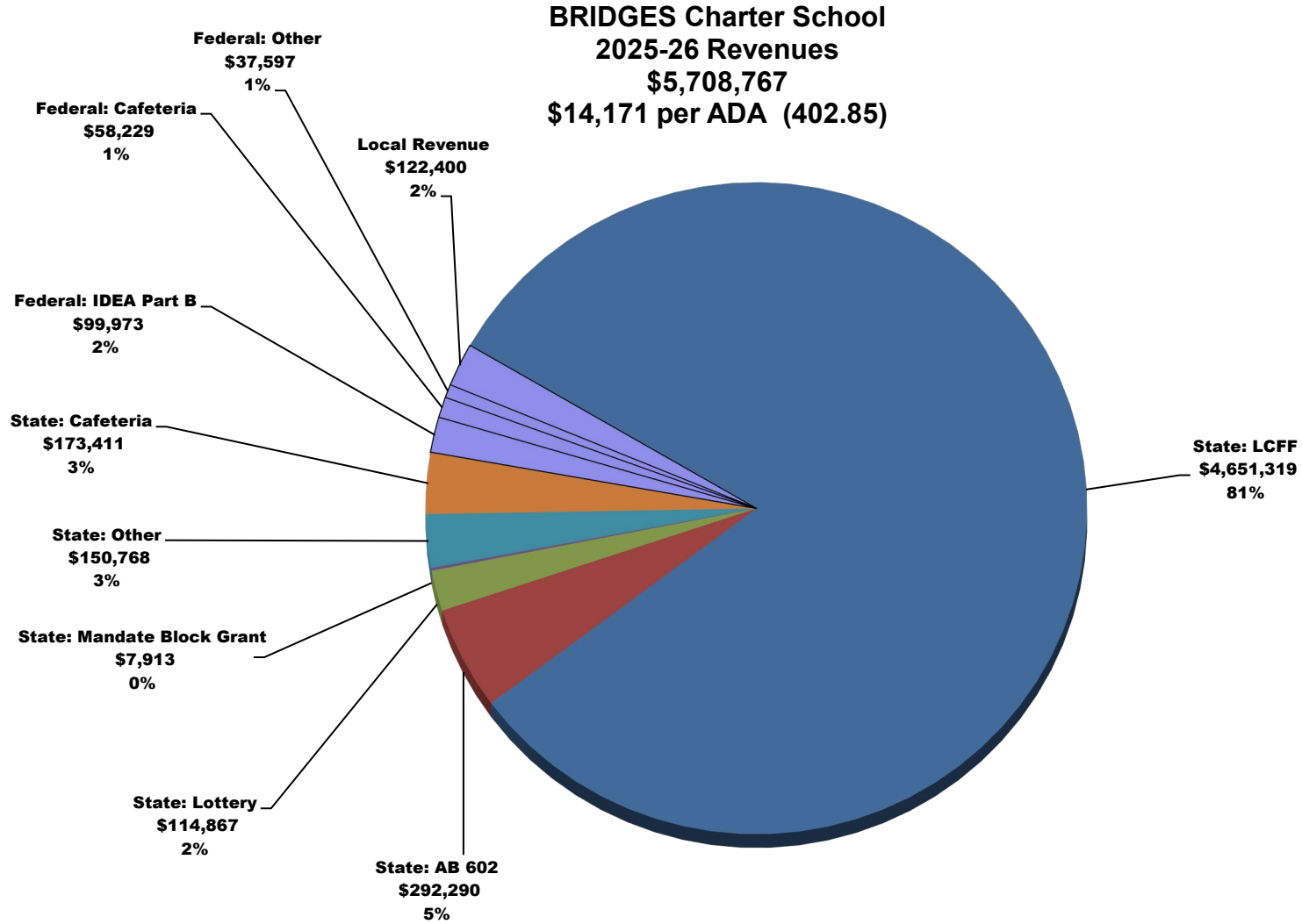
2023-24 Homeschool CBEDS	13	11	9	7	5	45	14	6	6	26	1	0	1	72	17	30.91%
2024-25 Homeschool CBEDS	4	8	9	11	6	38	10	16	5	31	4	2	6	75	3	4.17%
2024-25 Homeschool Current	3	8	10	9	5	35	10	15	5	30	4	2	6	71	-1	-1.39%
2025-26 Est. Homeschool	10	5	8	8	8	39	7	8	12	27	5	4	9	75	4	5.63%
2026-27 Est. Homeschool	4	10	5	8	8	35	8	7	8	23	12	5	17	75	0	0.00%
2027-28 Est. Homeschool	7	4	4	5	8	28	8	8	9	25	8	14	22	75	0	0.00%
2028-29 Est. Homeschool	5	9	6	5	5	30	10	10	8	28	9	8	17	75	0	0.00%
2029-30 Est. Homeschool	4	5	9	6	5	29	10	9	10	29	8	9	17	75	0	0.00%

2023-24 CBEDS Enrollment	14	37	40	38	51	180	45	51	40	136	37	20	57	373	22	6.27%
2024-25 CBEDS Enrollment	22	36	37	44	42	181	59	50	53	162	36	37	73	416	43	11.53%
2024-25 Current Enrollment	21	36	36	42	40	175	61	50	57	168	37	33	70	413	40	10.72%
2025-26 Estimated Enrollment	30	34	40	40	41	185	43	58	47	148	55	37	92	425	12	2.91%
2026-27 Estimated Enrollment	30	39	35	41	40	185	51	51	58	160	47	48	95	440	15	3.53%
2027-28 Estimated Enrollment	27	39	39	35	38	178	53	53	54	160	53	49	102	440	0	0.00%
2028-29 Estimated Enrollment	25	39	36	35	35	170	55	55	53	163	54	53	107	440	0	0.00%
2029-30 Estimated Enrollment	24	35	39	36	35	169	55	54	55	164	53	54	107	440	0	0.00%

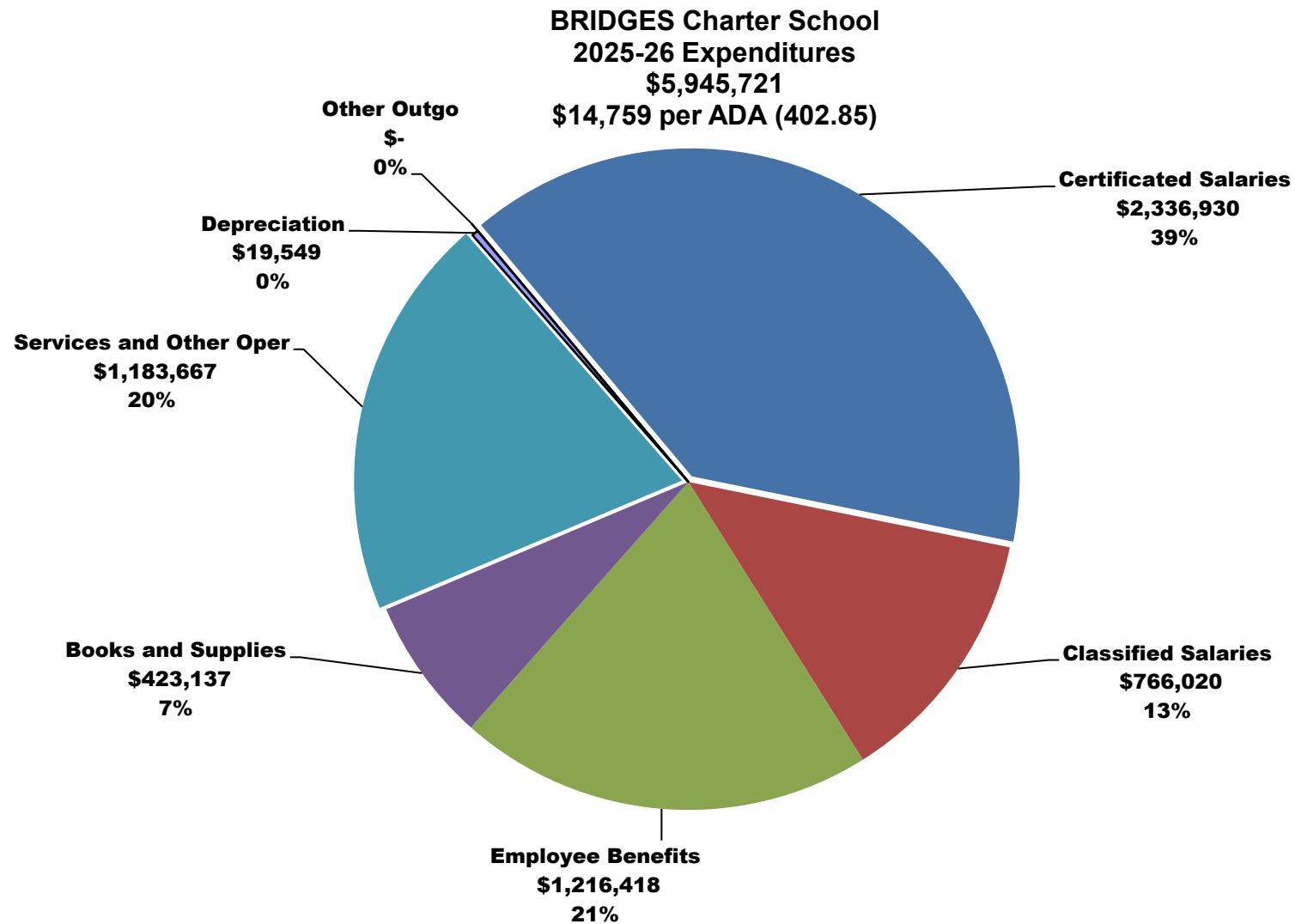
CBEDS Enrollment/P1 Attendance/P2 Attendance (Funded ADA) Trends

Fiscal Year	CBEDS Enrollment	P1 ADA	*P2 ADA	Incr/(Decr) from Prior Year CBEDS		Incr/(Decr) from Prior Year P2 ADA		Attendance Percentage (P2/CBEDS)
				#	%	#	%	
2023-24 CBEDS	373	349.84	350.15	22	6.27%	25.82	7.96%	93.87%
2024-25 Est.	416	395.57	394.45	43	11.53%	44.30	12.65%	95.28%
2025-26 Est.	425	402.85	402.85	9	2.16%	8.40	2.13%	94.79%
2026-27 Est.	440	417.10	417.10	15	3.53%	14.25	3.54%	94.80%
2027-28 Est.	440	417.19	417.19	0	0.00%	0.09	0.02%	94.82%
2028-29 Est.	440	417.25	417.25	0	0.00%	0.06	0.01%	94.83%
2029-30 Est.	440	417.28	417.28	0	0.00%	0.03	0.01%	94.84%





	A	B	C	H	K	L	M	N	O	P	Q
1	BRIDGES Charter School										
2	Based on Governor's 2024-25 Budget Proposal										
3				2024/25	2025/26	2025/26 vs. 2024/25					
4				Estimated	Adopted	Change					
5	Object	Description	Comments	Actuals	Budget			2026/27	2027/28	2028/29	2029/30
6								Budget	Budget	Budget	Budget
7		LCFF Sources									
8	8011	LCFF State Aid		\$ 962,818	\$ 1,187,268	\$ 224,450	23.31%	\$ 1,425,831	\$ 1,507,872	\$ 1,593,788	\$ 1,691,449
9	8012	Education Protection Act (Prop 30)		78,890	80,570	1,680	2.13%	83,420	83,438	\$ 83,450	\$ 83,456
10	8019	LCFF	Prior Year Adjustments	(102,380)	-	102,380	-100.00%	-	-	-	-
12	8096	In Lieu	Prior Year Adjustments	106,615	-	(106,615)	-100.00%	-	-	-	-
13	8096	In Lieu	CVUSD	3,383,481	3,383,481	-	0.00%	3,383,481	3,383,481	3,383,481	3,383,481
14		Total LCFF Revenue Sources		\$ 4,429,424	\$ 4,651,319	\$ 221,895	5.01%	\$ 4,892,732	\$ 4,974,791	\$ 5,060,719	\$ 5,158,386
15		Federal Sources									
16	8181	Special Ed	IDEA Part B	\$ 99,973	\$ 99,973	\$ -	0.00%	\$ 99,973	\$ 99,973	\$ 99,973	\$ 99,973
18	8220	Other Federal	School Breakfast Program 5310	19,737	19,949	212	1.07%	19,949	19,949	\$ 19,949	\$ 19,949
19	8220	Other Federal	School Lunch Program 5310	38,319	38,280	(39)	-0.10%	38,280	38,280	38,280	38,280
22	8290	Other Federal	Title I, Part A 3010 (includes P/Y)	22,474	22,474	-	0.00%	22,474	22,474	22,474	22,474
23	8290	Other Federal	Title II, Part A 4035	5,123	5,123	-	0.00%	5,123	5,123	5,123	5,123
24	8290	Other Federal	Title IV, Part A 4127	10,000	10,000	-	0.00%	10,000	10,000	10,000	10,000
26	8290	Other Federal	Farm to School Grant 5810	52,644	-	(52,644)	-100.00%	-	-	-	-
35		Total Federal Sources		\$ 248,270	\$ 195,799	\$ (52,471)	-21.13%	\$ 195,799	\$ 195,799	\$ 195,799	\$ 195,799
36		Other State Revenue									
37	8550	Mandate Block Grant	Prior Year ADA x \$20.06	\$ 7,024	\$ 7,913	\$ 889	12.66%	\$ 8,081	\$ 8,367	\$ 8,369	\$ 8,369
38	8560	Unrestricted Lottery	402.85 ADA * 1.04446 * \$191	78,690	80,365	1,675	2.13%	83,208	83,226	83,238	77,142
39	8560	Unrestricted Lottery	Prior Year Adjustments	124	-	(124)	-100.00%	-	-	-	-
40	8560	Restricted Lottery	402.85 ADA * 1.04446 * \$82	33,783	34,502	719	2.13%	35,723	35,731	35,736	31,380
41	8560	Restricted Lottery	Prior Year Adjustments	1,432	-	(1,432)	-100.00%	-	-	-	-
42	8520	Other State Revenue	School Breakfast Program 5310	59,170	60,332	1,162	1.96%	60,332	60,332	60,332	60,332
43	8520	Other State Revenue	School Lunch Program 5310	112,532	113,079	547	0.49%	113,079	113,079	113,079	113,079
44	8590	Other State Revenue	Mental Health Services 6546	32,971	32,971	-	0.00%	32,971	32,971	32,971	32,971
45	8590	Other State Revenue	Arts and Music in Schools - Prop28	46,313	46,313	-	0.00%	46,313	46,313	46,313	46,313
46	8590	Other State Revenue	ELO Program 2600	71,484	71,484	-	0.00%	71,484	71,484	71,484	71,484
	8590	Other State Revenue	LSPD (Literacy Screenings Professional Development) 7810	2,477	-	(2,477)	-100.00%	-	-	-	-
48											
56	8590	Other State Revenue	Misc (Assessment Apportionment)	1,185	-	(1,185)	-100.00%	-	-	-	-
57		Total Other State Revenue		\$ 447,185	\$ 446,959	\$ (226)	-0.05%	\$ 451,191	\$ 451,503	\$ 451,522	\$ 441,070
58		Other Local Revenue									
60	8660	Interest	Interest Income	\$ 65,000	\$ -	\$ (65,000)	-100.00%	\$ -	\$ -	-	-
61	8699	Other Local Revenue	Misc 0000	45,000	10,000	(35,000)	-77.78%	10,000	10,000	10,000	10,000
62	8699	Parent Advisory Council 0000	Student Council & Yearbook Stipends	4,455	4,400	(55)	-1.23%	4,400	4,400	4,400	4,400
64	8699	Other Local Revenue	Donations 9080	6,454	-	(6,454)	-100.00%	-	-	-	-
65	8699	Other Local Revenue	Extension Program 9081	25,000	25,000	-	0.00%	25,000	25,000	25,000	25,000
66	8699	Other Local Revenue	Parent Funded Activities 9085	83,000	83,000	-	0.00%	83,000	83,000	83,000	83,000
67	8699	Other Local Revenue	Sprout Grant 9087	10,000	-	(10,000)	-100.00%	-	-	-	-
68	8792	Apportionment Transfer SpEd	Based on P-2 ADA	287,845	292,290	4,445	1.54%	292,290	292,290	292,290	292,290
69		Total Other Local Revenue		\$ 526,754	\$ 414,690	\$ (112,064)	-21.27%	\$ 414,690	\$ 414,690	\$ 414,690	\$ 414,690
70		TOTAL REVENUES		\$ 5,651,633	\$ 5,708,767	\$ 57,134	1.01%	\$ 5,954,412	\$ 6,036,783	\$ 6,122,730	\$ 6,209,945



	A	B	C	H	K	L	M	N	O
2	Based on Governor's 2024-25 Budget Proposal								
3				2024/25	2025/26	2025/26 vs. 2024/25			
4				Estimated	Adopted	Change			
5	Object	Description	Comments	Actuals	Budget			2026/27	2027/28
6		Certificated Salaries						Budget	Budget
7	1100	Teachers	17.14 FTE Classroom Teachers, 3.653 FTE Home School Teachers, 1 FTE Resource Teacher	\$ 1,717,499	\$ 1,755,100	\$ 37,601	2.19%	\$ 1,844,033	\$ 1,873,830
8	1110	Teachers - Substitutes	Substitutes	57,725	57,905	180	0.31%	57,905	59,405
9	1130/40	Teacher - Stipends/Extra Duty	Teacher Induction, Parent Night, Yearbook, Wolfpack, Homeschool Stipend, ELPAC, ELA/history Integration, Prep Days, Bilingual Stipend, Extra Duty Curriculum Devlpmt, Parent Info Mtg, Equity and Leadership Com, ESY Teacher, SIRAS Coordinator, Common Assessment Coordinator	53,150	47,900	(5,250)	-9.88%	47,900	47,900
10	1200	Certificated Support Salaries	.875 FTE Counselor	72,299	72,313	14	0.02%	71,597	71,597
11	1300	Administration	1.00 FTE Executive Director, 1.00 FTE Director Of Daily Operation, 1.00 FTE Director Of Student Support Services	387,785	403,712	15,927	4.11%	412,039	421,796
13		Total Certificated Salaries		\$ 2,288,458	\$ 2,336,930	\$ 48,472	2.12%	\$ 2,433,474	\$ 2,474,527
14		Classified Salaries							
15	2100	Instructional Support	1.00 FTE PE Specialist, .43FTE Music Specialist, .70 FTE Art Specialist, .25 Homeschool Specialist, 3.175 Instructional Aide, 1.29 FTE Special Ed Paraeducator, 0.73 FTE Extensions, .08 FTE EL Liaison	\$ 393,445	\$ 443,024	\$ 49,579	12.60%	\$ 417,399	\$ 422,086
16	2200	Support	1.625 FTE Custodian, .30 FTE Librarian, 1.51 FTE Cafeteria, 0.49 FTE Env. & Nutrition Specialist	122,049	119,538	(2,511)	-2.06%	150,302	150,481
17	2250	Support	Cafeteria Overtime	2,800	2,800	-	0.00%	2,800	2,800

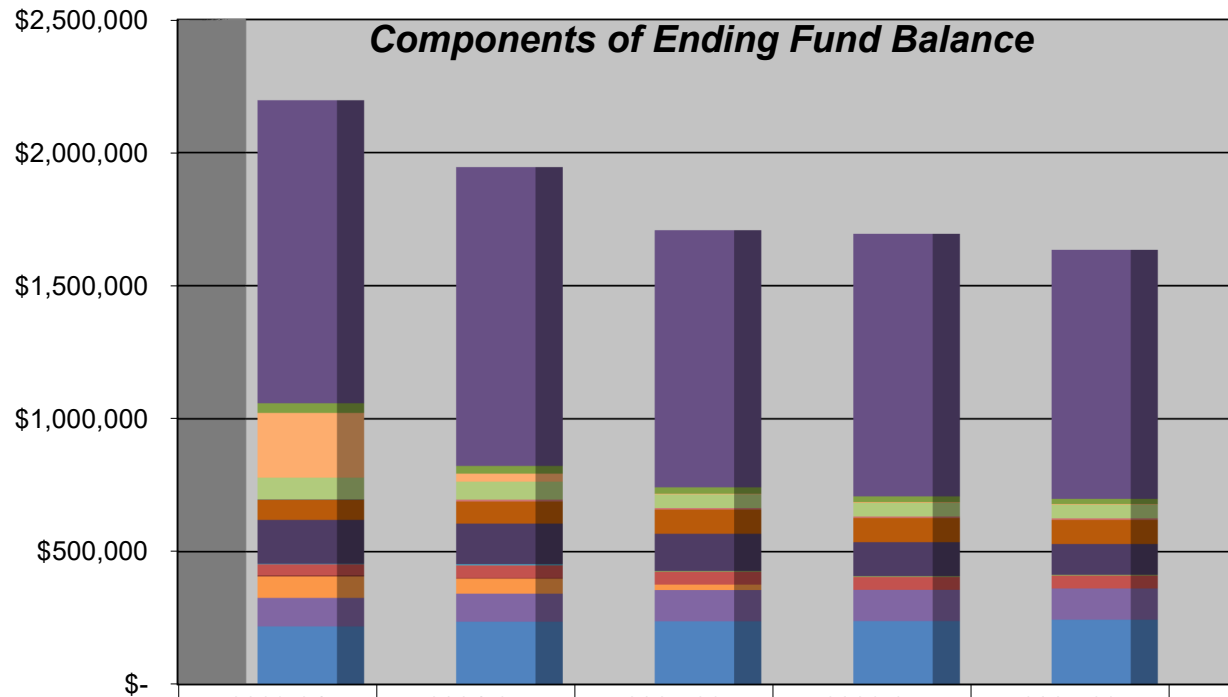
	A	B	C	H	K	L	M	N	O
2	Based on Governor's 2024-25 Budget Proposal								
3						2025/26 vs. 2024/25 Change			
4				2024/25 Estimated Actuals	2025/26 Adopted Budget			2026/27 Budget	2027/28 Budget
5	Object	Description	Comments						
18	2400	Clerical and Office	1.00 FTE Admin Coordinator, .8625 FTE Health Tech, .843 FTE Clerical Assistant, 0.31 FTE Info Tech Specialist	166,915	177,658	10,743	6.44%	178,354	180,878
20	2*50	Misc. Classified	Extra Hours for PD, Extension, OT Office	41,456	23,000	(18,456)	-44.52%	19,500	19,500
22		Total Classified Salaries		\$ 726,665	\$ 766,020	\$ 39,355	5.42%	\$ 768,356	\$ 775,746
23		Benefits							
24	3100	STRS (Retirement)	19.100%	\$ 440,785	\$ 441,584	\$ 799	0.18%	\$ 466,866	\$ 474,708
25	3200	PERS (Retirement)	26.810%	170,173	177,583	7,410	4.35%	176,239	183,727
26	3301	Medicare	1.45% Medicare	34,448	35,708	1,260	3.66%	35,285	35,881
27	3302	OASDI/Medicare	6.2% OASDI, 1.45% Medicare	53,364	53,371	7	0.01%	58,779	59,345
28	3401	Health and Welfare	\$19,660 per FTE	327,653	412,864	85,211	26.01%	433,508	454,956
29	3402	Health and Welfare	\$19,660 per FTE	53,576	58,836	5,260	9.82%	61,778	64,867
30	3500	SUI	0.05%	1,530	1,564	34	2.22%	1,601	1,625
31	3600	Workers' Comp	1.125%	30,918	34,908	3,990	12.91%	36,021	36,566
32		Total Benefits		\$ 1,112,447	\$ 1,216,418	\$ 103,971	9.35%	\$ 1,270,077	\$ 1,311,674
33		Books and Supplies							
34	4100	Textbooks	Textbooks R0000/6300	\$ 19,112	\$ 19,685	\$ 573	3.00%	\$ 20,276	\$ 20,884
35	4300	Materials and Supplies	Instructional Supplies - R0000/6300, F1000	138,438	99,138	(39,300)	-28.39%	98,238	101,185
36	4300	Materials and Supplies	Home School - Instructional Supplies R0000, G3300, F1000	26,236	27,023	787	3.00%	27,834	28,669
37	4300	Materials and Supplies	Farm to School Grant R5810	3,935	-	(3,935)	-100.00%	-	-
38	4300	Materials and Supplies	School Administration F2700	17,026	17,537	511	3.00%	18,063	18,605
39	4300	Materials and Supplies	Health Services F3140	1,030	1,061	31	3.01%	1,093	1,126
40	4300	Materials and Supplies	Board F7100	52	54	2	3.85%	56	58
41	4300	Materials and Supplies	Maintenance and Operations F8100	10,877	11,203	326	3.00%	11,539	11,885
43	4300	Materials and Supplies	Instructional Materials R2600	1,330	1,370	40	3.01%	1,411	1,453
44	4300	Materials and Supplies	Special Ed Supplies R3310/6500	4,120	4,244	124	3.01%	4,371	4,502
45	4300	Materials and Supplies	Title IV R4127	10,000	10,000	-	0.00%	10,000	10,000
46	4300	Materials and Supplies	Child Nutrition R5310	6,075	6,257	182	3.00%	6,445	6,638
50	4300	Materials and Supplies	Supplies R9085&9084	2,821	2,821	-	0.00%	2,821	2,821
51	4300	Materials and Supplies	Supplies R9087	1,635	1,635	-	0.00%	1,635	1,635

	A	B	C	H	K	L	M	N	O
2	Based on Governor's 2024-25 Budget Proposal								
3				2024/25	2025/26	2025/26 vs. 2024/25			
4				Estimated	Adopted	Change			
5	Object	Description	Comments	Actuals	Budget			2026/27	2027/28
								Budget	Budget
52	4400	Non-capitalized Equipment	Safe and Sound Security Inc. F2700 - Environmental Sensor for Bathroom	10,104	7,899	(2,205)	(0)	7,899	7,899
53	4400	Non-capitalized Equipment	Laptops F1000/2700	4,700	4,700	-	-	4,700	4,700
58	4700	Food	Cafeteria R5310 (Breakfast)	45,356	59,611	14,255	31.43%	61,399	63,241
59	4700	Food	Cafeteria R5310 (Lunch)	98,071	135,790	37,719	38.46%	139,864	144,060
60	4700	Food	Extensions R9081/2600	12,727	13,109	382	3.00%	13,502	13,907
61		Total Books and Supplies		\$ 413,645	\$ 423,137	\$ 9,492	2.29%	\$ 431,146	\$ 443,268
62									
63		Other Services and Operating							
67	5200	Travel and Conference	Mileage - Home School G3300, F1000	\$ 500	\$ 500	\$ -	0.00%	\$ 500	\$ 500
68	5200	Travel and Conference	Mileage reimbursement F2700/1000	2,070	2,132	62	3.00%	2,196	2,262
69	5200	Travel and Conference	Farm To School Grant PD R5810	919	-	(919)	-100.00%	-	-
70	5220	Travel and Conference	Staff Development - Instructional Staff F1000	4,696	4,837	141	3.00%	4,982	5,131
71	5220	Travel and Conference	Staff Development - home School G3300, F1000	1,000	1,000	-	0.00%	1,000	1,000
72	5220	Travel and Conference	Staff Development - Admin F2700	15,890	6,556	(9,334)	-58.74%	6,753	6,956
76		Total Travel and Conference		\$ 25,075	\$ 15,025	\$ (10,050)	-40.08%	\$ 15,431	\$ 15,849
77	5300	Dues and Memberships		\$ 6,659	\$ 6,859	\$ 200	3.00%	\$ 7,065	\$ 7,277
78		Total Dues and Memberships		\$ 6,659	\$ 6,859	\$ 200	3.00%	\$ 7,065	\$ 7,277
79									
80	5450	Insurance	Liability Insurance - Charter Safe	\$ 71,556	\$ 73,899	\$ 2,343	3.27%	\$ 81,289	\$ 85,353
81		Total Insurance		\$ 71,556	\$ 73,899	\$ 2,343	3.27%	\$ 81,289	\$ 85,353
82	5501	Utilities	Gas	\$ 5,917	\$ 6,095	\$ 178	3.01%	\$ 6,278	\$ 6,466
83	5502	Utilities	Electricity	50,860	52,386	1,526	3.00%	53,958	55,577
85	5504	Utilities	Water R0000	41,612	42,860	1,248	3.00%	44,146	45,470
86	5504	Utilities	Water R9081	103	106	3	2.91%	109	112
87									
88		Total Utilities		\$ 98,492	\$ 101,447	\$ 2,955	3.00%	\$ 104,491	\$ 107,625
91	5600	Lease	Copier Lease F2700 (Doc Systems, Cannon)	\$ 20,992	\$ 21,622	\$ 630	3.00%	\$ 22,271	\$ 22,939
92	5600	Facilities	Facility Maintenance F8100	515	530	15	2.91%	546	562
93	5600	Facilities	Facility Rent (CVUSD) F8700	195,365	201,737	6,372	3.26%	207,789	214,023
94		Total Leases, Rentals and Repairs		\$ 216,872	\$ 223,889	\$ 7,017	3.24%	\$ 230,606	\$ 237,524

	A	B	C	H	K	L	M	N	O
2	Based on Governor's 2024-25 Budget Proposal								
3				2024/25	2025/26	2025/26 vs. 2024/25			
4				Estimated	Adopted	Change			
5	Object	Description	Comments	Actuals	Budget			2026/27	2027/28
								Budget	Budget
95	5800	Professional Services	Instructional Services F1000 (Garden, Music Specialist, Misc. Instructional Services, NWEA)	\$ 43,975	\$ 45,294	\$ 1,319	3.00%	\$ 46,653	\$ 48,053
96	5800	Professional Services	Technology Support 0TEC	5,384	5,384	-	0.00%	5,384	5,384
97	5800	Professional Services	Enrichment Contracts, Online resources, Advertising - Home School G3300, F1000	12,369	12,740	371	3.00%	13,122	13,516
98	5800	Professional Services	School Administration F2700	34,628	35,667	1,039	3.00%	36,737	37,839
99	5800	Professional Services	Health Services F3140	10,300	10,609	309	3.00%	10,927	11,255
101	5800	Professional Services	Annual Health Permit F3700	800	800	-	0.00%	800	800
102	5800	Professional Services	Board Services F7100 (Staff Development, Board On Track, Compensatory Tutors - \$5,500)	11,546	11,892	346	3.00%	12,249	12,616
103	5800	Professional Services	General Administration F7200 (Web Design, Advertising, Marketing)	54,009	49,216	(4,793)	-8.87%	44,280	45,608
104	5800	Professional Services	Oversight Fee 1% F7600	44,294	46,513	2,219	5.01%	48,927	49,748
105	5800	Professional Services	Security System F8100	6,150	2,060	(4,090)	-66.50%	2,122	2,186
106	5800	Professional Services	E-rate - R0050	-	-	-	0.00%	-	-
107	5800	Materials and Supplies	Supplemental R0709 (Parsec)	14,788	14,788	-	0.00%	14,788	14,788
108	5800	Professional Services	Enrichment Contracts, R2600 G8500 (Art Center, BEP Provision)	5,428	5,591	163	3.00%	5,759	5,932
109	5800	Professional Services	Kitchen Rental R5810	3,082	-	(3,082)	-100.00%	-	-
110	5800	Professional Services	Special Ed Contracts - (e.g. IEP, Speech/ Language, Psychological service, Hearing services, Occupational Therapy) R3310/6500	143,500	147,805	4,305	3.00%	152,239	156,806
119	5800	Professional Services	Parent Funded Activities (includes field trips) R9085	68,000	68,000	-	0.00%	68,000	68,000
121	5800	Professional Services	Potential Savings	-	-	-	0.00%	(121,796)	(124,426)
122	5801	Professional Services	Audit Cost	20,387	20,999	612	3.00%	21,629	22,278
123	5803	Professional Services	BSA Fees	365,359	45,670	(319,689)	-87.50%	-	-
124	5803	Professional Services	Back Office Fees - Business Management	-	99,903	99,903	New	104,202	105,644
125	5803	Professional Services	Back Office Fees - Attendance	-	3,060	3,060	New	3,263	3,361

	A	B	C	H	K	L	M	N	O
2	Based on Governor's 2024-25 Budget Proposal								
3						2025/26 vs. 2024/25 Change			
4				2024/25 Estimated Actuals	2025/26 Adopted Budget			2026/27 Budget	2027/28 Budget
5	Object	Description	Comments						
126	5803	Professional Services	Back Office Fees - CALPADS	-	12,219	12,219	New	13,030	13,420
127	5803	Professional Services	Back Office Fees - Nutrition	-	2,189	2,189	New	2,334	2,404
128	5803	Professional Services	Back Office Fees - Retirement Services	-	13,530	13,530	New	13,936	13,936
129	5803	Professional Services	Back Office Fees - Paychex	-	20,274	20,274	New	20,882	21,509
130	5803	Professional Services	Back Office Fees - VCOE Retirement	-	20,000	20,000	New	20,600	20,600
131	5804	Professional Services	TB Test & Fingerprints F7200	2,536	2,536	-	0.00%	2,536	2,536
132	5804	Professional Services	TB Test & Fingerprints - Home School G3300, F1000	100	100	-	0.00%	100	100
133	5805	Professional Services	Transportation R0000/R9085	27,702	28,533	831	3.00%	29,389	30,271
135	5899	Professional Services	Legal Fees	37,603	21,430	(16,173)	-43.01%	22,073	22,735
136		Total Professional Services		\$ 911,940	\$ 746,802	\$ (165,138)	-18.11%	\$ 594,165	\$ 606,899
137	5901	Communication	Phone R0000, F2700	\$ 5,158	\$ 10,613	\$ 5,455	105.76%	\$ 10,931	\$ 11,259
138	5901	Communication	Phone - Homeschool G3300, F2700	103	106	3	2.91%	109	112
139	5901	Communication	Phone R2600	1,545	1,591	46	2.98%	1,639	1,688
140	5901	Communication	Phone R9081	1,335	1,375	40	3.00%	1,416	1,458
141	5902	Communication	Internet	1,380	1,421	41	2.97%	1,464	1,508
142	5903	Communication	Postage R0000, F2700	515	530	15	2.91%	546	562
143	5903	Communication	Postage - Homeschool G3300, F2700	107	110	3	2.80%	113	116
144		Total Communication		\$ 10,143	\$ 15,746	\$ 5,603	55.24%	\$ 16,218	\$ 16,703
145		Total Other Services and Operating		\$ 1,340,737	\$ 1,183,667	\$ (157,070)	-11.72%	\$ 1,049,265	\$ 1,077,230
146		Depreciation							
147	6900	Depreciation	Building Improvements, Interactive Displays	\$ 20,820	\$ 19,549	\$ (1,271)	-6.10%	\$ 15,690	\$ 14,421
148		Total Equip. and Depr.		\$ 20,820	\$ 19,549	\$ (1,271)	-6.10%	\$ 15,690	\$ 14,421
153		TOTAL EXPENDITURES		\$ 5,902,772	\$ 5,945,721	\$ 42,949	0.73%	\$ 5,968,008	\$ 6,096,866

	A	B	C	H	K	L	M	N	O	R
1	BRIDGES Charter School									
2	Based on Governor's 2024-25 Budget Proposal									
						2025/26 vs. 2024/25 Change				
3										
4										
5	Object	Description	2024/25 Estimated Actuals	2025/26 Adopted Budget				2026/27 Budget	2027/28 Budget	
6		REVENUES:	Enrollment 416	Enrollment 425				Enrollment 440	Enrollment 440	Enrollment/ADA - 2024-25: 416/394.45, 2025-26: 425/402.85, 2026-27: 440/417.10, 2027-28: 440/417.19, 2028-29: 440/417.25, 2029-30: 440/417.28
7	8010-8099	Local Control Funding Formula Sources	\$ 4,429,424	\$ 4,651,319	\$ 221,895	5.01%	\$ 4,892,732	\$ 4,974,791		Local Control Funding Formula - 2024/25: COLA 1.07% ADJ 0%, 2025/26: COLA 2.30% ADJ 0%, 2026/27: COLA 2.00% ADJ 0%, 2027/28: COLA 2.00% ADJ 0%, 2028/29: COLA2.00% ADJ 0%,, 2029/30: COLA2.00% ADJ 0%
8	8100-8299	Federal Revenue	248,270	195,799	(52,471)	-21.13%	195,799	195,799		
9	8300-8599	Other State	447,185	446,959	(226)	-0.05%	451,191	451,503		
10	8600-8799	Other Local	526,754	414,690	(112,064)	-21.27%	414,690	414,690		
11		TOTAL REVENUES	\$ 5,651,633	\$ 5,708,767	\$ 57,134	\$ 0	\$ 5,954,412	6,036,783		
12		EXPENDITURES								
	1000-1999	Certificated Salaries	\$ 2,288,458	\$ 2,336,930	\$ 48,472	2.12%	\$ 2,433,474	\$ 2,474,527		Classroom Teacher FTE - 2024-25: 16.47, 2025-26: 16.47, 2026-27: 17.47, 2027-28: 18.47, 2028-29: 18.47, 2028-29: 18.47, 2028-29: 18.47
	2000-2999	Classified Salaries	726,665	766,020	39,355	5.42%	768,356	775,746		Instructional Aides FTE - 2024-25: 11.613, 2025-26: 11.568, 2026-27: 11.568, 2027-28: 11.568, 2028-29: 11.568, 2029-30: 11.568
15	3000-3999	Employee Benefits	1,112,447	1,216,418	103,971	9.35%	1,270,077	1,311,674		
16	4000-4999	Books and Supplies	413,645	423,137	9,492	2.29%	431,146	443,268		
17	5000-5999	Services and Other Operating	1,340,737	1,183,667	(157,070)	-11.72%	1,049,265	1,077,230		
18	6000-6999	Depreciation	20,820	19,549	(1,271)	-6.10%	15,690	14,421		Building Improvements, Prop 39 Lighting
20		TOTAL EXPENDITURES	\$ 5,902,772	\$ 5,945,721	\$ 42,949	0.73%	\$ 5,968,008	\$ 6,096,866		
21		NET INCREASE/(DECREASE)	\$ (251,139)	\$ (236,954)	\$ 14,185	-5.65%	\$ (13,596)	\$ (60,083)		
22	9791	Beginning Balance	\$ 2,196,435	\$ 1,945,296	\$ (251,139)	\$ (0)	\$ 1,708,342	1,694,746		
23		ENDING FUND BALANCE	\$ 1,945,296	\$ 1,708,342	\$ (236,954)	-12.18%	\$ 1,694,746	\$ 1,634,663		
24		COMPONENTS OF ENDING FUND BALANCE								
25	9797	R2600 ELO Program	\$ 27,457	\$ -	\$ (27,457)	-100.00%	\$ -	\$ -		
26	9797	R5310 Child Nutrition Program	56,690	20,396	(36,294)	-64.02%	-	-		
28	9797	R6300 Legally Rest. Lottery	105,638	117,642	12,004	11.36%	117,642	117,642		
33	9797	R6770 Art & Music In School	4,280	-	(4,280)	-100.00%	-	-		
35	9797	R7810 Literacy Screenings Professional Development	2,477	2,477	-	0.00%	2,477	2,477		
40	9797	R9078 Misc Equipment (Depreciation)	1,753	-	(1,753)	-100.00%	-	-		
41	9797	R9080 Donations	48,136	48,136	-	0.00%	48,136	48,136		
42	9797	R9081 Extensions	-	2,642	2,642	New	2,642	2,642		
44	9797	R9085 Parent Funded Activities	67,588	51,385	(16,203)	-23.97%	51,385	51,385		
46	9797	R9087 Sprout Grant	7,473	5,838	(1,635)	-21.88%	5,838	5,838		
47	9796	Economic Uncert. (Greater of 4% or \$66K)	236,111	237,829	1,718	0.73%	238,720	243,875		
48		Economic Uncert. %	4.00%	4.00%	-	0.00%	4.00%	4.00%		
50	9790	R0060 Mandate Block Grant	83,072	90,985	7,913	9.53%	90,985	90,985		
51	9790	R0062 Cal Clean Depreciation	153,168	140,914	(12,254)	-8.00%	128,660	116,406		
53	9796	R0000 Depreciation	28,942	24,039	(4,903)	-16.94%	21,872	19,705		
54	9790	R0000 Undesignated	1,122,511	966,058	(156,452)	-13.94%	986,388	935,571		
55		ENDING FUND BALANCE	\$ 1,945,296	\$ 1,708,342	\$ (236,954)	-12.18%	\$ 1,694,745	\$ 1,634,663		



	2023-24	2024-25	2025-26	2026-27	2027-28
Undesignated	\$1,138,115	\$1,122,511	\$966,058	\$986,388	\$935,571
Depreciation	\$36,397	\$28,942	\$24,039	\$21,872	\$19,705
Other State	\$243,092	\$29,934	\$2,477	\$2,477	\$2,477
Parent Funded Activities	\$82,025	\$67,588	\$51,385	\$51,385	\$51,385
Sprout Grant	\$-	\$7,473	\$5,838	\$5,838	\$5,838
Garden Grant	\$1,222	\$-	\$-	\$-	\$-
Mandate Block Grant	\$76,048	\$83,072	\$90,985	\$90,985	\$90,985
Prop 39 Depreciation	\$165,422	\$153,168	\$140,914	\$128,660	\$116,406
Art & Music In School	\$1,781	\$4,280	\$-	\$-	\$-
Extensions Program	\$-	\$-	\$2,642	\$2,642	\$2,642
PAC 9080	\$41,682	\$48,136	\$48,136	\$48,136	\$48,136
Misc Equip Depreciation	\$3,666	\$1,753	\$-	\$-	\$-
Child Nutrition Program	\$81,310	\$56,690	\$20,396	\$-	\$-
Restricted Lottery	\$107,114	\$105,638	\$117,642	\$117,642	\$117,642
Economic Uncertainties	\$218,563	\$236,111	\$237,829	\$238,720	\$243,875

BRIDGES Charter School									
ACTUAL EXPENDITURES TO DATE									
Object	Description	2024-25 Estimated Actuals Budget	Actual Encumbrances As of 06/09/2025	Actual Expenditures As of 06/09/2025	Total Enc/Exp As of 06/09/2025	% Enc. To Date	Exp. To Date	Balance Remaining	%
1000	Certificated Salaries	\$ 2,288,458	\$ 183,895	\$ 2,077,912	\$ 2,261,807	8.04%	90.80%	\$ 26,651	1.16%
2000	Classified Salaries	726,665	18,229	695,042	713,271	2.51%	95.65%	13,394	1.84%
3000	Employee Benefits	1,112,447	81,245	981,111	1,062,356	7.30%	88.19%	50,091	4.50%
4100	Textbooks	19,112	-	2,714	2,714	0.00%	14.20%	16,398	85.80%
4300	Materials and Supplies	223,575	7,604	215,458	223,062	3.40%	96.37%	513	0.23%
4400	Noncapitalized Equipment	14,804	-	15,120	15,120	0.00%	102.13%	(316)	-2.13%
4700	Food	156,154	56,817	108,218	165,035	36.39%	69.30%	(8,881)	-5.69%
5200	Travel and Conference	25,075	300	18,241	18,541	1.20%	72.75%	6,534	26.06%
5300	Memberships and Dues	6,659	-	5,859	5,859	0.00%	87.99%	800	12.01%
5400	Insurance	71,556	129	71,427	71,556	0.18%	99.82%	-	0.00%
5500	Utilities	98,492	22,080	64,089	86,169	22.42%	65.07%	12,323	12.51%
5600	Rentals, Leases, and Repairs	216,872	7,919	197,910	205,829	3.65%	91.26%	11,043	5.09%
5800	Professional Services	911,940	88,031	662,089	750,120	9.65%	72.60%	161,820	17.74%
5900	Communication	10,143	683	7,435	8,118	6.73%	73.30%	2,025	19.96%
6900	Depreciation	20,820	-	-	-	0.00%	0.00%	20,820	100.00%
	TOTAL EXPENDITURES	\$ 5,902,772	\$ 466,932	\$ 5,122,625	\$ 5,589,557	7.91%	86.78%	\$ 313,215	5.31%

BRIDGES Charter School

2024/2025 Cash Flow Worksheet - Estimated Actuals Budget

Form CASH

	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
ACTUALS THRU MONTH OF	MAY														
A. BEGINNING CASH	9110	\$ 1,869,832.07	\$ 1,713,038.16	\$ 1,666,640.18	\$ 1,541,545.80	\$ 1,845,868.94	\$ 1,687,419.15	\$ 1,621,674.62	\$ 1,625,444.82	\$ 1,514,000.82	\$ 1,464,861.81	\$ 1,515,618.11	\$ 1,792,232.79		\$ 1,869,832.07
B. RECEIPTS															
Local Control Funding Formula															
LCFF-General Purpose	8011	62,552.00	62,552.00	112,593.00	112,593.00	112,593.00	112,593.00	112,593.00	65,552.00	65,552.00	65,552.00	65,552.00	-	12,541.00	962,818.00
Education Protection Account (EPA) 1400	8012	-	-	17,508.00	-	-	17,507.00	-	-	24,792.00	-	-	-	19,083.00	78,890.00
EPA	8019	-	-	-	-	-	-	-	-	(102,380.00)	-	-	-	-	(102,380.00)
In-Lieu to Charter	8096	-	-	155,106.00	517,020.00	206,808.00	206,808.00	206,808.00	206,808.00	468,529.00	266,126.00	628,042.00	418,812.10	209,228.90	3,490,096.00
IDEA Part B 3310	8181	-	-	-	-	-	-	-	-	-	-	-	-	99,973.00	99,973.00
School Lunch Program 5310	8220	-	-	-	3,637.70	7,709.16	-	11,508.11	4,736.31	4,994.23	5,259.43	6,157.51	-	14,053.55	58,056.00
Title I, Part A 3010	8290	-	10.00	-	10.00	(20.00)	8,421.00	(2,802.00)	-	-	-	-	-	16,855.00	22,474.00
Title I, Part A 3010 PRY	8290	-	-	-	-	10.00	-	-	-	-	-	-	-	(10.00)	-
Title II, Part A 4035	8290	-	-	-	-	-	-	2,425.00	-	-	-	-	-	2,698.00	5,123.00
Title IV, Part A 4127	8290	-	-	-	-	-	-	2,500.00	-	-	-	-	-	7,500.00	10,000.00
P-EBT 5810 Farm To School	8290	-	-	-	-	-	-	-	-	-	-	-	-	52,644.00	52,644.00
School Lunch Program 5310	8520	-	-	-	11,861.55	21,884.33	21,420.06	13,034.68	14,353.65	14,790.27	15,848.63	17,850.68	-	40,658.15	171,702.00
Mandated Block Grant 0060	8550	-	-	-	-	7,024.00	-	-	-	-	-	-	-	-	7,024.00
Lottery Unrestricted 1100	8560	-	-	-	11,627.10	-	-	10,913.37	-	24,500.07	-	(799.81)	9,403.45	23,045.82	78,690.00
Lottery Unrestricted 1100 PRY	8560	-	-	-	-	-	-	123.96	-	-	-	(799.77)	-	(799.77)	124.00
Lottery Restricted 6300	8560	-	-	-	12,254.64	-	-	(12,254.64)	-	5,858.22	-	(880.94)	14,864.52	13,941.20	33,783.00
Lottery Restricted 6300 P/Y	8560	-	-	-	-	-	-	1,432.27	-	-	-	880.94	-	(881.21)	1,432.00
Other State Income	8590	-	-	-	-	-	1,184.50	(1,184.50)	-	-	-	-	-	-	-
Other State Income P/Y	8590	-	-	-	-	-	-	1,184.50	-	-	-	-	-	0.50	1,185.00
Other State ELO 2600	8590	3,573.00	3,573.00	6,432.00	6,432.00	6,432.00	6,432.00	6,432.00	6,436.00	6,436.00	6,436.00	6,436.00	-	6,434.00	71,484.00
Sp Ed Mental Health 6546	8590	1,454.00	1,454.00	2,617.00	2,617.00	2,617.00	2,617.00	2,617.00	3,396.00	3,396.00	3,396.00	3,396.00	-	3,394.00	32,971.00
Arts, Music in Schools R6770	8590	2,315.00	2,315.00	4,168.00	4,168.00	4,168.00	4,168.00	4,168.00	4,169.00	4,169.00	4,169.00	4,169.00	-	4,167.00	46,313.00
LSPD 7810	8590	-	-	-	-	-	-	-	2,477.00	-	-	-	-	-	2,477.00
Deferred Revenue 5310	8634	-	-	-	-	-	-	-	1,015.60	(953.60)	-	(20.00)	-	(42.00)	-
Cafeteria Balance Refund 5310 Refund	8634	-	-	-	-	-	-	-	(306.10)	-	-	-	-	306.10	-
Interest	8660	-	-	-	-	(0.05)	10,644.54	10,644.54	-	-	10,598.16	10,598.16	-	22,514.65	65,000.00
Other Local Income	8699	-	-	-	99,059.43	-	21,262.53	16,095.47	(695.00)	25,223.99	14,312.75	(125.00)	156.52	(1,381.69)	173,909.00
AB602 6500	8792	14,780.00	14,780.00	26,604.00	26,604.00	26,604.00	26,604.00	26,604.00	25,053.00	25,053.00	25,053.00	25,053.00	25,053.00	-	287,845.00
TOTAL RECEIPTS		84,674.00	84,684.00	325,028.00	807,884.42	395,829.49	429,017.04	412,842.76	343,640.00	569,960.18	416,750.97	767,109.35	468,289.59	545,923.20	5,651,633.00
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	21,317.39	173,971.56	208,704.58	210,841.18	208,814.78	237,422.24	190,353.16	198,057.87	202,753.60	201,562.33	196,687.16	197,951.62	40,020.53	2,288,458.00
Classified Salaries	2000-2999	2,491.20	10,283.98	62,668.25	64,019.82	66,756.20	70,548.99	61,071.34	73,967.37	70,322.55	96,007.63	70,913.03	49,413.22	28,201.42	726,665.00
Employee Benefits	3000-3999	5,163.32	40,933.49	100,434.88	104,008.06	103,817.98	99,950.04	97,237.28	103,092.90	103,019.25	106,133.97	99,716.40	128,487.63	20,451.80	1,112,447.00
Supplies	4000-4999	58,155.98	27,721.88	24,281.43	47,814.42	30,824.56	10,341.03	23,806.35	29,743.50	29,127.18	8,219.08	35,899.68	83,142.65	4,567.26	413,645.00
Services	5000-5999	62,530.69	39,238.42	70,479.58	100,258.97	171,762.47	91,990.76	97,127.23	39,994.76	204,788.03	58,116.46	80,110.91	110,610.80	213,727.92	1,340,737.00
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	20,820.00	20,820.00
TOTAL DISBURSEMENTS		149,658.58	292,149.33	466,568.72	526,942.45	581,975.99	510,253.06	469,595.36	444,856.40	610,010.61	470,039.47	483,327.18	569,605.91	327,788.94	5,902,772.00
INCOME LESS EXPENDITURES		(64,984.58)	(207,465.33)	(141,540.72)	280,941.97	(186,146.50)	(81,236.02)	(56,752.60)	(101,216.40)	(40,050.43)	(53,288.50)	283,782.17	(101,316.32)	218,134.26	(251,139.00)
D. PRIOR YEAR TRANSACTIONS															
Cash in Bank	9120	-	-	-	-	-	-	-	-	-	-	-	-	500.00	500.00
Cash Not in Treasury	9111-9199	3,809.95	-	-	-	-	-	-	-	-	-	-	-	-	3,809.95
Prepaid Expense	9330	7,371.13	-	-	-	-	-	-	-	-	-	(1,180.00)	-	1,180.00	7,371.13
Equipment Depreciation	9400	-	-	-	-	-	-	-	-	-	-	-	-	217,317.72	217,317.72
Accounts Receivable	92XX	49,047.17	282,845.95	20,039.74	7,252.64	12,533.43	0.05	47,700.50	101.93	(106,411.14)	106,716.93	(2,765.19)	245,645.60	(0.00)	662,707.61
Accounts Payable	9510-9650	(152,037.58)	(121,778.60)	(3,593.40)	16,128.53	15,163.28	15,491.44	12,822.30	(10,329.53)	97,322.56	(2,672.13)	(3,222.30)	(428,396.80)	0.00	(565,102.23)
TOTAL PY TRANSACTIONS		(91,809.33)	161,067.35	16,446.34	23,381.17	27,696.71	15,491.49	60,522.80	(10,227.60)	(9,088.58)	104,044.80	(7,167.49)	(182,751.20)	218,997.72	326,604.18
E. NET INCREASE/(DECREASE) (B-C+D)		(156,793.91)	(46,397.98)	(125,094.38)	304,323.14	(158,449.79)	(65,744.53)	3,770.20	(111,444.00)	(49,139.01)	50,756.30	276,614.68	(284,067.52)	437,131.98	75,465.18
F. ENDING CASH (A+E)		1,713,038.16	1,666,640.18	1,541,545.80	1,845,868.94	1,687,419.15	1,621,674.62	1,625,444.82	1,514,000.82	1,464,861.81	1,515,618.11	1,792,232.79	1,508,165.27		
G. ENDING FUND BALANCE															1,945,297.25
ACTUAL CASH BALANCE		\$ 1,713,038.16	\$ 1,666,640.18	\$ 1,541,545.80	\$ 1,845,868.94	\$ 1,687,419.15	\$ 1,621,674.62	\$ 1,625,444.82	\$ 1,514,000.82	\$ 1,464,861.81	\$ 1,515,618.11	\$ 1,792,232.79	\$ -		
DIFFERENCE		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,508,165.27		

BRIDGES Charter School

2025/2026 Cash Flow Worksheet - Adopted Budget

Form CASH

	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
ACTUALS THRU MONTH OF	MAY														
A. BEGINNING CASH	9110	\$ 1,508,165.27	\$ 1,394,340.87	\$ 1,337,781.01	\$ 1,013,778.77	\$ 1,609,797.85	\$ 1,492,364.43	\$ 1,467,243.93	\$ 1,473,591.04	\$ 1,446,531.44	\$ 1,682,186.62	\$ 1,653,829.06	\$ 1,665,061.62		\$ 1,508,165.27
B. RECEIPTS															
Local Control Funding Formula															
LCFF-General Purpose	8011	59,354.40	59,354.40	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	106,837.92	-	1,187,088.00
Education Protection Account (EPA) 1400	8012	4,037.50	4,037.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	7,267.50	-	80,750.00
In-Lieu to Charter	8096	-	-	-	879,705.06	270,678.48	270,678.48	270,678.48	270,678.48	473,687.34	270,678.48	270,678.48	406,017.72	-	3,383,481.00
IDEA Part B 3310	8181	-	-	-	-	-	-	-	-	-	-	-	-	99,973.00	99,973.00
School Lunch Program 5310	8220	-	-	-	3,150.19	6,678.87	6,999.13	4,669.97	4,274.01	6,987.48	5,822.90	7,191.28	-	12,455.18	58,229.00
Title I, Part A 3010	8290	-	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	22,408.00	22,474.00
Title II, Part A 4035	8290	-	-	-	3,287.94	(2,434.45)	-	-	-	-	-	-	-	4,269.51	5,123.00
Title IV, Part A 4127	8290	-	-	-	1,860.00	-	-	-	-	-	-	-	-	8,140.00	10,000.00
School Lunch Program 5310	8520	-	-	-	10,369.98	19,144.57	20,791.98	15,225.49	13,786.17	18,364.22	17,601.22	21,346.89	-	36,780.47	173,411.00
Mandated Block Grant 0060	8550	-	-	-	-	7,913.00	-	-	-	-	-	-	-	-	7,913.00
Lottery Unrestricted 1100	8560	-	-	-	12,665.52	-	27,983.09	-	9,426.81	32,901.43	-	-	9,603.62	(12,215.48)	80,365.00
Lottery Restricted 6300	8560	-	-	-	20,452.79	(20,452.79)	-	-	(5,323.66)	16,271.14	-	-	15,180.88	8,373.64	34,502.00
Other State ELO 2600	8590	3,574.20	3,574.20	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	6,433.56	-	71,484.00
Sp Ed Mental Health 6546	8590	-	-	-	-	-	-	-	-	-	-	-	-	32,971.00	32,971.00
Arts, Music in Schools R6770	8590	-	-	-	-	-	-	-	-	-	-	-	-	46,313.00	46,313.00
Other Local Income	8699	-	-	(783.36)	46,830.24	26,866.80	18,849.60	6,120.00	6,120.00	1,224.00	6,120.00	11,016.00	36.72	-	122,400.00
AB602 6500	8792	14,614.50	14,614.50	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	26,306.10	-	292,290.00
TOTAL RECEIPTS		81,580.60	81,581.60	146,063.72	1,125,169.80	455,243.57	492,152.36	443,545.01	445,813.90	696,288.70	447,076.68	457,087.74	577,695.02	259,468.32	5,708,767.00
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	21,733.45	178,074.07	213,595.40	215,698.64	213,829.10	243,040.72	194,899.96	202,611.83	198,639.05	198,639.05	198,639.05	217,334.49	40,195.20	2,336,930.00
Classified Salaries	2000-2999	2,757.67	11,260.49	68,711.99	70,244.03	73,231.51	77,368.02	66,950.15	81,121.52	77,674.43	68,941.80	67,026.75	72,005.88	28,725.75	766,020.00
Employee Benefits	3000-3999	5,717.16	45,615.68	111,910.46	115,802.99	115,681.35	111,302.25	108,261.20	114,829.86	115,924.64	117,870.90	116,411.20	116,776.13	20,314.18	1,216,418.00
Supplies	4000-4999	63,005.10	30,042.73	26,319.12	51,791.97	33,385.51	11,213.13	25,769.04	32,200.73	63,470.55	25,388.22	25,388.22	30,677.43	4,485.25	423,137.00
Services	5000-5999	56,697.65	35,510.01	63,918.02	90,905.63	155,652.21	83,330.16	88,064.82	36,220.21	86,407.69	86,407.69	86,407.69	100,611.70	213,533.53	1,183,667.00
Capital Outlays	6000-6599	-	-	-	-	-	-	-	-	-	-	-	-	19,549.00	19,549.00
TOTAL DISBURSEMENTS		149,911.03	300,502.97	484,454.99	544,443.26	591,779.68	526,254.27	483,945.18	466,984.14	542,116.35	497,247.67	493,872.91	537,405.63	326,802.91	5,945,721.00
INCOME LESS EXPENDITURES		(68,330.43)	(218,921.37)	(338,391.27)	580,726.54	(136,536.11)	(34,101.92)	(40,400.17)	(21,170.25)	154,172.34	(50,170.99)	(36,785.18)	40,289.39	(67,334.59)	(236,954.00)
D. PRIOR YEAR TRANSACTIONS															
Cash in Bank	9120	-	-	-	-	-	-	-	-	-	-	-	-	500.00	500.00
Prepaid Expense	9330	2,282.95	-	-	-	-	-	-	-	-	-	-	-	(1,102.95)	1,180.00
Equipment Depreciation	9400	-	-	-	-	-	-	-	-	-	-	-	-	217,317.72	217,317.72
Accounts Receivable	92XX	40,398.32	233,000.02	16,486.88	5,950.56	10,317.95	-	39,306.47	109.18	114,261.73	54,592.32	80,796.63	202,428.32	(251,725.19)	545,923.20
Accounts Payable	9510-9650	(88,175.22)	(70,638.52)	(2,097.85)	9,341.98	8,784.74	8,981.42	7,440.81	(5,998.54)	(32,778.89)	(32,778.89)	(32,778.89)	(248,464.02)	151,372.93	(327,788.94)
TOTAL PY TRANSACTIONS		(45,493.96)	162,361.51	14,389.03	15,292.55	19,102.69	8,981.42	46,747.28	(5,889.35)	81,482.83	21,813.43	48,017.74	(46,035.69)	116,362.52	437,131.98
E. NET INCREASE/(DECREASE) (B-C+D)		(113,824.40)	(56,559.87)	(324,002.24)	596,019.08	(117,433.42)	(25,120.50)	6,347.11	(27,059.60)	235,655.18	(28,357.56)	11,232.56	(5,746.30)	49,027.93	200,177.98
F. ENDING CASH (A+E)		1,394,340.87	1,337,781.01	1,013,778.77	1,609,797.85	1,492,364.43	1,467,243.93	1,473,591.04	1,446,531.44	1,682,186.62	1,653,829.06	1,665,061.62	1,659,315.32		
G. ENDING FUND BALANCE															1,708,343.25
ACTUAL CASH BALANCE															
DIFFERENCE		\$ 1,394,340.87	\$ 1,337,781.01	\$ 1,013,778.77	\$ 1,609,797.85	\$ 1,492,364.43	\$ 1,467,243.93	\$ 1,473,591.04	\$ 1,446,531.44	\$ 1,682,186.62	\$ 1,653,829.06	\$ 1,665,061.62	\$ 1,659,315.32		

Adopted Budget Certification

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
FINANCIAL REPORTS
2025-26 Budget
Charter School Certification

56 10561 0121756
Form CB
G8BP4J74FT(2025-26)

Charter Number: 1203

To the chartering authority and the county superintendent of schools (or only to the county superintendent of schools if the county board of education is the chartering authority):

2025-26 CHARTER SCHOOL BUDGET REPORT: This report is hereby filed by the charter school pursuant to Education Code Section 47604.33(a).

Signed: _____

Date: _____

Charter School Official
(Original signature required)

Printed Name: Kelly Simon, PhD

Title: Executive Director

For additional information on the budget report, please contact:

Charter School Contact:

Tami Peterson

Name

Chief Business Official

Title

805-383-1972

Telephone

tpeterson@vcoe.org

E-mail Address

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BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
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56 10561 0121756
Form TC
G8BP4J74FT(2025-26)

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2024-25 Estimated Actuals	2025-26 Budget
01	General Fund/County School Service Fund		
08	Student Activity Special Revenue Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund		
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund	G	G
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		
CB	Budget Certification		S
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet		
L	Lottery Report	GS	
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		
SIAB	Summary of Interfund Activities - Budget		

Fund 620

Charter Schools

Enterprise Fund

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,429,424.00	4,651,319.00	5.0%
2) Federal Revenue		8100-8299	248,270.00	195,799.00	-21.1%
3) Other State Revenue		8300-8599	447,185.00	446,959.00	-0.1%
4) Other Local Revenue		8600-8799	526,754.00	414,690.00	-21.3%
5) TOTAL, REVENUES			5,651,633.00	5,708,767.00	1.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	2,288,458.00	2,336,930.00	2.1%
2) Classified Salaries		2000-2999	726,665.00	766,020.00	5.4%
3) Employee Benefits		3000-3999	1,112,447.00	1,216,418.00	9.3%
4) Books and Supplies		4000-4999	413,645.00	423,137.00	2.3%
5) Services and Other Operating Expenses		5000-5999	1,340,737.00	1,183,667.00	-11.7%
6) Depreciation and Amortization		6000-6999	20,820.00	19,549.00	-6.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			5,902,772.00	5,945,721.00	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(251,139.00)	(236,954.00)	-5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(251,139.00)	(236,954.00)	-5.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,196,435.00	1,945,296.00	-11.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,196,435.00	1,945,296.00	-11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,196,435.00	1,945,296.00	-11.4%
2) Ending Net Position, June 30 (E + F1e)			1,945,296.00	1,708,342.00	-12.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	265,053.00	261,868.00	-1.2%
b) Restricted Net Position		9797	321,492.00	248,516.00	-22.7%
c) Unrestricted Net Position		9790	1,358,751.00	1,197,958.00	-11.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
Charter Schools Enterprise Fund
Expenses by Object

56 10561 0121756
Form 62
G8BP4J74FT(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	962,818.00	1,187,268.00	23.3%
Education Protection Account State Aid - Current Year		8012	78,890.00	80,570.00	2.1%
State Aid - Prior Years		8019	(102,380.00)	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	3,490,096.00	3,383,481.00	-3.1%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			4,429,424.00	4,651,319.00	5.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	99,973.00	99,973.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	58,056.00	58,229.00	0.3%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	22,474.00	22,474.00	0.0%

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
Charter Schools Enterprise Fund
Expenses by Object

56 10561 0121756
Form 62
G8BP4J74FT(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	5,123.00	5,123.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	10,000.00	10,000.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	52,644.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			248,270.00	195,799.00	-21.1%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	171,702.00	173,411.00	1.0%
Mandated Costs Reimbursements		8550	7,024.00	7,913.00	12.7%
Lottery - Unrestricted and Instructional Materials		8560	114,029.00	114,867.00	0.7%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	71,484.00	71,484.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	46,313.00	46,313.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	36,633.00	32,971.00	-10.0%
TOTAL, OTHER STATE REVENUE			447,185.00	446,959.00	-0.1%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	65,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	173,909.00	122,400.00	-29.6%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	287,845.00	292,290.00	1.5%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
Charter Schools Enterprise Fund
Expenses by Object

56 10561 0121756
Form 62
G8BP4J74FT(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			526,754.00	414,690.00	-21.3%
TOTAL, REVENUES			5,651,633.00	5,708,767.00	1.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,828,374.00	1,860,905.00	1.8%
Certificated Pupil Support Salaries		1200	72,299.00	72,313.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	387,785.00	403,712.00	4.1%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			2,288,458.00	2,336,930.00	2.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	426,901.00	457,524.00	7.2%
Classified Support Salaries		2200	129,249.00	126,738.00	-1.9%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	170,515.00	181,758.00	6.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			726,665.00	766,020.00	5.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	440,785.00	441,584.00	0.2%
PERS		3201-3202	170,173.00	177,583.00	4.4%
OASDI/Medicare/Alternative		3301-3302	87,812.00	89,079.00	1.4%
Health and Welfare Benefits		3401-3402	381,229.00	471,700.00	23.7%
Unemployment Insurance		3501-3502	1,530.00	1,564.00	2.2%
Workers' Compensation		3601-3602	30,918.00	34,908.00	12.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,112,447.00	1,216,418.00	9.3%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	19,112.00	19,685.00	3.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	223,575.00	182,343.00	-18.4%
Noncapitalized Equipment		4400	14,804.00	12,599.00	-14.9%
Food		4700	156,154.00	208,510.00	33.5%
TOTAL, BOOKS AND SUPPLIES			413,645.00	423,137.00	2.3%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	25,075.00	15,025.00	-40.1%
Dues and Memberships		5300	6,659.00	6,859.00	3.0%
Insurance		5400-5450	71,556.00	73,899.00	3.3%
Operations and Housekeeping Services		5500	98,492.00	101,447.00	3.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	216,872.00	223,889.00	3.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	911,940.00	746,802.00	-18.1%
Communications		5900	10,143.00	15,746.00	55.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,340,737.00	1,183,667.00	-11.7%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	20,820.00	19,549.00	-6.1%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			20,820.00	19,549.00	-6.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%

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Ventura County

Budget, July 1
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Expenses by Object

56 10561 0121756
Form 62
G8BP4J74FT(2025-26)

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			5,902,772.00	5,945,721.00	0.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
Charter Schools Enterprise Fund
Expenses by Function

56 10561 0121756
Form 62
G8BP4J74FT(2025-26)

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	4,429,424.00	4,651,319.00	5.0%
2) Federal Revenue		8100-8299	248,270.00	195,799.00	-21.1%
3) Other State Revenue		8300-8599	447,185.00	446,959.00	-0.1%
4) Other Local Revenue		8600-8799	526,754.00	414,690.00	-21.3%
5) TOTAL, REVENUES			5,651,633.00	5,708,767.00	1.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		3,647,444.00	3,763,488.00	3.2%
2) Instruction - Related Services	2000-2999		1,006,954.00	906,454.00	-10.0%
3) Pupil Services	3000-3999		479,742.00	545,368.00	13.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		327,173.00	294,878.00	-9.9%
8) Plant Services	8000-8999		441,459.00	435,533.00	-1.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			5,902,772.00	5,945,721.00	0.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(251,139.00)	(236,954.00)	-5.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(251,139.00)	(236,954.00)	-5.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	2,196,435.00	1,945,296.00	-11.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,196,435.00	1,945,296.00	-11.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			2,196,435.00	1,945,296.00	-11.4%
2) Ending Net Position, June 30 (E + F1e)			1,945,296.00	1,708,342.00	-12.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	265,053.00	261,868.00	-1.2%
b) Restricted Net Position		9797	321,492.00	248,516.00	-22.7%
c) Unrestricted Net Position		9790	1,358,751.00	1,197,958.00	-11.8%

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
Charter Schools Enterprise Fund
Exhibit: Restricted Net Position Detail

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Form 62
G8BP4J74FT(2025-26)

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	27,457.00	0.00
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	56,690.00	20,396.00
6300	Lottery: Instructional Materials	105,638.00	117,642.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	4,280.00	0.00
7810	Other Restricted State	2,477.00	2,477.00
9010	Other Restricted Local	124,950.00	108,001.00
Total, Restricted Net Position		321,492.00	248,516.00

Average Daily Attendance

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	394.45	394.45	394.45	402.85	402.85	402.85
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	394.45	394.45	394.45	402.85	402.85	402.85
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	394.45	394.45	394.45	402.85	402.85	402.85

Lottery Report

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
2024-25 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

56 10561 0121756
Form L
G8BP4J74FT(2025-26)

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		107,114.00	107,114.00
2. State Lottery Revenue	8560	78,814.00		35,215.00	114,029.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		78,814.00	0.00	142,329.00	221,143.00
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	78,814.00		0.00	78,814.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	0.00		36,691.00	36,691.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		78,814.00	0.00	36,691.00	115,505.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	0.00	0.00	105,638.00	105,638.00
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

ESMOE

	Funds 01, 09, and 62			2024-25 Expenditures
Section I - Expenditures	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	5,902,772.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	444,592.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	20,820.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
7. Nonagency		9200	7651	
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	All	All	8710	0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
D. Plus additional MOE expenditures:				20,820.00
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				5,437,360.00
Section II - Expenditures Per ADA				2024-25 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, Line C9)				394.45
B. Expenditures per ADA (Line I.E divided by Line II.A)				13,784.66
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total		Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE Calculation) (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)		4,752,211.32		13,544.47
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)		0.00		0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)		4,752,211.32		13,544.47
B. Required effort (Line A.2 times 90%)		4,276,990.19		12,190.02
C. Current year expenditures (Line I.E and Line II.B)		5,437,360.00		13,784.66
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)		0.00		0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)		MOE Met		

BRIDGES Charter
Ventura County Office of Education
Ventura County

Budget, July 1
2024-25 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort
Expenditures

56 10561 0121756
Form ESMOE
G8BP4J74FT(2025-26)

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2026-27 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Technical Review Checks

SACS Web System - SACS V12

6/9/2025 12:42:09 PM

56-10561-0121756

Budget, July 1
Estimated Actuals 2024-25
Technical Review Checks
Phase - All
Display - Exceptions Only

BRIDGES Charter

Ventura County

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund. (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
62	0000	3700	(\$42,963.00)
Explanation: Resource 0000 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	2600	8700	(\$18,560.00)
Explanation: Resource 2600 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	3310	1190	(\$5,523.00)
Explanation: Resource 3310 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			

SUPPLEMENTAL CHECKS

DEBT-ACTIVITY - (Informational) - Long-term debt exists, but it appears that no activity has been entered in the Schedule of Long-Term Liabilities (Form DEBT) for the following long-term debt types:

Exception

Long-Term Liability Type	Beginning Balance	Ending Balance
DEBT.BTYPE.CAP.LEASES.9667		\$11,833.92

SACS Web System - SACS V12

6/9/2025 12:41:32 PM

56-10561-0121756

Budget, July 1
 Budget 2025-26
Technical Review Checks
 Phase - All
 Display - Exceptions Only

BRIDGES Charter**Ventura County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)

W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)

O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

EXP-POSITIVE - (Warning) - The following expenditure functions have a negative balance by resource, by fund.
 (NOTE: Functions, including CDE-defined optional functions, are checked individually, except functions 7200-7600 are combined.)

Exception

FUND	RESOURCE	FUNCTION	VALUE
62	2600	8700	(\$1,830.00)
Explanation: Resource 2600 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	3310	1190	(\$16,665.00)
Explanation: Resource 3310 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	5810	1000	(\$3,991.00)
Explanation: Resource 5810 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			

OBJ-POSITIVE - (Warning) - The following objects have a negative balance by resource, by fund:

Exception

FUND	RESOURCE	OBJECT	VALUE
62	5810	3202	(\$10,526.00)
Explanation: Resource 5810 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	5810	3302	(\$2,305.00)
Explanation: Resource 5810 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	5810	3502	(\$15.00)
Explanation: Resource 5810 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			
62	5810	3602	(\$309.00)
Explanation: Resource 5810 has a negative budget in object 5710. When the books are closed, these costs will be prorated to multiple functions, which will eliminate the negative balance.			

Coversheet

Prop 30 SY 24-25

Section:	VI. Business and Operations
Item:	B. Prop 30 SY 24-25
Purpose:	Vote
Submitted by:	
Related Material:	BRIDGES 2025-26 Prop 30.pdf

BRIDGES Charter School

Proposition 30 Spending Plan for Fiscal Year 2025-26



Background

Proposition 30, The Schools and Local Public Safety Protection Act of 2012, approved by the voters on November 6, 2012, temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers.

The revenues generated from Proposition 30 are deposited into a state fund called the Education Protection Account (EPA). School districts, county offices of education, and charter schools (LEAs) will receive funds from the EPA based on their proportionate share of the Local Control Funding Formula (LCFF) amount. **A corresponding reduction is made to an LEA or charter school's LCFF state aid equal to the amount of their EPA entitlement. LEAs will receive EPA payments quarterly.**

Proposition 30 specifies that LEAs may not use EPA funds for salaries or benefits of administrators or any other administrative costs. The CDE has interpreted that administrative costs, as used in Proposition 30, means anything defined as administration in the California School Accounting Manual. Administrative costs include general administration, school administration, and instructional administration:

** General administration refers to agency-wide administrative activities including governing board, superintendent, and district-level fiscal, personnel, and central support services.*

** School administration refers to activities concerned with directing and managing the operation of a particular school.*

** Instructional administration refers to activities for assisting instructional staff in planning, developing, and evaluating the process of providing learning experiences for students.*

The language of Proposition 30 requires that each LEA " . . . shall have sole authority to determine how the moneys received from the Education Protection Account are spent in the school or schools within its jurisdiction, provided, however, that the appropriate governing board or body shall make these spending determinations in open session of a public meeting of the governing board or body and shall not use any of the funds from the Education Protection Account for salaries or benefits of administrators or any other administrative costs."

Proposition 30 requires all districts, counties, and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent.

BRIDGES Charter School
Proposition 30 Spending Plan for Fiscal Year 2025-26



Object	Object Description	CSAM Function	Use of Funds (Resource 1400)	2025-26 Budget	2025-26 Actuals	Balance
8012	Prop 30 Revenues	0000	Revenues will be received quarterly	80,570	-	80,570
Total Revenues				80,570	-	80,570
1100	Teacher Salaries	1000	Teacher salaries are an appropriate use of funds	80,570	-	80,570
Certificated Salaries						
3101	STRS	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3301	Medicare	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3401	Health Benefits	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3501	SUI	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
3601	Workers' Compensation	1000	Teacher benefits and labor related costs are an appropriate use of funds	-	-	-
Employee Benefits				-	-	-
4300	Instructional Supplies	1000		-	-	-
5800	Instructional Services	1000		-	-	-
Non Salary Expenses				-	-	-
Total Expenses				80,570	-	80,570

Coversheet

Salary Schedules for 2025-2026

Section: VI. Business and Operations
Item: C. Salary Schedules for 2025-2026
Purpose: Vote
Submitted by:
Related Material:
Bridges 25-26 Salary Schedule (2% Increase + Cap Updated Eff 7-1-25) 6-10-25.pdf

BRIDGES
CERTIFICATED MANAGEMENT SALARY SCHEDULE
2025-2026

POSITION	SCHEDULE	# OF DAYS	RATE	DR/01	DR/02	DR/03	DR/04	DR/05	DR/06	DR/07	DR/08	DR/09
DIRECTOR	CE214	1.0 FTE	ANNUAL	\$106,090.00	\$111,394.00	\$116,964.00	\$122,812.00	\$128,951.00	\$135,400.00	\$142,170.00	\$149,278.00	\$153,241.00
CONTRACT DAYS		214	Daily	\$495.75	\$520.53	\$546.56	\$573.89	\$602.57	\$632.71	\$664.35	\$697.56	\$716.08

POSITION	SCHEDULE	# OF DAYS	RATE	AD/01	AD/02	AD/03	AD/04	AD/05	AD/06	AD/07	AD/08	AD/09
DIRECTOR OF DAILY OPERATIONS	AD214	1.0 FTE	ANNUAL	\$96,445.00	\$101,268.00	\$106,331.00	\$111,647.00	\$117,229.00	\$123,091.00	\$129,245.00	\$135,707.00	\$139,310.00
CONTRACT DAYS		214	Daily	\$450.68	\$473.21	\$496.87	\$521.71	\$547.80	\$575.19	\$603.95	\$634.14	\$650.98
DIRECTOR OF STUDENT SUPPORT SERVICES	AD214	1.0 FTE	ANNUAL	\$96,445.00	\$101,268.00	\$106,331.00	\$111,647.00	\$117,229.00	\$123,091.00	\$129,245.00	\$135,707.00	\$139,310.00
CONTRACT DAYS		214	Daily	\$450.68	\$473.21	\$496.87	\$521.71	\$547.80	\$575.19	\$603.95	\$634.14	\$650.98

Health & Welfare Annual Cap: \$18,766.76 - 90%-99% FTE
prorated

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
CERTIFICATED SALARY SCHEDULE
2025-2026

	01/CL1 CLASS I BACHELOR'S	01/CL2 CLASS II BACHELOR'S	01/CL3 CLASS III BACHELOR'S	01/CL4 CLASS IV BACHELOR'S	01/CL5 CLASS V BACHELOR'S
STEP	DEGREE	PLUS 15 *	PLUS 45 *	PLUS 60 *	PLUS 75 MA & DOC *
1	57,732.00	57,732.00	57,732.00	57,732.00	57,732.00
2	57,732.00	57,732.00	57,732.00	57,732.00	58,599.00
3	57,732.00	57,732.00	57,732.00	57,732.00	59,469.00
4	57,732.00	57,732.00	57,732.00	57,732.00	60,937.00
5	57,732.00	57,732.00	60,041.00	60,221.00	64,130.00
6	57,732.00	57,732.00	60,041.00	63,380.00	67,332.00
7	57,732.00	58,348.00	65,581.00	66,546.00	70,530.00
8	57,732.00	61,431.00	65,581.00	69,708.00	73,731.00
9	57,732.00	64,530.00	68,708.00	72,866.00	76,941.00
10		67,608.00	71,838.00	76,035.00	80,136.00
11		70,687.00	74,962.00	79,183.00	83,340.00
12		70,687.00	74,962.00	82,351.00	86,538.00
13		70,687.00	74,962.00	85,507.00	89,747.00
14		70,687.00	74,962.00	85,507.00	93,007.00
15		70,687.00	74,962.00	85,507.00	93,007.00
16		70,687.00	74,962.00	85,507.00	93,007.00
17		70,687.00	74,962.00	85,507.00	93,007.00
18		70,687.00	74,962.00	85,507.00	93,007.00
19		71,581.00	75,856.00	86,400.00	93,839.00
20		71,581.00	75,856.00	86,400.00	93,839.00
21		71,581.00	75,856.00	86,400.00	93,839.00
22		71,581.00	75,856.00	86,400.00	93,839.00
23		71,581.00	75,856.00	86,400.00	93,839.00
24		72,476.00	76,751.00	87,296.00	94,733.00
25		72,476.00	76,751.00	87,296.00	94,733.00
26		72,476.00	76,751.00	87,296.00	94,733.00
27		72,476.00	76,751.00	87,296.00	94,733.00
28		72,476.00	76,751.00	87,296.00	94,733.00
29		73,370.00	77,646.00	88,189.00	96,310.00

185 Teacher days (176 Student days) *

Health & Welfare Annual Cap: \$18,766.76 - 90%-99% FTE prorated

PLACEMENT RULES: Credit will be given for up to 10 years full-time verified previous teaching experience at an accredited institution.

Full-time equals at least 75% of a school year.

* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
CERTIFICATED HOURLY SALARY SCHEDULE
2025-2026

	01H/CL1 CLASS I BACHELOR'S	01H/CL2 CLASS II BACHELOR'S	01H/CL3 CLASS III BACHELOR'S	01H/CL4 CLASS IV BACHELOR'S	01H/CL5 CLASS V BACHELOR'S
STEP	DEGREE	PLUS 15 *	PLUS 45 *	PLUS 60 *	PLUS 75 MA & DOC *
1	39.01	39.01	39.01	39.01	39.01
2	39.01	39.01	39.01	39.01	39.59
3	39.01	39.01	39.01	39.01	40.18
4	39.01	39.01	39.01	39.01	41.17
5	39.01	39.01	40.57	40.69	43.33
6	39.01	39.01	40.57	42.82	45.49
7	39.01	39.42	44.31	44.96	47.66
8	39.01	41.51	44.31	47.10	49.82
9	39.01	43.60	46.42	49.23	51.99
10	0.00	45.68	48.54	51.38	54.15
11	0.00	47.76	50.65	53.50	56.31
12	0.00	47.76	50.65	55.64	58.47
13	0.00	47.76	50.65	57.78	60.64
14	0.00	47.76	50.65	57.78	62.84
15	0.00	47.76	50.65	57.78	62.84
16	0.00	47.76	50.65	57.78	62.84
17	0.00	47.76	50.65	57.78	62.84
18	0.00	47.76	50.65	57.78	62.84
19	0.00	48.37	51.25	58.38	63.40
20	0.00	48.37	51.25	58.38	63.40
21	0.00	48.37	51.25	58.38	63.40
22	0.00	48.37	51.25	58.38	63.40
23	0.00	48.37	51.25	58.38	63.40
24	0.00	48.97	51.86	58.98	64.01
25	0.00	48.97	51.86	58.98	64.01
26	0.00	48.97	51.86	58.98	64.01
27	0.00	48.97	51.86	58.98	64.01
28	0.00	48.97	51.86	58.98	64.01
29	0.00	49.57	52.46	59.59	65.07

185 Teacher days (176 Student days) *

Health & Welfare Annual Cap: \$18,766.76 - 90%-99% FTE prorated

PLACEMENT RULES: Credit will be given for up to 10 years full-time verified previous teaching experience at an accredited institution.

Full-time equals at least 75% of a school year.

* SEMESTER UNITS = 15 HOURS PER UNIT

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE
2025-2026

POSITION	SCHEDULE	RATE PER STUDENT PER DAY
HOME SCHOOL SUPERVISING TEACHER Year 1	HS/001/1	\$10.30
HOME SCHOOL SUPERVISING TEACHER Year 2	HS/002/1	\$10.80
HOME SCHOOL SUPERVISING TEACHER Year 3	HS/003/1	\$11.34
HOME SCHOOL SUPERVISING TEACHER Year 4	HS/004/1	\$11.91
HOME SCHOOL SUPERVISING TEACHER Year 5	HS/005/1	\$12.52
HOME SCHOOL SUPERVISING TEACHER Year 6	HS/006/1	\$13.12
HOME SCHOOL SUPERVISING TEACHER Year 7	HS/007/1	\$13.77
HOME SCHOOL SUPERVISING TEACHER Year 8	HS/008/1	\$14.46
HOME SCHOOL SUPERVISING TEACHER Year 9	HS/009/1	\$15.21
HOME SCHOOL SUPERVISING TEACHER Year 10	HS/010/1	\$15.97
HOME SCHOOL SUPERVISING TEACHER Year 11	HS/011/1	\$16.77

176 Student Days + 4 Professional Development Days

POSITION	SCHEDULE	DAILY RATE
SCHOOL PSYCHOLOGIST	06/2/1	\$371.39
SCHOOL PSYCHOLOGIST	06/2/2	\$424.44
SCHOOL PSYCHOLOGIST	06/2/3	\$450.98
SCHOOL PSYCHOLOGIST	06/2/4	\$477.50
SCHOOL PSYCHOLOGIST	06/2/5	\$530.55

POSITION	SCHEDULE	DAILY RATE
COUNSELOR	COUNSEL 1/1	\$392.97
COUNSELOR	COUNSEL 1/2	\$416.87
COUNSELOR	COUNSEL 1/3	\$442.29

POSITION	SCHEDULE	DAILY RATE
RESPONSE TO INTERVENTION	06/5/1	\$403.41
RESPONSE TO INTERVENTION	06/5/2	\$409.54
RESPONSE TO INTERVENTION	06/5/3	\$415.78
RESPONSE TO INTERVENTION	06/5/4	\$422.03
RESPONSE TO INTERVENTION	06/5/5	\$428.36
RESPONSE TO INTERVENTION	06/5/6	\$434.79

POSITION	SCHEDULE	ANNUAL RATE
LEARNING CENTER COORDINATOR 195 Days	LCC/01/01	\$78,035.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/02	\$80,376.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/03	\$82,788.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/04	\$85,272.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/05	\$87,830.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/06	\$90,466.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/07	\$93,180.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/08	\$95,977.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/09	\$98,856.00
LEARNING CENTER COORDINATOR 195 Days	LCC/01/10	\$101,822.00

BRIDGES
MISCELLANEOUS CERTIFICATED SALARY SCHEDULE
2025-2026

POSITION	SCHEDULE	ANNUAL RATE
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/01	\$78,035.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/02	\$80,376.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/03	\$82,788.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/04	\$85,272.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/05	\$87,830.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/06	\$90,466.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/07	\$93,180.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/08	\$95,977.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/09	\$98,856.00
RESPONSE TO INTERVENTION COORDINATOR 195 Days	RTIC/01/10	\$101,822.00

POSITION	SCHEDULE	ANNUAL RATE
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/01	\$57,644
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/02	\$58,509
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/03	\$59,386
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/04	\$60,277
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/05	\$61,181
LIBRARY MEDIA SPECIALIST 185 DAYS	LIB/01/06	\$62,099

POSITION	SCHEDULE	HOURLY RATE
MATH TUTOR	03/4/1	\$32.00
EXTRA DUTY/ TEACHER COVERAGE	03/4/2	\$33.33
SUBSTITUTE PSYCHOLOGIST	03/4/3	\$55.00
SPEECH THERAPIST	03/4/4	\$50.00

POSITION	SCHEDULE	DAILY RATE
SUBSTITUTE TEACHER	06/1/1	\$200.00
LONG TERM SUBSTITUTE TEACHER (11+ days)	06/1/2	\$220.00
SUBSTITUTE STIPEND **	06/1/3	\$250.00

*Long Term pay obtained by working in the same assignment in which the Substitute Teacher works for a period of 11 consecutive days or longer.

**Substitute Stipend paid after every 40 days worked. Days do not need to be consecutive. Resets each fiscal year.

POSITION	SCHEDULE	DAILY RATE
SUBSTITUTE ADMINISTRATOR	06/4/1	\$450.00

POSITION	SCHEDULE	DAILY RATE
ADVISOR	06/3/1	\$600.00

STIPENDS	SCHEDULE	RATE
CELL PHONE STIPEND (Monthly) *Employees with regular assignments* Effective 2/1/2025	ST1/1	\$10.00

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
HOMESCHOOL HOURLY SALARY SCHEDULE
2025-2026

POSITION	SCHEDULE	HOURLY RATE
HOME SCHOOL SUPERVISING TEACHER Year 1	HSH/001/1	\$32.19
HOME SCHOOL SUPERVISING TEACHER Year 2	HSH/002/1	\$33.75
HOME SCHOOL SUPERVISING TEACHER Year 3	HSH/003/1	\$35.44
HOME SCHOOL SUPERVISING TEACHER Year 4	HSH/004/1	\$37.22
HOME SCHOOL SUPERVISING TEACHER Year 5	HSH/005/1	\$39.13
HOME SCHOOL SUPERVISING TEACHER Year 6	HSH/006/1	\$41.00
HOME SCHOOL SUPERVISING TEACHER Year 7	HSH/007/1	\$43.03
HOME SCHOOL SUPERVISING TEACHER Year 8	HSH/008/1	\$45.19
HOME SCHOOL SUPERVISING TEACHER Year 9	HSH/009/1	\$47.53
HOME SCHOOL SUPERVISING TEACHER Year 10	HSH/010/1	\$49.91
HOME SCHOOL SUPERVISING TEACHER Year 11	HSH/011/1	\$52.41

176 Student Days + 4 Professional Development Days

Hourly rate is based on 25 students per day (3.125 students = 1 hour)

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
SPECIALIST SALARY SCHEDULE
2025-2026

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Art Specialist	SPC HRLY/AS01	\$34.44
	SPC HRLY/AS02	\$35.48
	SPC HRLY/AS03	\$36.54
	SPC HRLY/AS04	\$37.63
	SPC HRLY/AS05	\$38.76
Environmental Education and Nutrition Specialist	SPC HRLY/EEN01	\$34.44
	SPC HRLY/EEN02	\$35.48
	SPC HRLY/EEN03	\$36.54
	SPC HRLY/EEN04	\$37.63
	SPC HRLY/EEN05	\$38.76
Band Specialist	SPC HRLY/BS01	\$34.44
	SPC HRLY/BS02	\$35.48
	SPC HRLY/BS03	\$36.54
	SPC HRLY/BS04	\$37.63
	SPC HRLY/BS05	\$38.76
Foreign Language Specialist	SPC HRLY/LAN01	\$34.44
	SPC HRLY/LAN02	\$35.48
	SPC HRLY/LAN03	\$36.54
	SPC HRLY/LAN04	\$37.63
	SPC HRLY/LAN05	\$38.76
Library Specialist	SPC HRLY/LIB05	\$27.13
	SPC HRLY/LIB06	\$27.97
	SPC HRLY/LIB07	\$28.79
	SPC HRLY/LIB08	\$29.66
	SPC HRLY/LIB09	\$30.55
Music Specialist	SPC HRLY/MS01	\$34.44
	SPC HRLY/MS02	\$35.48
	SPC HRLY/MS03	\$36.54
	SPC HRLY/MS04	\$37.63
	SPC HRLY/MS05	\$38.76
P.E. Specialist	SPC HRLY/PES01	\$34.44
	SPC HRLY/PES02	\$35.48
	SPC HRLY/PES03	\$36.54
	SPC HRLY/PES04	\$37.63
	SPC HRLY/PES05	\$38.76
Homeschool Specialist	SPC HRLY/HS01	\$34.44
	SPC HRLY/HS02	\$35.48
	SPC HRLY/HS03	\$36.54
	SPC HRLY/HS04	\$37.63
	SPC HRLY/HS05	\$38.76
Intervention Specialist	SPC HRLY/RTI01	\$34.44
	SPC HRLY/RTI02	\$35.48
	SPC HRLY/RTI03	\$36.54
	SPC HRLY/RTI04	\$37.63
	SPC HRLY/RTI05	\$38.76
Information Technology Specialist	SPC HRLY/ITS01	\$40.27
	SPC HRLY/ITS02	\$41.08
	SPC HRLY/ITS03	\$42.31
	SPC HRLY/ITS04	\$43.57
	SPC HRLY/ITS05	\$44.88
	SPC HRLY/ITS06	\$46.23

Credential not required

Health & Welfare Annual Cap: \$18,766.76 - 90%-99% FTE prorated

Classified employees who work over 225 days annually shall be entitled to 10 days of vacation each fiscal year

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
CLASSIFIED SALARY SCHEDULE
2025-2026
HOURLY

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Custodian	02H/B/005	\$19.38
	02H/B/006	\$19.96
	02H/B/007	\$20.56
	02H/B/008	\$21.18
	02H/B/009	\$21.83
Attendance/Health Clerk Office Assistant	02H/D/006	\$20.96
	02H/D/007	\$21.59
	02H/D/008	\$22.25
	02H/D/009	\$22.91
	02H/D/010	\$23.58
	02H/D/011	\$24.29
Instructional Assistant (Level 1)*	02H/F/006	\$16.76
	02H/F/007	\$17.87
	02H/F/008	\$18.41
	02H/F/009	\$18.96
	02H/F/010	\$19.53
	02H/F/011	\$20.11
Instructional Assistant (Level 2)**	02H/F/026	\$20.13
	02H/F/027	\$21.14
	02H/F/028	\$22.32
	02H/F/029	\$23.43
	02H/F/030	\$24.35
	02H/F/031	\$25.46
Child Care Assistant	02H/H/005	\$16.72
	02H/H/006	\$17.22
	02H/H/007	\$17.74
	02H/H/008	\$18.27
	02H/H/009	\$18.82
Child Care Leader	02H/I/008	\$18.36
	02H/I/009	\$18.91
	02H/I/010	\$19.48
	02H/I/011	\$20.06
	02H/I/012	\$20.67
Child Care Supervisor	02H/J/005	\$20.67
	02H/J/006	\$21.30
	02H/J/007	\$21.94
	02H/J/008	\$22.59
	02H/J/009	\$23.25
	02H/J/010	\$23.94
	02H/J/011	\$24.66
	02H/J/012	\$25.41

BRIDGES
CLASSIFIED SALARY SCHEDULE
2025-2026
HOURLY

Outreach Coordinator Enrollment Coordinator	02H/K/001	\$19.38
	02H/K/002	\$19.96
	02H/K/003	\$20.56
	02H/K/004	\$21.18
	02H/K/005	\$21.83
Food Service Supervisor	02H/L/005	\$17.96
	02H/L/006	\$18.50
	02H/L/007	\$19.05
	02H/L/008	\$19.62
	02H/L/009	\$20.22
Food Service Assistant Food Service Assistant	02H/M/001	\$14.12
	02H/M/005	\$17.57
	02H/M/006	\$18.11
	02H/M/007	\$18.65
	02H/M/008	\$19.21
	02H/M/009	\$19.78
EL Liaison	02H/N/004	\$23.46
	02H/N/005	\$24.56
	02H/N/006	\$25.30
	02H/N/007	\$26.05
	02H/N/008	\$26.85
	02H/N/009	\$27.65
Attendance/Health Technician	02H/O/004	\$23.51
	02H/O/005	\$24.61
	02H/O/006	\$25.71
	02H/O/007	\$26.49
	02H/O/008	\$27.29
	02H/O/009	\$28.10
	02H/O/010	\$28.94
EL Testing	02H/P/001	\$25.00

Instructional Assistant (Level 2)

* Placement on Level 2 requires an established history of experience working in the program as well as appropriate

Bilingual Shift Differential for Para educator Level 1 or Level 2 \$0.50 Per Hour

Non-exempt classified employees who work over 225 days annually shall be entitled to 10 days of vacation

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
CLASSIFIED CONFIDENTIAL SALARY SCHEDULE
2025-2026

POSITION	SCHEDULE	# OF DAYS	RATE	AC/01	AC/02	AC/03	AC/04	AC/05	AC/06	AC/07	AC/08	AC/09	AC/10
ADMIN COORDINATOR	AC225	1.0 FTE	ANNUAL	\$55,188.00	\$56,844.00	\$58,549.00	\$60,305.00	\$62,115.00	\$63,977.00	\$65,897.00	\$67,874.00	\$69,910.00	\$72,007.00
CONTRACT DAYS		225	Daily	\$245.28	\$252.64	\$260.22	\$268.02	\$276.07	\$284.34	\$292.88	\$301.66	\$310.71	\$320.03
			Hourly	\$30.66	\$31.58	\$32.53	\$33.50	\$34.51	\$35.54	\$36.61	\$37.71	\$38.84	\$40.00

Health & Welfare Annual Cap: \$18,766.76 - 90%-99% FTE
prorated

EFFECTIVE: July 1, 2025

BOARD ADOPTED :

REVISED: May 15, 2025

BRIDGES
MISCELLANEOUS CLASSIFIED SALARY SCHEDULE
2025-2026

HOURLY

HOURLY POSITIONS	SCHEDULE	HOURLY RATE
Sub Custodian	02H/01	\$16.50
Sub Extension Assistant	02H/02	\$16.50
Sub Office	02H/03	\$16.50
Sub Instructional Aide	02H/04	\$16.50

Positions do not accrue holiday/vacation pay or health benefits

STIPENDS	SCHEDULE	RATE
CELL PHONE STIPEND (Monthly) *Employees with regular assignments* Effective 2/1/2025	ST1/2	\$10.00

EFFECTIVE: January 1, 2025

BOARD ADOPTED :

REVISED: January 31, 2025

Coversheet

Certificate of Signatures

Section:	VI. Business and Operations
Item:	E. Certificate of Signatures
Purpose:	Vote
Submitted by:	
Related Material:	Certificate_of_Signatures_Template__1_.docx

SCHOOL DISTRICT
CERTIFICATION OF SIGNATURES

I, _____, Secretary to the Board of Education of the School District of Ventura County, California certify that the signatures shown below are the verified signatures of the members of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of _____ to _____.

Date of Board Action: _____ Signature: _____
Secretary of the Board

PART I

Signatures of Members of the Board

Signature: _____	Signature: _____
Print/Type: _____	Print/Type: _____
President of the Board of Education	Member of the Board of Education

Signature: _____	Signature: _____
Print/Type: _____	Print/Type: _____
Clerk of the Board of Education	Member of the Board of Education

Signature: _____	Signature: _____
Print/Type: _____	Print/Type: _____
Member of the Board of Education	Member of the Board of Education

Signature: _____
Print/Type: _____
Member of the Board of Education

*K-12 Districts

42632
42633

PART 2

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc.. Please list after each name all items that a person is authorized to sign.

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

PART 2 (continued)

Signatures of Personnel and/or Members of the Governing Board authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, Contracts, etc.. Please list after each name all items that a person is authorized to sign.

Signature: _____
 Print/Type: Tami S. Peterson
 Title: Chief Business Official
 Authorized to Sign: _____

Signature: _____
 Print/Type: Rudy Calasin
 Title: Director of School Business Services
 Authorized to Sign: _____

Signature: _____
 Print/Type: Maria Eva Lopez
 Title: Fiscal Services Manager
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Signature: _____
 Print/Type: _____
 Title: _____
 Authorized to Sign: _____

Please attach an extra sheet for additional signatures if needed. If the Board has given special instructions for the signing of checks or orders, please attach a copy of the resolution.

The following documents must be filed with School Business and Advisory Services:

- A. Authorization to sign reports, budgets, and all documents requiring signature of Secretary or Clerk.
- B. Authorization to approve payroll orders.
- C. Authorization to approve commercial check orders.
- D. Authorization to sign collection reports to the county.
- E. Authorization to sign board approved budget transfers.
- F. Authorization to sign Interfund and Intrafund transfers.
- G. Authorization to sign Contracts after Board Approval.

Examples of documents requiring district authority (not required to be filed with School Business and Advisory Services):

- 1. Authorization to sign Employment Contracts.
- 2. Appointment of authorized agents, for federal and state applications.
- 3. Appointment of representatives to acquire surplus property.
- 4. Authorization to sign cafeteria reports.
- 5. Authorization to sign checks on district bank accounts, i.e., cafeteria; clearing account.

Districts must notify School Business and Advisory Services in writing and submit Board Approved signature authorization amendments as staff and / or organizational changes occur mid-year.

Coversheet

Spring Release of Con App

Section:	VI. Business and Operations
Item:	F. Spring Release of Con App
Purpose:	Vote
Submitted by:	
Related Material:	2025-26 Consolidated Application (Spring Release).pdf

California Department of Education**Consolidated Application**

BRIDGES Charter (56 10561 0121756)

Status: Certified
Saved by: Rudy Calasin
Date: 6/10/2025 1:49 PM**2023–24 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$4,780
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$4,780

Professional Development Expenditures

Professional development for teachers	\$139
Professional development for administrators	\$4,641
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,780
2023–24 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/10/2025

R02

Page 1 of 1

California Department of Education**Consolidated Application**

BRIDGES Charter (56 10561 0121756)

Status: Certified
Saved by: Rudy Calasin
Date: 6/10/2025 1:49 PM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$5,123
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$5,123

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$5,123
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$5,123
2024–25 Unspent funds	\$0

*****Warning*****

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Report Date:6/10/2025

R02

Page 1 of 4

California Department of Education**Consolidated Application**

BRIDGES Charter (56 10561 0121756)

Status: Certified
Saved by: Rudy Calasin
Date: 6/11/2025 1:11 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Cindy
Homeless liaison last name	McCarthy
Homeless liaison title	Director of Daily Operations
Homeless liaison email address (Format: abc@xyz.zyx)	cindy.mccarthy@bridgescharter.org
Homeless liaison telephone number (Format: 999-999-9999)	805-492-3569
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information*****Warning*****

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Report Date:6/11/2025

R02

Page 1 of 3

BRIDGES Charter (56 10561 0121756)

Status: Certified
Saved by: Rudy Calasin
Date: 6/11/2025 1:11 PM**2024–25 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	04/08/2024
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$22,474
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$100

*****Warning*****

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BRIDGES Charter (56 10561 0121756)

Status: Certified
 Saved by: Rudy Calasin
 Date: 6/11/2025 1:11 PM

2024–25 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
 Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$100
Homeless services provided (Maximum 500 characters)	Materials and various supports
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

Warning

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Report Date:6/11/2025

R02

Page 3 of 3

BRIDGES Charter (56 10561 0121756)

Status: Certified
 Saved by: Rudy Calasin
 Date: 6/10/2025 1:48 PM

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurance.toc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kelly Simon
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/10/2025

Warning

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Report Date: 6/10/2025

R02

Page 1 of 5

BRIDGES Charter (56 10561 0121756)

Status: Certified
 Saved by: Rudy Calasin
 Date: 6/10/2025 1:49 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kelly Simon
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/10/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning

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2025–26 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2024
Authorized Representative's Full Name	Kelly Simon
Authorized Representative's Title	Executive Director

*****Warning*****

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California Department of Education**Consolidated Application**

BRIDGES Charter (56 10561 0121756)

Status: Certified
Saved by: Rudy Calasin
Date: 6/10/2025 1:49 PM**2025–26 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

BRIDGES Charter (56 10561 0121756)

Status: Certified
 Saved by: Rudy Calasin
 Date: 6/10/2025 1:49 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2025–26 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	BRIDGES has not identified any deficiencies in time accounting records.

Warning

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Coversheet

Prop 28 Report

Section:	VI. Business and Operations
Item:	G. Prop 28 Report
Purpose:	Vote
Submitted by:	
Related Material:	BRIDGES 24-25 prop 28 AnnualReport.pdf

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2024-25

Name: BRIDGES Charter
CDS Code: 5610561-0121756
Charter School Number: 1203
Allocation Year: 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Bridges Charter School provided an enhanced performing arts program with a new performing arts curriculum to students in grades TK-8. Bridges also offered an after school choir for students in grades 2-8. Ventura County Arts Council provided supplemental art classes to students in 2nd grade.

2. Number of full-time equivalent teachers (certificated).	3.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	420
6. Number of school sites providing arts education.	1

Date of Approval by Governing Board/Body 6/16/2025 12:00:00 AM

Annual Report Data URL
<https://bridgescharter.org/about/curriculum/creative-arts/>

Submission Date 6/13/2025 9:25:55 AM

Coversheet

Approval of Year End Resolutions from BSA for Fiscal Year 2024-2025

Section:	VI. Business and Operations
Item:	H. Approval of Year End Resolutions from BSA for Fiscal Year 2024-2025
Purpose:	Vote
Submitted by:	
Related Material:	Blanket_Board_Resolution_Template__1_.docx

**APPROPRIATION TRANSFERS
FISCAL YEAR 2025-26
RESOLUTION NO. _____**

WHEREAS, the _____ School District may have a need during the fiscal year to make appropriation transfers to permit the payment of obligations of the district, and

WHEREAS, the District may authorize a district employee to make such transfers between unappropriated fund balances and any expenditure classifications to balance any expenditure classification,

THEREFORE, BE IT RESOLVED that the _____ School District authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2025-26 fiscal year. These transfers are to be presented for ratification at the next board meeting.

ADOPTED this _____ day of _____, 2025.

AYES: NOES: ABSENT:

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Trustees at a regular meeting of the Board.

Authorized Agent

Coversheet

Job Descriptions for Stipends for 2025-2026 School Year

Section:	VI. Business and Operations
Item:	I. Job Descriptions for Stipends for 2025-2026 School Year
Purpose:	Vote
Submitted by:	
Related Material:	Stipend Job Descriptions for Board Agenda.pdf

1. ELPAC Coordination Stipend

A stipend will be provided to a credentialed teacher who assumes the responsibilities of coordinating the administration of the English Language Proficiency Assessments for California (ELPAC). This role includes, but is not limited to, overseeing the testing schedule, training staff in proper testing protocols, ensuring compliance with state guidelines, managing secure testing materials, monitoring the progress of all English Learners, hosting reclassification meetings and coordinating reclassification, and coordinating with administration to support accurate and timely completion of all assessments.

The stipend acknowledges the additional time, effort, and expertise required to ensure successful implementation of the ELPAC assessments beyond the teacher's regular contractual duties. A multiple or single subject teaching credential is required.

2. Middle School Program Lead Stipend

A stipend will be provided to a designated Middle School Program Lead who supports the effective coordination and communication of key program elements beyond the scope of regular teaching duties. This leadership role includes the following responsibilities:

1. Facilitation of Staff Meetings

Lead weekly Friday Middle School Staff Meetings by preparing and sharing an agenda in advance. Following each meeting, provide a summary report to administration. These meetings should include structured opportunities for student data analysis at least twice per academic year.

2. Alternative Schedule Design

Develop and propose alternative schedules for the middle school program when needed (e.g., minimum days, testing periods, special events), and communicate finalized schedules clearly to the administration and relevant staff.

3. Independent Study Coordination

Oversee all aspects of the middle school independent study program, including organizing assignments, collecting completed work, and maintaining a consistent and effective tracking system. Collaborate with Hafiza to ensure the system is adaptable and usable for elementary students as well.

4. Middle School Newsletter/Parentsquare Communication

Prepare and distribute regular middle school newsletters to keep families informed of important updates, events, and student learning highlights.

5. Testing Coordination and Family Communication

Organize and manage the testing schedule for middle school assessments. Clearly communicate testing dates and related information to students, families, and staff.

6. Finish Fridays Coordination

Plan and coordinate Finish Fridays to support student success, ensuring clear

communication with students and staff and providing any necessary materials or support.

This stipend compensates the Program Lead for the additional leadership, planning, and coordination required to support the success of the middle school program. A Multiple Subject or Single Subject Credential is required.

3. Bilingual Spanish Stipend for Full-Time Credentialed Teachers

A stipend will be provided to full-time credentialed teachers who demonstrate bilingual proficiency in Spanish and utilize their language skills to support students, families, and staff. This stipend recognizes the value of bilingual communication in enhancing equitable access to education, fostering inclusive family engagement, and supporting the academic and social-emotional needs of Spanish-speaking students and their families.

Eligible teachers consistently use their Spanish language skills in various capacities, including but not limited to:

- Supporting instruction and student learning in both English and Spanish
- Translating or interpreting during family meetings, conferences, or school events
- Communicating with Spanish-speaking families through written and verbal correspondence
- Collaborating with colleagues to support multilingual learners

This stipend is intended to acknowledge the additional contributions and responsibilities that come with serving as a bilingual educator within our school community and is available to full time credentialed teachers with a Multiple or Single Subject credential.

4. NWEA MAP Assessment Systems Support Stipend

A stipend will be provided to a teacher who assists with the setup and management of systems for the NWEA MAP (Measures of Academic Progress) common assessments. This role is essential in ensuring the smooth implementation and administration of the assessment across grade levels.

Responsibilities include:

- Assisting with the initial setup and configuration of MAP testing sessions in the NWEA platform
- Organizing student rosters and ensuring accurate data entry
- Troubleshooting technical or logistical issues related to the assessment setup
- Collaborating with administrators to align testing windows and procedures

- Supporting teachers with access, scheduling, and administration of the MAP assessment
- Helping develop clear processes and documentation to streamline MAP assessment implementation

This stipend recognizes the additional time, technical knowledge, and coordination required to effectively support schoolwide assessment systems. This stipend requires a multiple or single subject credential.

5. Yearbook Coordinator Stipend Description

A stipend will be provided to a designated Yearbook Coordinator responsible for leading the planning, design, and production of the school's annual yearbook. This role involves collaborating with staff, students, and external vendors to ensure a high-quality publication that reflects the school community and highlights key events and milestones.

Responsibilities include:

- Organizing and managing the yearbook timeline and production schedule
- Overseeing the collection of photos, student portraits, and written content
- Collaborating with students and staff to design and edit yearbook pages
- Coordinating with photographers, printers, and yearbook publishers
- Promoting yearbook sales and managing orders
- Ensuring the final product is accurate, inclusive, and delivered on time

This stipend acknowledges the significant creative, organizational, and leadership efforts required to successfully produce a yearbook that captures the spirit of the school year. A multiple or single subject credential is required for the assigned teacher.

6. Middle School Blended Course Instruction Stipend (Social Science & English Language Arts)

A stipend will be provided to a middle school teacher who is responsible for designing and delivering an integrated curriculum that combines Social Science and English Language Arts (ELA). This role involves the work typically assigned to two separate teachers and requires additional planning, content expertise, and instructional coordination.

Responsibilities include:

- Developing and implementing a cohesive, standards-aligned curriculum that meaningfully integrates Social Science and ELA content in 6th, 7th, and 8th grade.
- Designing assessments and learning experiences that address both subject areas
- Managing pacing guides, grading, and data tracking for two content areas

- Meeting the academic and developmental needs of students across both disciplines
- Attending and contributing to planning and data meetings relevant to both subject areas

This stipend recognizes the teacher's dual instructional role and the additional time, effort, and expertise required to successfully lead an integrated course that supports student achievement in both Social Science and ELA. A Multiple Subject or Single Subject Credential in History, Social Science or English Language Arts is required.

7. Middle School Math Curriculum Development Stipend

A one time stipend will be provided to a teacher who is leading the development and assembly of a comprehensive middle school math curriculum. This project supports the creation of a high-quality, custom-designed instructional program that aligns with grade-level standards and reflects the specific needs of students at Bridges.

Scope of Work and Responsibilities:

- **Unit Design:** Develop 10 instructional units
 - Each unit will include:
 - Student notebook notes
 - Homework assignments with targeted practice and spiral review
 - Suggested instructional activities
 - Answer keys
 - A rough outline for the study guide and assessments
- **Lesson Development:** Build approximately 100 lessons per course.
 - Lessons will be structured, clear, and ready for classroom implementation.
- **Notebook Creation:** Compile all lessons into two student notebooks (Volumes 1 and 2). Each volume will be professionally printed and bound:
 - **Volume 1** will be ready for distribution in August.
 - **Volume 2** will be updated based on feedback from the first semester and printed in December or early January.
- The curriculum will be provided to Bridges for replication in future years.

This stipend recognizes the significant time investment, instructional expertise, and organizational effort involved in writing a complete, spiraled middle school math curriculum. A single subject credential in math is required.

8. Elementary Math Curriculum Pilot Stipend

A stipend will be provided to elementary teachers who are participating in the pilot of a new math curriculum during the 2025-2026 school year. This stipend recognizes the additional time, flexibility, and professional reflection required to implement, evaluate, and provide feedback on instructional materials that are under review for future adoption.

Responsibilities include:

- Implementing two pilot math programs with fidelity in the classroom
- Participating in training sessions and professional learning related to the pilot programs
- Gathering and analyzing student work and assessment data
- Reflecting on lesson effectiveness with other piloting teachers
- Providing input and recommendations on the school math committee

This stipend acknowledges the additional planning, professional learning, and thoughtful instructional decision-making required to support a successful and informative pilot process. A multiple subject credential is required.

Coversheet

School Calendar 25-26 (with edits)

Section:	VI. Business and Operations
Item:	K. School Calendar 25-26 (with edits)
Purpose:	Vote
Submitted by:	
Related Material:	School Calendar 25-26 W_ Edits.pdf

2025-2026 School Calendar													
							Key Dates/Explanation						
July 2025							Student Days: 0						
Su	M	Tu	W	Th	F	Sa	4, Holiday Independence Day						
		1	2	3	4	5	ELOP 0 ESY 0						
6	7	8	9	10	11	12							
13	14	15	16	17	18	19							
20	21	22	23	24	25	26							
27	28	30	31										
August 2025							Student Days: 8 4M/4R						
Su	M	Tu	W	Th	F	Sa	1st School Office Opens						
					1	2	14, 15, 19, Staff Development (No School)						
3	4	5	6	7	8	9	18 Teacher Workday (No School)						
10	11	12	13	14	15	16	20 First Day of School, and 20, 21, 22 Minimum Days						
17	W	19	M	M	M	23	ELPAC window for initial Aug 20 - October 1						
24	25	26	27	28	M	30	ELOP Aug 18, 19						
							ESY Aug 1, 4-8, 11-13 (9 days)						
September 2025							Student Days: 21 4M / 17R						
Su	M	Tu	W	Th	F	Sa	1 Holiday Labor Day (No School)						
	1	2	3	4	M	6	2 Volunteering begins TK, K						
7	8	9	10	11	M	13	8 Volunteering begins 1st - 8th						
14	15	16	17	18	M	20	ELPAC window closes on Oct 1						
21	22	23	24	25	M	27							
28	29	30											
October 2025							Student Days: 21 5E / 3M / 13R						
Su	M	Tu	W	Th	F	Sa	2 Local Holiday (No School)						
			1	2	3	4	3 Staff Development (No School)						
5	6	7	8	9	M	11	20 - 24 Conference week Grades TK-8 Early Release 12:30						
12	13	14	15	16	M	18	ELOP Oct. 3						
19	E	E	E	E	E	25							
26	27	28	29	30	M	1							
November 2025							Student Days: 13 3M / 10R						
Su	M	Tu	W	Th	F	Sa	3 Staff Development (No School)						
						1	11 Holiday Veteran's Day (No School)						
2	3	4	5	6	M	8	14 End of 1st Trimester (TK - 8)						
9	10	11	12	13	M	15	24-28 Fall Break Non Instructional Days (No School)						
16	17	18	19	20	M	22	27 Holiday 28 Local Holiday (No School)						
23	24	25	26	27	28	29	ELOP Nov 3, 24, 25, 26,						
December 2025							Student Days: 15 3M / 12R						
Su	M	Tu	W	Th	F	Sa	22-31 Winter Break (No School)						
	1	2	3	4	M	6	25 Holiday (No School)						
7	8	9	10	11	M	13	ELOP Dec 29, 30, 31						
14	15	16	17	18	M	20							
21	22	23	24	25	26	27							
28	29	30	31										

Coversheet

Employee Handbook SY 25-26

Section:	VI. Business and Operations
Item:	L. Employee Handbook SY 25-26
Purpose:	Vote
Submitted by:	
Related Material:	2025-2026 Employee Handbook draft for June Board meeting (1).pdf



BRIDGES CHARTER SCHOOL

EMPLOYEE HANDBOOK

2025-2026

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For more information, contact the Labor Commissioner's Office by phone at 213897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm . The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.	38
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SECTION 1 WELCOME

WELCOME TO Bridges Charter School!

We are happy to have you join us at Bridges Charter School. We believe our school is truly unique. We serve a diverse group of talented and hardworking students. We regard the work we do as being of utmost importance. Therefore, we have very high expectations for professionalism and performance for each one of our employees. All employees should treat all individuals, including students, teachers, administrators, volunteers, and family members, with respect, and approach all situations as opportunities to learn.

This handbook has been written to provide you with an overview of Bridges Charter School, its personnel policies and procedures, and your benefits as a Bridges Charter School employee.

This handbook is intended to explain in general terms those policies that most often apply to your day-to-day work activities. This handbook cannot anticipate every situation or answer every question about employment, and it is not an employment contract. Employees are expected to read this handbook thoroughly upon receipt, to know and abide by the policies outlined herein, and as revised over time, throughout their employment. No Bridges Charter School guideline, practice, manual or rule may alter the “at-will” status of your relationship with Bridges Charter School.

In order to retain necessary flexibility in the administration of its policies, procedures and benefits, Bridges Charter School reserves the right to change, deviate from, eliminate, or revise the handbook, except for the at-will provisions, at any time, without notice, whenever Bridges Charter School determines that such action is warranted. For these reasons, we urge you to check with the Administrative Coordinator to obtain current information regarding the status of any particular policy, procedure or practice. This handbook supersedes and replaces all previous personnel policies, practices and procedures.

We welcome you and wish you great success and fulfillment at Bridges Charter School.

Sincerely,

Kelly Simon, Executive Director & Cindy McCarthy Director of Daily Operation

SECTION 2 GENERAL

This handbook has been written to serve as a guide for the employer/employee relationship. This handbook applies to faculty and staff at Bridges Charter School. The standards of conduct apply to all individuals who work on the school premises including independent contractors, vendors, and visitors. Unless otherwise indicated, a benefit, policy, program, or procedure applies, or is available, to ALL eligible employees.

This handbook contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Administrative Coordinator. You are responsible for reading, understanding, and complying with the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both personal and professional growth.

Neither this handbook nor any other Bridges Charter School document confers any contractual right, either express or implied, to remain in Bridges Charter School's employ, nor does it guarantee any fixed term or condition of your employment. Except as otherwise provided in an executed employment agreement, your employment is not for any specified period of time and may be terminated at will, with or without cause and without prior notice, by Bridges Charter School or you may resign for any reason at any time.

No supervisor or other representative of Bridges Charter School except the Directors, with the approval of the Board of Directors, has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. Second, the procedures, practices, policies and benefits described herein may be modified or discontinued from time to time with or without advance notice. We will try to inform you of any changes as they occur.

Finally, this handbook contains proprietary information that should not be disclosed outside Bridges Charter School, other than to individuals affiliated with Bridges Charter School whose knowledge of the information is required in the normal course of business.

SECTION 3 OUR MISSION/VISION/PHILOSOPHY

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.

VISION STATEMENT

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.

SECTION 4 EMPLOYMENT

EMPLOYMENT APPLICATIONS

We rely upon the accuracy of information contained in the employment application and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of this information or data may result in exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

AT WILL EMPLOYMENT

We believe that an employment relationship is successful as long as both parties are mutually satisfied. Accordingly, both you and Bridges Charter School will have the right to terminate your employment and all related compensation and benefits at any time, with or without cause and with or without notice. In addition, Bridges Charter School may eliminate or change any term or condition of your employment (including but not limited to your job assignment, duties, or salary) at will, at any time, for any reason not prohibited by law, with or without cause and with or without previous notice.

This is called “employment at will,” and no one other than the Director of Bridges Charter School, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be signed by the Director. Statements of specific grounds for termination set forth in this Handbook, or elsewhere, are not all-inclusive and are not intended to restrict Bridges Charter School's right to terminate at-will.

EQUAL EMPLOYMENT OPPORTUNITY

Bridges Charter School is an equal opportunity employer. In accordance with applicable law, the School prohibits discrimination against any employee or applicant for employment on the basis of an individual's protected status, including race/ethnicity, color, religious creed (which includes, without limitation to religious dress and grooming practices), gender, gender identity, gender expression, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, age, sexual orientation, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), genetic information, protected medical leaves, domestic violence victim status, political affiliation, or any other consideration protected by applicable law. Also, in accordance with applicable law, the school prohibits discrimination against any qualified employee or applicant with a physical or mental disability.

These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. The school will ensure that applicants and employees are treated in all aspects of employment without unlawful discrimination because of these or any other protected basis. Such aspects of employment include, but are not limited to, recruitment, hiring, promotion, demotion, transfer, layoff, termination, compensation, and training.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the school will make a good faith effort to provide reasonable accommodation for the known physical or mental limitations of an otherwise qualified applicant or employee with a disability, unless undue hardship would result to the school. An applicant or employee who believes he or she requires accommodation in order to perform the essential functions of the job should contact the Administrative Coordinator and request such

-**Bridges** Charter School Employee Handbook
Approved 5/12/25 Amended:

accommodation, specifying what accommodation he or she needs to perform the job. The school will analyze the situation, engage in an interactive process with the individual, and respond to the individual's request.

If you believe you have been subjected to discrimination, please follow the complaint procedure outlined below.

HARASSMENT

It is the policy of Bridges Charter School to ensure equal employment opportunity without discrimination or harassment on the basis of race, religious creed (which includes, without limitation, to religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender, gender identity, gender expression, age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

Bridges Charter School prohibits any such discrimination or harassment in the workplace. In addition, we prohibit abusive conduct/workplace bullying in the work environment. It is our mission to provide a professional work and learning environment free of harassment, discrimination and/or workplace bullying that maintains equality, dignity, and respect for all. This policy protects all employees of the school as well as interns, volunteers, and potential employees (applicants). All employees of the school are required to abide by this policy, regardless of position or status, including supervisors, administration, and co-workers. In addition, this policy prohibits unlawful harassment by third parties, including students, parents, vendors or other third parties, who have workplace contact with our employees.

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business or field trips, meetings and business or school-related social events.

What is Harassment?

Harassment can take many forms. As used in this Employee Handbook, the terms "discrimination" and "harassment" includes all unwelcome conduct that comprises the following behavior pertaining to any of the above protected categories or characteristics:

Unlawful Harassment: Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to any of the above protected categories:

- Verbal conduct such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).

- Comments or conduct that consistently target one gender, even if the content is not sexual (“hostile work environment” harassment).
- Visual conduct such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts (“hostile work environment” harassment). ○ Physical conduct such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis (“hostile work environment” harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors (quid pro quo” harassment). ○ Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

What is abusive conduct/workplace bullying?

- Conduct of an employee in the workplace that a reasonable person would find hostile, threatening, intimidating, humiliating and unrelated to an employer’s legitimate business interests.
- Use of derogatory remarks, insults and/or epithets
- Verbal or physical conduct that sabotages or undermines a person’s work performance that is threatening, humiliating or intimidating.
- Bullying, gossip, profanity, abusive conduct and negative comments are destructive to our School culture, create false rumors, disrupt school operations and interfere with the privacy of others.

What is Retaliation?

Retaliation against an individual for reporting harassment, discrimination, abusive conduct or for participating in an investigation of a claim of such is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

As used in this policy, “retaliation” means taking any adverse employment action against an employee because the employee engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, opposing a practice or conduct the employee reasonably believes to be unlawful, reporting or assisting in reporting suspected violations of this policy, cooperating or participating in investigations or proceedings arising out of a violation of this policy, or engaging in any other activity protected by applicable law.

As used in this policy, an “adverse employment action” means conduct or an action that materially affects the terms and conditions of the employee’s employment status or is reasonably likely to deter the employee from engaging in further protected activity. An adverse employment action may include, but is not limited to, the following: demotion, suspension, reduction in pay, denial of merit salary increase, failure to hire, refusing to promote, denying employment opportunities, changing work assignments or otherwise treating an employee differently.

Any retaliatory adverse action because of a protected activity may be unlawful and will not be tolerated. If an employee believes he/she has been subjected to, has witnessed, or has knowledge of retaliation in violation of this policy, please follow the complaint procedure outlined below.

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Responsibility

All Bridges Charter School employees have a responsibility for keeping our work environment free of harassment, discrimination, retaliation and abusive conduct in accordance with this policy.

Reporting

Bridges Charter School strongly encourages reporting of all perceived incidents of discrimination, harassment, abusive conduct or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been subjected to such conduct should immediately discuss their concerns with their immediate supervisor, or Administration. All employees who witness potential violations of this policy, and particularly supervisors, are required to immediately report such incidents to the Administration. Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to Administration, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination. There is no requirement to report your complaint to any designated supervisor within Bridges

Charter School. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Every effort will be made to keep such reports as confidential as possible, although confidentiality cannot be guaranteed. Bridges Charter School is serious about enforcing its policy against harassment; however, Bridges Charter School cannot resolve a harassment problem that it does not know about. Therefore, employees are responsible for bringing any such problems to Bridges Charter School's attention so it can take whatever steps are necessary to correct the problems.

All complaints submitted pursuant to this policy can be made in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Investigation/Complaint Procedure

All complaints of harassment, discrimination, retaliation or abusive conduct will be promptly investigated.

Bridges Charter School encourages the prompt reporting of complaints or concerns so that rapid and appropriate remedial action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment.

Bridges Charter School's investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have another relevant knowledge. Confidentiality will be maintained throughout the investigatory process to the extent of a consistent loop with adequate investigation methods and appropriate corrective actions. The school has a compelling interest in protecting the integrity of its investigations. In every investigation, the school has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that testimony is not fabricated, and to prevent a cover-up. If the School reasonably imposes a confidentiality requirement and you do not maintain such confidentiality, you may be subject to disciplinary action up to and including immediate termination.

All employees are required to fully cooperate with Bridges Charter School's investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

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During the investigation, Bridges Charter School will provide regular progress updates, as appropriately, to those directly involved. Bridges Charter School will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses.

Bridges Charter School may investigate conduct in the absence of a formal complaint if the Bridges Charter School has reason to believe that an individual has engaged in conduct that violates Bridges Charter School policies or applicable law. Further, Bridges Charter School may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

Any conduct which Bridges Charter School believes constitutes harassment, discrimination, abusive conduct, or retaliation in violation of this policy will be dealt with appropriately. Corrective action may include, for example, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as Bridges Charter School believes appropriate under the circumstances. Due to privacy protections, the Bridges Charter School may not be able to fully disclose its entire decision regarding corrective action to the complainant. False and malicious complaints of harassment, discrimination, abusive conduct, or retaliation as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action.

Conclusion

This policy was developed to ensure that all employees could work in an environment free from harassment, discrimination, abusive conduct and retaliation. Bridges Charter School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has questions or concerns about these policies should talk with the Administrative Coordinator or Directors.

If you believe you have experienced discrimination, harassment, or abusive conduct, we encourage you to report and seek resolution at the site level. However, you may file a Department of Fair Employment and Housing ("DFEH") or Equal Employment Opportunity Commission complaint. For information contact the DFEH or EEOC. You may find their phone numbers in the phone directory.

Training Requirements

Bridges Charter School requires all employees to abide by California's training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

WHISTLEBLOWER POLICY

Bridges Charter School is committed to maintaining a workplace where employees are free to raise good faith concerns regarding certain business practices, specifically: (1) reporting suspected violations of law, including but not limited to federal laws and regulations; (2) providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and (3) identifying potential violations of Bridges Charter School policy, specifically the policies contained in Bridges Charter School's Employee Handbook.

An employee who wishes to report a suspected violation of law or Bridges Charter School policy may do so confidentially by contacting the President of the Board of Directors.

Bridges Charter School expressly prohibits any form of retaliation, including harassment, intimidation, adverse employment actions, or any other form of retaliation, against employees who raise suspected violations of law, cooperate in inquiries or investigations, or identify potential violations of Bridges Charter School. Any employee who engages in retaliation will be subject to discipline, up to and including termination.

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Any employee who believes that he or she has been subjected to any form of retaliation as a result of reporting a suspected violation of law or policy should immediately report the retaliation to one of the following: Administrative Coordinator or Directors. Any supervisor or coordinator that receives complaints of retaliation must immediately inform the Administrative Coordinator or Directors.

Reports of suspected violations of law or policy and reports of retaliation will be investigated promptly and, in a manner, intended to protect confidentiality to the extent possible, consistent with a full and fair investigation. Information will be disclosed only as it is necessary to complete the investigation and resolve the matter. The Board of Directors and/or a member of Bridges Charter School management will conduct the investigation or designate other internal or external parties to conduct the investigations. The investigating parties will notify the concerned individuals of their findings as appropriate.

OPEN COMMUNICATION POLICY

We want to hear from you. Bridges Charter School strongly encourages employee participation in decisions affecting their employment and their daily professional responsibilities. Our greatest strength lies in our employees and our ability to work together. We encourage open communication about all aspects of our school and organization. Employees are encouraged to openly discuss with their supervisors any problems or suggestions they believe would make our organization better and stronger. Bridges Charter School is interested in all our employees' success and fulfillment. We welcome all constructive suggestions and ideas.

Employees who have work-related concerns or complaints are encouraged to discuss them with the Administrative Coordinator or Directors. Employees are encouraged to raise their work-related concerns as soon as possible after the events that cause concern. Bridges Charter School will attempt to keep the employees' concerns and complaints and any resulting investigation confidential to the extent feasible. However, in the course of an investigation and/or in resolving the matter, some dissemination of information to others may be necessary, appropriate, and/or required by law. Employees with concerns or complaints relating to harassment, discrimination or retaliation should follow the reporting procedure outlined in this Handbook.

LACTATION ACCOMMODATION POLICY

Bridges Charter School provides a reasonable amount of break time to accommodate an employee's need to express breast milk for the employee's infant child.

A private location to express breast milk will be provided in close proximity to the employees' work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery powered breast pump. In addition, the school should provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the employees' work area. If a refrigerator cannot be provided, the school may provide another cooling device suitable for storing milk, such as a School-provided cooler.

An employee who would like to request accommodation to express milk should complete an accommodation request form and contact the employee's supervisor or Administrative Coordinator. The school will respond accordingly, generally within two business days. The school reserves the right to deny an employee's request for a lactation break if the additional break time will seriously disrupt operations.

Employees requesting accommodation under this policy should comply with the following requirements:

1. The employee should complete an accommodation request form and contact their supervisor or Administrative Coordinator to request designation of a location and time to express breast milk under this policy.
2. The requested break time should, if possible, be taken concurrently with other scheduled break periods. Nonexempt employees should clock out for any lactation breaks that do not run concurrently with normally scheduled rest periods. Any such breaks will be unpaid.
3. Retaliation for making a lactation accommodation request is strictly forbidden. If the employee believes the employee has been retaliated against it should be reported immediately to Human Resources (Administrative Coordinator) or Directors. Discrimination against and harassment of lactating employees in any form is unacceptable that it will not be tolerated at Bridges Charter School and will be handled in accordance with Bridges Charter School's policy on discrimination and harassment.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may also file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office by phone or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

PUBLIC RELATIONS

The success of a charter school depends upon the quality of the relationship between the school, its employees, students, parents and the general public. The public impression of Bridges Charter School and its interest in our school will be formed in part by Bridges Charter School employees. Our employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, Bridges Charter School and our school's services.

Below are several things' employees can do to help leave people with a good impression of Bridges Charter School.

These are the building blocks for our continued success:

- Communicate with parents regularly
- Act competently and deal with others in a courteous and respectful manner
- Communicate pleasantly and respectfully with other employees at all times
- Follow up on requests and questions promptly, provide business-like replies to inquiries and requests, and perform all duties in an orderly manner
- Respond to email and voicemail within 24 hours during the workweek
- Take great pride in your work and enjoy doing your very best

SECTION 5 – THE EMPLOYMENT PROCESS

EMPLOYEE CLASSIFICATIONS

Each Bridges Charter School employee is either a “full-time,” “part-time,” or “temporary” employee and either an “exempt” or “non-exempt” employee. Some of the policies and benefits described in this handbook depend on whether the employee is full-time or part-time. Full-time employees are those employees regularly scheduled to work 40 hours each week. Part-time employees are those regularly scheduled to work less than 40 hours each week. Temporary employees are employed for short-term assignments or in connection with a specific project or event. Temporary employees are not eligible for employee benefits, except those mandated by applicable law.

Every member of the team is designated as a “Certificated employee” or “Classified employee.” Some of the policies and benefits described in this handbook depend on how the employee is designated.

Exempt employees: This category includes all regular employees who are determined by the school to be exempt from certain wage and hour provisions of state and federal laws. Exempt employees are paid a fixed salary that is intended to cover all of the compensation to which they are entitled. Because they are exempt, such employees are not entitled to additional compensation for extra hours of work or time off in lieu of additional compensation.

Non-exempt employees: This category includes all regular employees who are covered by certain wage and hour provisions of state and federal laws. Non-exempt employees are entitled to overtime and double-time pay as well as meal and rest breaks, as prescribed by law.

Certificated Employee: Certificated Employees are those employees hired by Bridges Charter School that may require the employee to hold a valid California Teaching Certificate for a teaching position or other position that requires a Certification such as Administrator, Counselor, Speech Therapist, or School Psychologist and aligns with the Charter and state policies.

Classified Employee: Classified Employees includes those employees hired by Bridges Charter School that DOES NOT REQUIRE a Teaching Certification, such as positions in the Business Office such as Secretary, Food Service, Maintenance, Technology, Paraprofessionals, and Health Clerk.

WORK SCHEDULES

All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Please note that schedules may vary depending on a variety of factors including whether you work during the academic year or on an annual basis. The Executive Director or Director of Daily Operations will assign your individual work schedule. In order to accommodate the needs of our business, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, ready to work. If you need to modify your schedule, request the change with the Administrative Coordinator or your supervisor. All schedule changes or modifications must be approved by the Executive Director or Director of Daily Operation.

Bridges Charter School reserves the right to assign employees to jobs other than their usual assignment, when necessary, provided the employee is capable of performing the essential functions of the alternate assignment. Non-exempt employees are not allowed to perform work at home or away from the school unless specifically authorized for each occurrence by their supervisor. Non-exempt employees are not to work before or to continue working after their scheduled hours unless specifically assigned by the supervisor. Non-exempt employees are not allowed to work “off the clock.” Attendance at school-sponsored functions is not compensated unless the supervisor has required

you to attend and work at the function and has written approval from Administration to provide additional compensation. Employees violating these rules may be subject to disciplinary action up to and including termination.

Full Time Exempt Non-Instructional Employees:

Work schedule and hours are subject to each individual employee's job description and may not align with the regular instructional school day or hours.

Full Time Certificated Instructional Employees:

Typical work hours for instructional employees are from 7:45 a.m. to 3:45 p.m. At the discretion of administration these hours may be adjusted by individual contracts. Although not a legal mandate, the school will do its best to support a ten (10) minute rest break as well as a thirty (30) minute meal break. Instructional Employees may be required to work other than the normal hours and to take their lunch breaks and/or rest breaks on a rotating basis so that classes and student activities are always covered. It is expected that teachers will participate in activities outside of regular business hours such as instructional prep, back to school night, information sessions, evening and Saturday family workshops or special meetings.

The administration must approve any exceptions to the regular work schedule or workday to include arriving late or leaving early for instructional employees.

Exempt employees will be expected to work the number of hours necessary to complete their assigned responsibilities.

Non-Instructional Classified Employees:

Administration will determine the normal working hours for non-instructional employees. Nonexempt, non-instructional employees are entitled a 10-minute rest break for every 4 hours worked and a thirty (30) minute unpaid meal break when working for more than 5 hours in a day and are entitled to overtime and double-time pay as required by law. Non-instructional employees work per their assigned work calendar.

SCHOOL HOLIDAYS

The school observes the following paid holidays during the year:

- New Year's Day
- Martin Luther King Day
- Lincoln's Birthday (local holiday)
- Washington's Birthday
- Good Friday (local holiday)
- Juneteenth

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- Memorial Day
- Labor Day
- Local Holiday Yom Kippur Change (local holiday)
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving (local holiday)
- Christmas Day

To be eligible for holiday pay, an employee must be classified support staff and non-exempt. Classified support staff will receive time off with pay at their normal base rate and percentage of hours worked per week, if they are scheduled to work on any of the Bridges observed holidays. (The number of hours assigned for a holiday will be based on their typical hours worked on that particular day or an average of hours worked in a typical week on their assigned schedule). Classified specialists must be full-time to receive holiday pay. Bridges will designate either Friday or the Monday adjacent to the weekend as a paid day off. However, the School may close on another day. Holiday observance will be announced in advance. The school reserves the right to change this policy at any time, with or without notice.

Holiday hours do not count as hours worked for purposes of calculating overtime. For example, if you receive 8 hours of holiday pay on Monday and work 40 hours Tuesday-Saturday (8 hours/day), you will not be eligible for overtime.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to Administration. The employee may use paid vacation (or PTO) if the employee has unused paid time off available, otherwise the holiday will be unpaid. All steps will be taken to reasonably accommodate a religious holiday (or practice) absent from an undue hardship.

ACADEMIC FREEDOM

Academic freedom is not absolute. It must be exercised within the basic ethical responsibilities of the teaching profession. Those responsibilities include:

- An understanding of our academic traditions and methods.
- A concern for the welfare, growth, maturity and development of children;
- The use of accepted scholastic methods; and
- Application of good taste and judgment in selecting and employing materials and methods of instruction.

ATTENDANCE AND PUNCTUALITY

The presence or absence of each employee is of critical importance to the successful operation of the Bridges Charter School. Regular attendance and punctuality are considered an essential function of each position. Therefore, Bridges Charter School expects all of its employees to be on time, ready to begin work at the beginning of their day, and to work the full allotted time they are assigned each day. If an employee is unable to report for work on any particular day or any portion of their day, they must call or text the Administrative Coordinator and/or their supervisor and use the absence management system to record their absence, at a minimum the evening before or not later than 6:00 a.m. on the day scheduled to work. If an employee calls in less than one hour before the scheduled time to begin work, they will be considered tardy. (See chart below). Absent extenuating circumstances or a medical provider's order excusing you from work for a period of time, you must call in on any day you are scheduled to work and will not report to work. The school understands that in some cases; advance notice is not possible. In these cases, notify the Administrative Coordinator or Administration personally at the earliest possible moment. In some circumstances, you may be required to provide verification of or documentation for your absence.

In the case of a teacher's absence, it is expected that substitute plans will be left in the classroom with clear instructions or sent to the Administrative Coordinator in advance with all materials needed. All teachers are expected to have an emergency sub plan clearly labeled ready to go in their room should the need arise. Failure to have sub plans on a repeat basis will be documented on an employee's review.

More than three instances of tardiness by a nonexempt employee or instructional employee during any twelve-month period are considered excessive and will be documented on an employee's review. Any unexcused absence is considered excessive. A consistent presence, including punctual attendance, is a critical piece to the success of the school and will be taken into consideration for continued employment.

If you fail to report for work without any notification to the Administrative Coordinator and the absence continues for a period of three business days, the school will determine that you have abandoned your job and voluntarily terminated your employment.

CHART OF CONSEQUENCES FOR TARDINESS AND ABSENCES		
	OCCURRENCES/DAYS	STEP AND ACTION
TARDINESS	1 -3 tardiness	Verbal Warning
	The 4th tardy	Written Warning.
	The 5th tardy	Staff member will also be placed on an Improvement Plan.
	6th and subsequent tardiness	Disciplinary: The employee may be subject to further discipline or dismissal.
ABSENCES	After all sick leave/vacation days are used	For exempt employees, a full day of pay will be deducted for each full days' absence. For nonexempt employees, no deduction will be made, but the employee will not earn wages during their absence.
NO CALL/NO SHOW	3 consecutive days	Considered job abandonment, which can lead to termination.

TIME RECORDS (NON-EXEMPT EMPLOYEES)

Nonexempt employees must accurately complete time records within the school's timekeeping system on a daily basis. Non-exempt employees are not allowed to work "off the clock." All the time actually worked must be recorded. You cannot record time and/or submit a time record for another employee. Each employee must sign and submit his or her own time record.

Exempt employees must report full days of absence from work.

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OFF THE CLOCK WORK

Bridges Charter School prohibits all non-exempt employees from working off the clock at any time. All time worked must be recorded on the employee's timesheet and approved in advance by administration. This includes the use of laptops, computers, PDAs or cellphones to check work email, voicemail or to send text messages after hours.

MEAL AND REST PERIODS (NON-EXEMPT EMPLOYEES)

All non-exempt employees are provided with an opportunity to take meals and rest periods consistent with the law. During your meal periods and rest periods, you may not work at all. You are excused from all duties. In addition, please understand that you may not combine required meal or rest periods in order to take a longer break. Also, you may not miss a required meal or rest period in order to start work later or leave work earlier. In the rare event that you believe you cannot take a meal or rest period, or you are unable to take a full meal or rest period pursuant to school policy or you must begin your meal period more than five hours after your work period began, you must notify Human Resources in advance whenever possible (and, in any event, as soon as possible) so that the proper measures may be taken. If you leave the premises for either a meal or rest break, you are doing so for strictly personal reasons and will not be covered by the workers' compensation.

Failure to comply with the school's policy regarding meal and/or rest periods can lead to discipline, up to and including termination

Meal Periods

Nonexempt employees (hourly employees) scheduled to work more than five hours in a day are given a 30-minute duty-free unpaid meal period. The meal period must be taken before the end of the fifth (5th) hour of work. For example, if the employee begins working at 7:00 a.m., then the employee must clock out to begin his or her meal period no later than 12:00 p.m. (noon). The employee may waive this meal period if his/her workday is completed within a total of six hours or less. To waive a meal period, the employee must receive prior written approval from the Administrative Coordinator and complete a "Meal Period Waiver" form.

If an employee's day exceeds ten hours of work time, the employee is entitled to an additional 30-minute duty-free meal break. The employee only may waive this second meal period if he/she has taken the required first meal break of at least 30 minutes and his/her workday will not exceed 12 hours. To waive the second meal period, the employee must receive prior written approval from the Administrative Coordinator and complete a "Second Meal Period Waiver" form.

<u>Hours Worked</u>	<u>Number of Meal Periods</u>
0 hours to 5 hours	No meal period
Over 5 hours to 10 hours	1 30-minute meal period
Over 10 hours to 14 hours	2 30-minute meal periods

Nonexempt employees must observe assigned working hours, the time allowed for meal periods, and report any missed, late or short meal periods on that day's time record and to the employee's supervisor immediately. The meal period must be accurately recorded on the employee's timesheet. Meal periods are unpaid time, and employees are free to leave the premises. Meal periods may not be combined with rest periods or used to come in later or leave earlier on a workday.

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Rest Periods

Nonexempt employees are authorized and permitted to take a 10-minute rest period for each four (4) hours of work or major portion thereof. Your supervisor may schedule your rest periods. Rest periods should be taken as close to the middle of a work period as possible and cannot be taken in conjunction with a meal period. Rest periods are paid work time; they cannot be waived by the employee in order to shorten the workday or use towards additional time off.

<u>Hours Worked</u>	<u>Number of Rest Periods</u>
3.5 hours to 6 hours	1 10-minute rest period
Over 6 hours to 10 hours	2 10-minute rest periods
Over 10 hours to 14 hours	3 10-minute rest periods

Nonexempt employees must observe assigned working hours, the time allowed for rest periods and report any missed rest period on the days' time record and to the employee's supervisor immediately. Employees are encouraged to report any concerns regarding meal or rest periods to the Administrative Coordinator or Administration.

PAYDAYS

Paydays for all employees will fall on the 15th and LAST DAY OF EACH MONTH. If a normally scheduled pay day falls on a weekend or holiday, paychecks will be processed the preceding business day.

If you have an automatic deposit for your paycheck, your funds will be deposited to the financial institution you requested by the end of business on the scheduled payday. While an automatic deposit may actually credit to your account before your actual "payday," the school is not responsible for automatic payments or withdraws dated prior to your actual payday and you should not depend on early deposits of your pay.

PAYROLL WITHHOLDINGS

Bridges Charter School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA), State Teachers Retirement Service (STRS for eligible credentialed faculty or PERS, if the school participates) from each employee's paycheck as outlined below. Additionally, if a garnishment, tax levy, or an order to withhold child support payments should be delivered, Bridges Charter School must comply with that order within the time allowed by law and cannot postpone the payroll deduction for any reason. Voluntary deductions, which must be authorized in writing by employees, may include retirement plans, employee portion of insurance premiums, or any other benefit made available to employees.

If an employee believes an error has been made in his or her pay or deductions, Bridges Charter School will work in good faith to resolve errors as soon as possible. The employee should notify the Administrative Coordinator of any errors in pay or deductions withheld within seven (7) days from the date paid.

Every deduction from the employee's paycheck is explained on the check voucher/paystub. If the employee does not understand the deduction, then he or she should ask the Administrative Coordinator to explain it. The employee may change the number of withholding allowances he or she wishes to claim for Federal and/or State Income Tax purposes before any pay period by logging into the Employee Portal. Bridges Charter is not allowed to provide any form of tax advice to an employee.

SECTION 6 – CONDITIONS OF EMPLOYMENT

IMMIGRATION LAW COMPLIANCE

Bridges Charter School employs only those authorized to work in the United States in compliance with the Immigration and Control Act of 1986. Each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present original documentation establishing identity and employment eligibility as outlined on the I-9 instruction forms. Former employees who are rehired must also complete the form if they have not completed an I-9 with Bridges Charter School within the past three years or if their previous I-9 is no longer retained or valid.

CREDENTIAL REQUIREMENTS

If you are a credentialed team member, you must provide copies of your credential, transcripts, and test scores prior to your first day of actual work. Failure to provide these documents may delay your ability to begin work.

You are also responsible for keeping the required certificates, credentials, and registrations current and in good standing, for paying the costs associated with renewal, and for providing both your Administrative Coordinator with verification of renewals. Failure to provide these updated documents to the school may result in suspension without pay until such time as the necessary documentation has been provided.

If you allow a credential, certificate, registration, or required course deadline to expire, or if you fail recertification, training, or testing, Bridges Charter School is required to remove you from the work schedule until you meet the requirements or renew your credential.

TUBERCULOSIS TEST

Before the first day of employment, all new employees must have had a tuberculosis test as described in Education Code 49406 or a TB Risk Assessment (pursuant to AB1667) within the past 60 days. Employees transferring from other public or private schools within the State of California must either provide proof of an examination or a completed Risk Assessment within the previous 60 days or a certification showing that he or she was examined within the past four (4) years and was found to be free of communicable tuberculosis. The current physician's statement or Risk Assessment must be on file in the office before the first day of employment. Failure to provide documentation on time may result in a delay of your ability to begin work or termination.

The results of these tests are strictly confidential. A bubble TB Clearance is good for four years, a chest x-ray clearance is good for 10 years, and it is the employee's responsibility to remain in compliance and ensure the school has a valid certificate on file.

CRIMINAL BACKGROUND CHECK

Bridges Charter School recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of harm to students, coworkers or others. Bridges Charter School will perform applicant

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background checks and employee investigations as required by Education Code section 47605 [b][f], which requires that “each employee of the school furnishes the school with a criminal record summary.”

All employees must have Live Scan fingerprint results on file with Bridges Charter School. Proof of Live Scan fingerprinting is a requirement of employment, and the results must be provided to Bridges Charter School prior to the first day of work. Live Scan fingerprinting will be required of all job applicants, employees, and volunteers as required by California and federal law. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any and all information obtained by Bridges Charter School may be taken into consideration in evaluating one's suitability for employment, promotion, reassignment, or retention as an Employee.

All fingerprint and background information must be completed and the results in the possession of Bridges Charter School before the first day of employment. Failure to complete this process will delay the employee's ability to begin work.

Employees with adverse background information (such as certain specific criminal convictions) may be ineligible for employment with Bridges Charter School.

Bridges Charter School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification and after an individualized assessment is conducted in accordance with applicable law.

For additional information on background checks, please contact the Administrative Coordinator.

CHILD ABUSE AND NEGLECT REPORTING ACT

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is Bridges Charter School's policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

“Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.”

While each employee has the responsibility to ensure the reporting of any child, he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should immediately report the suspicions as required.

It is extremely important that Bridges Charter School employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The Director of Daily Operation is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without Bridges Charter School's assistance, he or she is required to notify Bridges Charter School of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with Bridges Charter School.

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PERSONNEL FILES

An employee or former employee (or designee) has the right to inspect or receive a copy of their personnel records at reasonable times, at a reasonable place, and on reasonable advance notice to the Administrative Coordinator. All requests should be put in writing and will be retained by Administration. If the request includes a request for copies the employee or former employee may be required to pay for the actual costs of copying. Employer will respond to such a request within 30 days of receipt of the written request.

Employees are not entitled to inspect or copy letters of reference, records that relate to an investigation of possible criminal activity, ratings, reports or records obtained prior to employment, prepared by examination committee members or obtained in connection with a promotional examination.

CHANGES IN EMPLOYMENT

An employee is responsible for notifying the Administrative Coordinator about changes in the employee's personal information and changes affecting the employee's status (for example, name changes, address or telephone number changes, marriages or divorces, etc.). This notification by the employee must occur as closely as possible, but no later than 30 days following the change.

SECTION 7 – PERFORMANCE

EMPLOYEE PERFORMANCE REVIEW

Supervisors will generally conduct performance reviews with all regular full-time and regular part-time employees bi-annually but may conduct them annually based on need. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss his/her current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, employees and supervisors discuss ways in which the employee can accomplish goals or learn new skills. The goal setting sessions are designed for the employee and his/her supervisor to make and agree on new goals, skills, and areas for improvement.

Your performance review and goal setting sessions may or may not have a direct effect on any changes in your compensation. For this reason, among others, it is important to prepare for these reviews carefully and participate in them fully.

Bridges Charter School's provision of performance evaluations does not alter the at-will employment relationship. Nothing in this policy shall limit the right to terminate employment at will or limit the Bridges Charter School's right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Employment is at the mutual consent of the employees and Bridges Charter School. Accordingly, either the employee or Bridges Charter School can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

Basis for Determining Pay

Numerous factors may influence your rate of pay, including but not limited to, education, experience, training and/or the operational needs of the school. It is Bridges Charter School's goal to have a current Job Description for each employee that broadly defines the job responsibilities and essential functions for each position.

While Bridges Charter School strives to complete wage increase determinations on an annual basis, there is no guarantee that employees will receive a salary increase, cost of living adjustment or promotion every school year. Salary increases, cost of living adjustments and promotions are solely within the discretion of Bridges Charter School and depend upon many factors in addition to performance. Positive performance evaluations, however, do not guarantee increases in salary or promotions. Increases may be determined on the basis of various factors including, but not limited to, performance, adherence to school policies and procedures, ability to meet or exceed duties per job description, salary schedules/ranges/bands, achievement of performance goals, or operational factors.

Changes to the amount of an employee's wage or salary will become effective on the first regular pay period following the change.

SECTION 8 – LEAVES

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

1. Employee Eligibility Criteria:

- a. To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

1. Events That May Entitle an Employee to FMLA Leave:

- a. The twelve (12) weeks (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:
 - b. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the school, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
 - c. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the school's separate pregnancy disability policy).
 - d.

- i. A “serious health condition” is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
- ii. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
- iii. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
- iv. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- e. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) - month period to provide said care.
- f. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

2. Amount of FMLA Leave Which May Be Taken

- a. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
- b. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
- c. The “twelve-month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
- d. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the school’s business activity has temporarily ceased for some reason and employees are

generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

3. Pay during FMLA Leave

- a. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the school and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
- b. An employee on FMLA leave for childcare or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
- c. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave unless the employee is eligible for Parental Leave.
- d. The receipt of sick leave or Parental Leave pay, or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrued during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.
- e. A regular employee who is disabled as a result of pregnancy, or becomes a new parent through childbirth, adoption, or foster placement, including domestic partners of new parents through childbirth, adoption, or foster placement, shall be entitled to take up to sixty (60) days of Parental Leave. You must first exhaust all available sick leave, including all accumulated sick leave, and continue to be absent from your duties on account of parental leave in order to gain access to differential pay. The 12-work-week differential period is reduced by any period of sick leave, including accumulated sick leave, taken during parental leave. **Differential pay is the difference between their salary (daily rate of pay) and the cost of a substitute per day or 50% of their regular salary (daily rate). Differential pay shall be paid at a rate of no less than 50% of the employee's salary.**
- f. No employee may receive more than sixty (60) days of Parental Leave per year, or per childbirth, adoption, or foster placement. Temporary and substitute employees are not eligible for Parental Leave. If an employee does not return after a Parental Leave s/he shall reimburse the school for health and welfare benefits paid during the summer months

4. Health Benefits

The provisions of the school's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the school during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the school will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the school will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

BRIDGES CHARTER SCHOOL may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
 2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.
5. Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act ("USERRA") shall be credited, upon his or her return to the school, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

6. Medical Certifications
- a. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the school. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the school's request for certification) may result in denial of the leave request until such certification is provided.
 - b. The school will notify the employee in writing if the certification is incomplete or insufficient and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The school may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.
 - c. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the school may request a second opinion by a health care provider of its choice (paid for by the school). If the second opinion differs from the first one, the school will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 - d. Recertification is required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertification can result in termination of the leave.

7. Procedures for Requesting and Scheduling FMLA Leave

- a. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the director. An employee asking for a Request for Leave form will be given a copy of the school's then-current FMLA leave policy.
- b. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
- c. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the school's operations.
- d. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
- e. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the school will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
- f. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
- g. The school will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the school will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employees' obligations and the consequences of failing to satisfy them.

8. Return to Work

- a. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
- b. When a request for FMLA leave is granted to an employee (other than a "key" employee), the school will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

- c. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider so that he/she is able to resume work.
- d. If an employee can return to work with limitations, the school will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the school.

9. Limitations on Reinstatement

- a. BRIDGES CHARTER SCHOOL may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to the school’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of the school’s employees within seventy-five (75) miles of the employee’s worksite.
- b. A “key” employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a “key” employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the School’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the school will notify the “key” employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee’s reinstatement would cause the school to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

10. Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the school’s written permission. An employee who accepts such employment without the school’s written permission will be deemed to have resigned from employment at the school.

Pregnancy Disability Leave

This policy explains how the school complies with the California Pregnancy Disability Act, which requires the school to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro-rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period. Upon exhaustion of sick and/or vacation leave, an employee on pregnancy disability leave may utilize Parental Leave.
2. The receipt of vacation/sick leave/Parental Leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrued during any period of unpaid pregnancy disability leave until the end of the month in which the unpaid leave began.

- Health Benefits

BRIDGES CHARTER SCHOOL shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) -month period. BRIDGES CHARTER SCHOOL can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:

WORKERS' COMPENSATION LEAVE

Employees that are temporarily disabled due to a work-related illness or injury will be placed on workers' compensation leave. The duration of your leave will depend upon the rate of your recovery and the medical provider's recommendation. Workers' compensation leave will run concurrently with any other applicable medical leave of absence (i.e., FMLA/CFRA if applicable). The Administrative Coordinator will reach out to employees that have requested a workers' compensation leave regarding employer provided health insurance benefits. If you have any questions concerning this leave and/or any benefit related questions, please contact the Administrative Coordinator.

BEREAVEMENT LEAVE

Bridges Charter School guarantees all employees who have worked for the school for at least 30 days five days of unpaid bereavement leave from work after the death of an immediate family member. This includes a parent (including an in-law and stepparent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. Employees may use your accrued paid time off such as vacation and sick time. Employees must take bereavement leave within three months of the death. Employees have the choice to take off the days all together or separately over the three months.

JURY DUTY LEAVE

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either the School or the employee may request an excuse from jury/witness duty if, in the school's judgment, the employee's absence would create serious operational difficulties.

Employees will be granted paid time off for jury duty up to five (5) working days per 12-month period. Paid leave for jury duty is available only to an employee who has been working at Bridges Charter School for a minimum of one full academic year. All other employees will receive time off without pay for the entire duration of jury duty. Likewise, any time beyond 5 days necessary to complete jury duty will be without pay for those employees receiving paid jury duty for the first 5 days. However, employees may elect to substitute accrued Personal Necessity Leave or Compensated Time Off (discussed below) during any unpaid leave due to jury duty. An employee receiving pay while on jury duty (whether Jury Duty pay, or CTO) will be paid at his or her regular rate of pay for the hours the employee was scheduled to work that day, regardless of the time actually spent at jury duty.

Employees must inform the Administration of the need for jury duty as soon as they receive the summons or subpoena to appear. Once jury duty is completed, the employee must submit a receipt from the court verifying the time spent in court to the Administrative Coordinator. Employees may keep any travel allowance they received from the court.

In the event that the employee must serve as a witness within the course and scope of his or her employment with the School, the School will provide time off with pay.

TIME OFF TO VOTE

The school will allow any nonexempt employee who is a registered voter and does not have enough time outside of working hours to vote in a statewide election up to two (2) hours of work time without a loss of pay to vote. The request must be made for at least two (2) working days in advance. The time must be at the beginning or end of the employee's regular shift, whichever allows the most free time for voting and the least time off from work unless the school and the employee agree otherwise. The employee may be required to prove he or she is a registered voter.

An employee may also serve as an election official on Election Day without being disciplined, however the school will not pay the employee for this time off. Vacation or personal hours which have accrued but not been used may be paid to the employee for this time off.

SCHOOL APPEARANCE/SUSPENSION LEAVE

If the parent or guardian of a child facing suspension from school is summoned to the school to discuss the matter, the employee should alert his or her supervisor as soon as possible before leaving work. In compliance with California Labor Code section 230.7, no discriminatory action will be taken against an employee for taking time off for this purpose.

This leave is unpaid, but the employee may choose to use accrued vacation, or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

CRIME VICTIM LEAVE

Employees are allowed to be absent from work to attend judicial proceedings related to a violent felony, serious felony (as defined by the California Penal Code) or felonies related to theft or embezzlement if they are:

- A victim of such a crime.
- An immediate family member (i.e., spouse, registered domestic partner, child, stepchild, sibling, step-sibling, parent, step-parent, or the child or a registered domestic partner) is a victim of such a crime.

An employee must give reasonable advance notice to the school by providing documentation of the proceedings. Documentation may be from any of the following:

- Notice from the court or government agency setting the hearing.
- The district attorney or prosecuting attorney's office; or
- The victim/witness assistance office advocating on the victim's behalf.

This leave is unpaid, but the employee may choose to use accrued vacation, sick or personal time off (PTO). You will not be discharged or discriminated against because of an absence protected by this law.

DOMESTIC VIOLENCE LEAVE/SEXUAL ASSAULT LEAVE

If you are a victim of domestic violence, you may take time off to obtain or attempt to obtain judicial relief, such as obtaining restraining orders, to help insure your health, safety or welfare or that of your child(ren). Employees may use available vacation (if applicable) or accrued PSL. Otherwise, the time off is unpaid. All employees can take time off from work to get medical attention or services from a domestic violence shelter, program, or rape crisis center, or receive psychological counseling or safety planning related to domestic violence, sexual assault, or stalking. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

You must give the school reasonable notice unless advance notice is not feasible and provide certification that you are seeking such assistance.

Certification may be sufficiently provided by any of the following:

- A police report indicating that you were a victim of domestic violence or sexual assault.
- A court order protecting or separating you from the perpetrator of an act of domestic violence or sexual assault, or other evidence from the court or prosecuting attorney that you appeared in court; or,
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you are undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence or sexual assault.

Employees have the right to ask the school for help or changes in their workplace to make sure they are safe at work. The school will work with its employees to see what changes can be made. Changes in the workplace may include putting in locks, changing shifts or phone numbers, transferring or reassigning the employee, or help with keeping a record of what happened to the employee. The school may ask the affected employee for a signed statement certifying that this request is for a proper purpose and may also request proof showing the need for accommodation. The School will maintain confidentiality regarding any requests for accommodations under this policy.

The school will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision. The School will not discharge, discriminate or retaliate against an employee who exercises their rights under this law. Domestic violence, sexual assault and stalking victim's leave for medical treatment does not exceed or add to the unpaid leave time that FMLA/CFRA allows.

Bridges Charter School is committed to ensuring employees are not treated differently or retaliated against because of any of the following:

- The employee is a victim of domestic violence, sexual assault, or stalking.
- The employee asked for time off to get help.
- The employee asked Bridges Charter School for help or changes in the workplace to ensure safety at work.

Employers are prohibited from discharging, discriminating or retaliating against an employee who is a victim of domestic violence or the victim of sexual assault for taking time off to seek medical attention, obtain services from a domestic violence shelter or program or rape crisis center, obtain psychological counseling, participate in safety planning, or temporary or permanent relocation. If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office.

For more information, contact the Labor Commissioner's Office by phone at 213897-6595 or visit a local office by finding the nearest one on the website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

SECTION 9 – BENEFITS

SICK LEAVE

Accrued Sick Leave

Bridges provides paid accrued sick leave to employees for periods of temporary absences due to illness or injury, as follows:

Eligibility

To qualify for sick leave, an employee must:

- Work for the same employer for at least 30 days within a year in California, and
- Satisfy a 45-day initial employment period before taking any sick leave.

Company Policy

- All full-time 10-month employees, full-time classified staff, front office staff, food service supervisor and childcare supervisor are granted 10 sick days (80 hours) per year and the hours will be available at the start of each calendar school year for all returning staff.
- All full-time 11 month or 12 month employees are granted 11 sick days (88 hours) or 12 sick days (96 hours) accordingly per year and the hours will be available at the start of each calendar school year for all returning staff. Accrued, unused time under this policy will carry over each year.
- All other employees are eligible for 40 hours or five days of paid sick leave per calendar school year. Employees who work less than full-time are entitled to a minimum of at least one hour of paid sick leave for every 30 hours worked with the maximum being 40 hours. Accrued, unused time under this policy will carry over each year.
- Unused time under this policy is not paid out at the time of separation from employment. However, employees who are re-employed with the company within a year of separation will have their accrued unused bank of time off under this policy made available to them.
- Leave under this policy may run concurrently with leave taken under other applicable policies as well as under local, state or federal law, including leave taken pursuant to the California Family Rights Act (CFRA) or the Family and Medical Leave Act (FMLA).
- Employees can use this leave for their own illness, for a family member's illness, or for public health emergencies.

An employee is not entitled to cash payment for accumulated sick leave when he or she leaves employment, but it may be credited towards retirement or transferred to another district or county office under certain circumstances (Government Code Section 20963 and Education Code Section 45202). In addition, time/hours transferred in while it may be credited towards retirement may not be used for the purpose of sick time taken. Only days earned with this LEA may be taken as sick time. The days may be used in partial or full day increments. Should the employee leave prior to the end of the school year the sick days taken above the hours of monthly actual accrual must be paid to **Bridges Charter School** out of their final paycheck.

Sick leave is to be used only for illness or injury. Any absences beyond the limits specified will be considered unpaid leave, if approved. Sick leave will not accrue during any unpaid leave of absence.

Compensation for Sick Leave

Eligible Certificated employees may take sick leave in half-day or full-day increments. Employees will receive pay at their normal base rate for any sick leave taken. For example, a full-time employee will be paid sick leave based on an 8-hour workday for a full-day leave, and four- hours pay at his or her hourly rate for a half-day leave. An employee may only receive pay in lieu of sick leave per the accrual policy and payment detailed above, and employees will not receive pay for accrued unused sick leave at the end of the academic year, or upon termination of their employment. Non-Exempt Classified Employees may take sick leave on an hourly basis.

Eligible Sick Leave

Sick leave may be used for personal illness or injury. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Eligible employees are permitted to use their sick leave in order to care for an ill child (including a biological, foster, or adopted child, a stepchild, or legal ward of the employee), parent (including a biological, foster, or adoptive parent, stepparent or legal guardian), spouse, or domestic partner or for specified purposes if you are a victim of domestic violence, sexual assault or stalking Time off for medical and dental appointments will be treated as sick leave.

-**Bridges** Charter School Employee Handbook
Approved 5/12/25 Amended:

Bridges Charter School retains the right to request verification from a licensed health care practitioner including a note for an ill child, parent, spouse or domestic partner for any absence, regardless of the number of days, due to illness or injury.

A doctor's note and/or medical certification of your fitness to return to work satisfactorily to **Bridges Charter School** may be required before **Bridges Charter School** honors any sick leave request.

Requesting Sick Leave

Eligible employees should call in to their direct supervisor, or in his/her absence the next level of authority as soon as they are aware that they are unable to report to work. **Teachers are expected to log into the absence management system and create your absence for a substitute by 4:00 p.m. of the day prior to the absence or, in an emergency, by 6:00 a.m. the day of the absence, if a substitute is required and if not still notify the administrative coordinator. Classified employees are required to do the same but will note no substitute is required unless a substitute has been approved by the administrative coordinator. In addition, they will need to notify the administrative coordinator via text asap.** If medical circumstances allow, employees should provide documentation in advance.

Coordination of Sick Leave Benefits with Other Benefits

Bridges will pay sick leave benefits (to the extent they have been accrued) to an eligible employee during the normal waiting period, if applicable, before the employee is paid workers' compensation benefits pursuant to the applicable state and federal law governing industrial injury or illness. Similarly, **Bridges** will pay sick leave benefits during the normal waiting period, if applicable, before the eligible employee is paid benefits from other insured unemployment disability plans. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including California State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

Personal Necessity Leave

Up to seven days of accrued sick leave may be used for reasons of personal necessity pursuant to Ed Code 45207. The employee may not use more than seven (7) in a single school year for personal necessity. Once an employee reaches the maximum amount of personal necessity days, any further days will be taken without pay:

1. Illness of immediate family members,
2. Death of a member of the employee's immediate family,
3. Accident involving the person or property of the employee or immediate family,
4. Appearance in court, or
5. Other reasons **as approved by the administration**. Requests must be submitted with reasonable advance notice. A standard expectation of 72 hours.

Catastrophic Leave

-**Bridges** Charter School Employee Handbook
Approved 5/12/25 Amended:

Upon determination that the employee is unable to work due to his/her own or a family member's catastrophic illness or injury, any other employee, upon written notice to the Governing Board, may donate accrued vacation and/or sick leave credits to the requesting employee. Donations shall be given in workday equivalents only (i.e. if eight hours is a workday donated to a three- hour employee, those eight hours will count as the three-hour employee's entire workday).

Eligible leave credits may be donated to an employee for a catastrophic illness or injury if all of the following requirements are met:

- The employee who is, or whose family member is, suffering from a catastrophic illness or injury requests that eligible leave credits be donated and provides verification of catastrophic injury or illness as required by the governing board of the school in which he or she is employed.
- The governing board of the school determines that the employee is unable to work due to the employee's or his or her family member's catastrophic illness or injury.
- The employee has exhausted all accrued paid leave credits.
- If the transfer of eligible leave credits is approved by the governing board of the school, any employee may, upon written notice to the governing board of the school, donate eligible leave credits at a minimum of eight hours, and in hour increments thereafter.
- An employee who receives paid leave pursuant to this section shall use any leave credits that he or she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.
- Employees may donate no more than five workday equivalents per school year per person requesting catastrophic leave.
- To ensure that employees retain sufficient accrued sick leave to meet their own needs, donors shall not reduce their accumulated sick leave to fewer than 20 days.
- Upon resigning from the school, an employee may donate a maximum of five workday equivalents of accrued vacation and/or sick leave credits to the requesting employee. All unused donated leave credit shall be given back to the donors in reverse order of contribution.
- All donations are confidential.
- The employee who is the recipient of the donated leave credits shall use those credits within 12 consecutive months.
- An employee who receives paid catastrophic leave shall use any leave credits that he/she continues to accrue on a monthly basis before receiving paid leave pursuant to this program.
- No donated sick leave may be accrued by the recipient for the purposes of retirement, vacation, or any other use beyond that of the original documented need request.
- Donations made under the catastrophic leave program shall be strictly voluntary.

VACATION

Standard Vacation Policy

The following full-time, regular employees are eligible for vacation benefits: Classified employees who work over 225 days annually shall receive vacation benefits on a basis equal to that percentage that the actual work month bears to full-time. (For example, a full-time employee will earn 1 day of vacation per 1 month of service credit up to 10 days per calendar year). No more than 10 vacation days may be accrued during the current school year. Vacation credit shall accumulate from the first day of regular employment. Vacation days will not accrue during any unpaid leave of absence. You may not carry over unused vacation to the following year. Any unused vacation will be forfeited on or about your anniversary date.

Requests to use vacation days by these employees must be submitted in writing at least 2 weeks in advance to the Administrative Coordinator. These employees will not be approved for more than 10 days of vacation in a single academic year.

Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although Bridges Charter School will attempt to accommodate vacation requests to the greatest extent possible, there is no guarantee that any given vacation request will be granted. If a holiday occurs during an employee's vacation period, the employee will receive holiday compensation for that day.

Upon separation of employment for any reason, you will be paid for earned but unused vacation time.

INSURANCE BENEFITS.

Full-time employees are entitled to insurance benefits offered by Bridges Charter School. These insurance benefits will include medical, dental, and vision. The school will set a defined contribution towards the employee's insurance premiums that are sponsored by Bridges Charter School. This amount will be determined on an annual basis. The employee's portion of the monthly premiums may be deducted from the employee's paycheck on a pre-tax basis.

If medical insurance premium rates increase, employees may be required to contribute to the cost of the increase to retain coverage. Unless otherwise mandated by law, employees on a leave of absence may be responsible for selecting continuing health coverage and paying the premium for such coverage through COBRA. If you have any benefit related questions while on leave of absence, please contact the Administrative Coordinator.

COBRA BENEFITS

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Bridges Charter School's health plan when a "qualifying event" would normally result in the loss of eligibility.

Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours or leave of absence, divorce or legal separation and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Bridges Charter School group rates plus an administration fee. Bridges Charter School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under "CHARTER SCHOOL's health insurance plan. The notice contains important information about the employee's rights and obligations.

SOCIAL SECURITY/MEDICARE

If you are a full-time regular employee contributing to a teacher's retirement system (PERS/STRS), your earnings from this job are not covered under Social Security (nor is Social Security withdrawn from your pay). When you retire, or if you become disabled, you may receive a pension based on earnings from this job. If you do, and you are also entitled to a benefit from Social Security based on either your own work or the work of your spouse, or former spouse, your pension may affect the amount of the Social Security benefit you receive. Your Medicare benefits, however, will not be affected.

Bridges Charter School withholds income tax from all employees' earnings and, if elected, participates in FICA (Social Security) for temporary employees and Medicare withholding and matching programs as required by law.

WORKER'S COMPENSATION INSURANCE

Eligible employees are entitled to workers' compensation insurance benefits when suffering from an occupational illness or injury. This benefit is provided at no cost to the employee.

In the event of an occupational injury or illness (as defined under Workers' Compensation Law) an employee may be covered by workers' compensation insurance instead of group insurance.

If an employee should become injured or in any way disabled on the job, he or she must report the injury immediately to his or her supervisor. It is a felony to file a fraudulent or false workers' compensation claim.

CHILDCARE

As a benefit of employment at Bridges Charter School, classified and certificated employees can send their children to our after-school Extensions program as a complimentary service. Fees for after school enrichment classes still apply, however.

This benefit is available with the following parameters:

- You must be a current full-time employee at Bridges Charter School
- You must be on site when using the childcare service
- Children must be currently enrolled as students at Bridges Charter School
- A maximum of 20 hours per week can be utilized per staff member
- Employees must submit all paperwork for the children enrolled and maintain sign-in and sign-out records with Extensions
- Children must follow all rules and policies as outlined in the Extensions Handbook

SECTION 10 – EMPLOYEE COMMUNICATIONS

COMMUNICATIONS POLICY

Every employee is responsible for using the Bridges Charter School's computer system, including, without limitation, its computers, laptops, iPads, tablets, cellular phones, electronic mail (Email) system, telephone, video conferencing, voicemail, facsimile systems and the Internet ("Communications Systems"), properly and in accordance with this policy. Any questions about this policy should be addressed to the Assistant Director.

The Communication Systems are the property of Bridges Charter School and have been provided for use in conducting Bridges Charter School business. All communications and information transmitted by, received from, created, or stored in its Communication Systems are Bridges Charter School records and property of Bridges Charter School. The Communication Systems are to be used for school purposes only. Employees may, however, use Bridges Charter School technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Bridges Charter School business, and does not violate any Bridges Charter School policies:

- To send and receive necessary and occasional personal communications.
- To use the telephone system for brief and necessary personal calls; and
- To access the Internet for brief personal searches and inquiries during meal periods or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Bridges Charter School has the right, but not the duty, to monitor any and all of the aspects of its Communication Systems, including, without limitation, reviewing documents created and stored on its Communication Systems, deleting any matter stored in its system (including, without limitation, its Email and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing Email and instant messages sent and received by users and/or voicemails. Further, Bridges Charter School may exercise its right to monitor its Communications Systems for any reason and without the permission of any employee. Employee use of Bridges Charter School's Communication Systems constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the Communication Systems (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Bridges Charter School's Communication Systems is not assured. Use of passwords or other security measures does not in any way diminish Bridges Charter School's right to monitor and access materials on its Communication Systems or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed upon request to Bridges Charter School for any reason that Bridges Charter School, in its discretion, deems appropriate. Further, employees should be aware that deleting any Email messages, voicemails or files would not truly eliminate the messages from the system. All Email messages, voicemails and other files may be stored on a central back-up system in the normal course of data management.

Employees have no expectation of privacy in anything they view, create, store, send or receive on the Communication Systems.

Notwithstanding the foregoing, even though Bridges Charter School has the right to retrieve, read and delete any information viewed, created, sent, received or stored on its Communication Systems, Email messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any Email messages that are not sent to them or by them. Any exception to this policy must receive the prior approval of the Administration.

-Bridges Charter School Employee Handbook
Approved 5/12/25 Amended:

Professional Use of Communication Systems Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. Emails and other text communications, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write email communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Bridges Charter School letterhead.

Offensive and Inappropriate Material

Bridges Charter School's policy against discrimination and harassment, sexual or otherwise, applies fully to Bridges Charter School's Communication Systems, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no Email messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, abusive, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, unlawful, inappropriate, or offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Bridges Charter School's computers. Employees encountering or receiving this kind of material should immediately report the incident to the Administration.

Bridges Charter School may (but is not required to) use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Bridges Charter School networks. Notwithstanding the foregoing, Bridges Charter School is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an email address on the Internet may lead to receipt of unsolicited email containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Bridges Charter School's blocking software.

Solicitations

Bridges Charter School's Communication Systems may not be used to solicit political causes, commercial enterprises, outside organizations, or other non-job-related solicitations. Approval from the Administration is required before anyone can post any information on commercial on-line systems or the Internet.

Confidential Information

Employees may not transmit information over the Internet or through email that is confidential or proprietary. Employees are referred to Bridges Charter School's "Confidential Information" policy, contained herein, for a general description of what Bridges Charter School deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information that may be considered confidential or proprietary.

Copyrights and Trademarks

Bridges Charter School's Communication Systems may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from Administration. Employees, if uncertain about whether certain information is copyrighted, proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

-**Bridges** Charter School Employee Handbook
Approved 5/12/25 Amended:

Maintenance and Security of the System

Employees must not deliberately perform acts that waste resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, streaming video or audio files, engaging in online chat groups, printing excessive copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary voicemails, Emails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Bridges Charter School's network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Bridges Charter School's network.

If you suspect that a virus has been introduced into Bridges Charter School network, notify Director of Daily Operations Administrative Coordinator immediately.

Violations of this Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of this Policy

Bridges Charter School reserves the right to modify this policy at any time, with or without notice. Bridges Charter School may require employees to acknowledge and comply with a separate Acceptable Use Policy for Internet and Network Resources.

Acknowledgement

Employees acknowledge this policy by signing the receipt of this handbook.

SOCIAL MEDIA POLICY

Bridges Charter School has adopted the following policy with regard to employees' behavior on social networking sites including but not limited to Facebook, Twitter, LinkedIn, Pinterest, Instagram, Snapchat and YouTube. If you wish to use networking protocols or set up a social media site as a part of the educational process, please work with your administrators and technology staff to identify and use a restricted, school-endorsed networking platform. Such sites will be the property of the school who will have unrestricted access to, and control of, such sites.

This policy is intended to supplement, not replace, the school's other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.

- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of the school's trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with the school.
- Do not post confidential information (as defined in this Handbook) about the school, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While limited and incidental social media activities at work may be tolerated, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with the school's background check procedures.
- Be knowledgeable about and comply with the school's reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from the school.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of the school, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about the school, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of the school, or competitors.
- Never represent yourself as a spokesperson for the school unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with the School, make it clear that you are not speaking on behalf of the School and that your views do not represent those of the School, fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of the School. It is best to use a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of the school."
- Never be false or misleading with respect to your professional credentials.
- Do not take any photos, videos, or other media in the workplace or on the School's premises or at School functions without permission of the school. It is your responsibility to ensure that your posts do not contain any prohibited information, or Confidential Information, including, but not limited to, photos, videos, or other media referencing or relating to student information, even if the student(s) is/are not specifically identified by name but could be easily determined or may be perceived as identifying any student or group of students. Violations may result in disciplinary action, up to and including termination.

- Supervisors who “friend” subordinates on social media accounts (whether personal or School accounts) are responsible for abiding by this policy at all times and immediately reporting any violations of this policy to Executive Director or Director of Daily Operations. Failure to do so may result in disciplinary action, up to and including termination.

Employees are not to initiate “friendships” with students or parents. Employees shall not accept students as friends on any personal social networking sites and are to decline any student-initiated friend requests. Employees must delete any students already on their “friends” list immediately. Employees should also be aware that participation in social media, even in a private setting, may not remain private and posts may become public knowledge and/or reported to the school.

Employees should weigh whether a particular posting puts his/her effectiveness as a school employee at risk. Bridges Charter School encourages employees to post only what they want the world to see. Imagine that students, their parents, or administrators will visit your site as most information is available to the general public even after it is removed from the site. Employees may not discuss students nor post images that include students.

This policy should not be construed, and will not be applied, in a manner that violates employee rights under the National Labor Relations Act.

Employees may not comment on a student's blog or a student's other social networking commentaries.

Employees may not use trade names, or logos belonging to the School without express written permission of the Administrative Coordinator.

In the event you have any questions about whether a particular social media activity may involve or implicate the school, or may violate this policy, please contact the Administrative Coordinator.

Social media is in a state of constant evolution, and the school recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization before engaging in social media activities that may implicate this policy.

Failure to comply with Bridges Charter School's social media policy will result in disciplinary action, up to, and including, immediate termination.

EQUIPMENT POLICY

Bridges Charter School attempts to provide all staff members with the equipment and supplies needed to do their job. Providing equipment is a great expense to the school. It is expected that everyone will protect and care for all equipment and supplies issued to them. Staff members are responsible for the cost of lost, stolen, or broken items issued to them including keys, textbooks, teacher guides, laptops, and any other equipment that may be assigned to them or their classroom if the loss is due to willful misconduct or negligence.

Laptop Computers

Each staff member assigned a laptop for professional use will be charged for any damage, loss or theft to the laptop caused by willful misconduct and/or negligence.

Although issued to an individual employee, all computing devices are considered the personal property of the primary organizational unit to which the receiving employee belongs and shall be returned upon termination of employment with the School, after reassignment of job duties or immediately upon request at any time by an official of the school.

Employees are expected to take all appropriate measures and precautions to prevent the loss, theft, damage and/or unauthorized use of such equipment. Such precautions shall include, but not be limited to the following:

- Keep the computing device in a locked and secure environment when not being used;
- Do not leave the computing device for prolonged periods of time in a vehicle, especially in extreme temperatures.
- Keep food and drinks away from all computing devices and work areas.
- Do not leave the computing device unattended at any time in an unsecured location (e.g., an unlocked empty classroom or office); and
- Keep the computing device in sight at all times while in public places, such as public transportation, airports, restaurants, etc. Should an employee's computing device be lost or stolen, the employee must:
- Immediately report the incident to his/her immediate supervisor and Chief representative; and obtain an official police report documenting the theft or loss; and provide a copy of the police report to his/her immediate supervisor or Executive Director.

If the employee fails to adhere to these procedures, the employee will be held legally and financially responsible to the school for the replacement of such equipment.

The school is under no legal, financial or other obligation to provide a replacement computing device to any employee whose device is lost, stolen or damaged.

The school may add security and other tracking technology to any and all computing devices issued by it and any and all such usage is subject to management review, monitoring and auditing by the school. Other audits may be performed on the usage and internal controls as deemed necessary.

Non-compliance with any policies or procedures will result in appropriate disciplinary action and/or reimbursement of any and all costs to the school if resulting from an employee's willful misconduct.

CELL PHONE POLICY

If you are required to perform business on a cell phone for Bridges Charter School while driving, you must utilize the hands-free option on the cell phone or a headset/earpiece device. Sending, writing, or reading text-based communications on your cell phone while driving a School vehicle or your own vehicle to conduct School business is prohibited. Text based communications include, but are not limited to, text messages, instant messages and email.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by Bridges Charter School or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability.

TELEPHONE CALLS AND TEXTING

While at work and during staff meetings, the employee's undivided attention is expected.

Bridges Charter School expects that cell phones will be turned on a silent/meeting answer mode while employees are on the job, this includes staff meetings and professional development.

CELL PHONE COMPENSATION

Permanent employees with a regular assignment will receive a stipend if they are required to use their personal cell phones for work-related purposes. Employees will receive a monthly cell phone stipend to partially offset the cost of their mobile plan, provided they adhere to company guidelines regarding appropriate usage and data security.

NO SOLICITATION/DISTRIBUTION POLICY

In order to minimize non-work-related activities that could interfere with providing quality education, teamwork, and safety, Bridges Charter School has established the following policy concerning solicitation and the distribution of written materials other than those directly related to the school's business.

Non-employees may not solicit or distribute written materials of any kind at any time on premises that are owned, leased, operated, managed or controlled by Bridges Charter School.

Employees may not solicit other employees during the workday when either the person doing the solicitation or the person being solicited is engaged in or required to be performing work tasks.

Employees may not distribute written materials of any kind during the workday when either the distributing employee or the employee receiving the materials is engaged in or required to be performing work tasks.

Additionally, distribution of written materials of any kind by Bridges Charter School employees is prohibited at all times in all working areas on school premises.

Employees may solicit other employees when both parties are on non-work time. Employees may distribute written materials in non-work areas during non-work time.

The sole exceptions to this policy are charitable and community activities supported and approved by Bridges Charter School.

School bulletin boards are the only areas where any merchandise or notices may be placed. Such items must meet the guidelines established by the school. The Directors must approve any posting prior to posting.

Bridges Charter School reserves the right to discontinue any solicitation or distribution if the activities become disruptive to employees or the efficient operation of the school's business.

Employee Responsibility

If you have a need to solicit and/or distribute materials on school premises, it must be in compliance with this policy. If you have questions, talk with the Administrative Coordinator or Administration. If solicitation or distribution is conducted within the parameters of this policy, the manner of activities must not harass or intimidate other employees. If you are subjected to such behavior at any time, report the activity to your supervisor. If solicitation or distribution occurs while you are working, report the activity to the Administrative Coordinator or Administration.

NEPOTISM POLICY

Bridges Charter School permits the employment of qualified relatives of employees, of the employee's household or immediate family as long as such employment does not, in the opinion of Bridges Charter School, create actual conflicts of interest. For purposes of this policy, "qualified relative" is defined as a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, corresponding in-law, "step" relation, or any member of the employee's household. Bridges Charter School will use sound judgment in the placement of related employees in accordance with the following guidelines:

Related employees may have no influence over the wages, hours, benefits, career progress and other terms and conditions of the other related staff members.

The Directors must approve any exceptions to this policy.

BUILDING SECURITY/SCHOOL KEYS

All employees who are issued keys to the office and classrooms are responsible for their safekeeping. These employees will sign a BUILDING KEY DISBURSEMENT FORM upon receiving the key.

You will be assigned all appropriate building keys needed to conduct your daily job responsibilities. You are responsible for all keys. Duplication of any school key is not allowed and strictly prohibited. It is against School policy to loan or distribute your assigned keys to another employee or non-employee of the school. If your school keys are lost, misplaced, destroyed, or stolen, you must report it immediately to the Administrative Coordinator.

The last employee, or a designated employee, who leaves the office and /or the school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes. Employees are not allowed on school property before or after hours without prior authorization.

INTERNAL INVESTIGATIONS & SEARCHES

From time to time Bridges Charter School may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, at Bridges Charter School's discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Bridges Charter School property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to

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Bridges Charter School. Bridges Charter School will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so. Employees have no expectation of privacy in their work areas.

VIOLENCE IN THE WORKPLACE

Bridges Charter School has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, bullying, and/or coercion, which involve or affect Bridges Charter School, or which occur on Bridges Charter School property will not be tolerated.

Per Labor Code section 6401.9, "workplace violence" is defined as any act of violence or threat of violence that occurs in a place of employment. This includes, but is not limited to, the following:

- The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.
- An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.
- The four types of workplace violence defined in Labor Code section 6401.9.

Below are the four types of defined violence:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee

Note: "Workplace violence" does not include lawful acts of self-defense or defense of others.

Specific examples of conduct, which may be considered threats or acts of violence, include, but are not limited to, the following:

- Hitting or shoving an individual
- Threatening an individual or his/her family, friends, associates, or property with harm
- Intentional destruction or threatening to destroy Bridges Charter School property
- Making harassing or threatening phone calls
- Harassing surveillance or stalking (following or watching someone)
- Unauthorized possession or inappropriate use of firearms or weapons

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Bridges Charter School's prohibition against threats and acts of violence applies to all people involved in Bridges Charter School's operation, including but not limited to all personnel, contract, unpaid interns, volunteers and temporary workers and anyone else, including parents on Bridges Charter School property. Violations of this policy by any individual on Bridges Charter School property will lead to disciplinary action, up to and including termination and/or legal action as appropriate. All employees are encouraged to report incidents of threats or acts of physical violence of which they are aware to their supervisors or to the Director, Director of Daily Operation or the Administrative Coordinator.

If an employee becomes aware of an imminent act of violence, a threat of imminent violence, or actual violence, emergency assistance must be sought immediately. In such situations, the employee should contact the law enforcement authorities by dialing 911. Immediately after contacting the law enforcement authorities, the employee must report the incident to the Executive Director or Director of Daily Operations or the Administrative Coordinator.

Employees should immediately inform their supervisor or Administrative Coordinator about any workplace security hazards. If these individuals are not available, the employee should immediately inform any other supervisor so that appropriate action can be taken.

There will be no retaliation against any employee who brings a complaint in good faith under the Violence in the Workplace Policy or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. However, disciplinary action may be taken against employees who, in bad faith, make false or frivolous accusations.

In certain circumstances, the School may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

All staff will be provided annual training on the Workplace Violence Prevention Plan to include how to report concerns.

A full copy of the Work Place Violence Prevention Plan is included

SECTION 11 – STANDARDS OF CONDUCT

BRIDGES CHARTER SCHOOL Progressive Discipline Policy

Absent serious misconduct, the school shall utilize a discipline process which shall include the following progression as applicable: verbal warning/conference memo; written reprimand; suspension without pay; and release/termination. In determining the appropriate level of disciplinary action, the school shall consider the nature of the employee's prior misconduct, prior disciplinary action taken against the employee, and the employee's response to the disciplinary action.

Although employment for certain employees at the school is "at-will," meaning that either the employee or the school may terminate the employment relationship at any time, with or without cause or advance notice, the school shall utilize progressive discipline for at-will employees when appropriate, and for employees who have greater employment rights by contract.

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- a. **Verbal Warning(s)/Conference Memo(s):** A verbal warning may result in a post- conference summary memorandum.
- b. **Written Reprimand(s):** Unless conduct warrants a reprimand in the first instance, a written reprimand shall not be used unless the employee has been verbally warned about similar actions within the last three (3) school years. The School, in its discretion, may also issue a performance improvement plan ("PIP") concurrent with the written reprimand.
- c. **Suspension without Pay:** The School, in its discretion, may choose to place the employee on unpaid suspension in lieu of releasing an at-will employee, or terminating an employee for cause. However, placement on unpaid suspension does not bar the School from releasing or terminating the employee should disciplinary issues continue. The school, in its discretion, may also issue a PIP concurrent with the suspension.
- d. **Release from At-Will Employment/Termination for Cause:** Release from at-will employment or termination for cause shall be the final step of progressive discipline and shall generally be used when prior steps of progressive discipline have failed, or unless the basis for the release/termination constitutes misconduct or significant unsatisfactory job performance.

Employees shall have the right to have a written response attached to any of the aforementioned disciplinary documents which shall be retained in the employee's personnel file.

The school reserves the right in all instances to determine the appropriate level of disciplinary action, where progressive steps may not always be taken. Neither this policy nor any action taken or not taken by the school in relation to employee discipline alters the at-will nature of relationship at the school.

PERSONAL APPEARANCE/STANDARDS OF DRESS

The Board of Directors believes that teachers and other Bridges Charter School staff serve as role models. They should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Each employee must be neatly groomed and wear clothing that is professional and appropriate for the employee's position. The administration will inform you of any special clothing requirements. Employees will not be permitted to wear clothing or otherwise present an appearance that may cause disruption, be taken as offensive or reduce productivity. If you are assigned a school uniform, your uniform must be clean and presentable when you report to work.

DISCIPLINARY PHYSICAL CONTACT WITH STUDENTS

It is the policy of Bridges Charter School that no teacher or other staff member will use corporal punishment against a student. This prohibition includes spanking, slapping, pinching, hitting, tying, taping, or the use of any other physical force as retaliation or correction for inappropriate behavior.

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STAFF-STUDENT INTERACTIONS

While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

Boundaries Defined

For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behaviors

Some activities may seem innocent from a staff member’s perspective but may be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Violations could subject the teacher or staff member to discipline up to and including termination. *Disagreeing with the wording or intent of these established boundaries will be considered irrelevant for any required disciplinary purposes.* Thus, it is critical that all employees study this policy thoroughly and apply their spirit and intent in their daily activities.

Unacceptable Behaviors

These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behavior we intend to address by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the Executive Director or Director of Daily Operations, along with the rationale, therefore.
- Kissing of ANY kind
- Massage [Note: Prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IEP or 504 plan.]
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one’s lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff members except in the context of a formal wrestling program

- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- “Dating” or “going out with” a student
- Remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Making, or participating in, sexually inappropriate comments
- Sexual jokes, or jokes/comments with sexual overtones or double-entendres
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing your personal troubles or intimate issues with a student
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without the express, advance written permission of the Executive Director or Director of Daily Operations and the student’s parent or legal guardian
- Being alone in a room with a student at school with the door closed and/or windows blocked from view
- Allowing students at your home and/or rooms within your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or designated school volunteer
- Staff mirroring the immature behavior of minors

- Sending emails, text messages, social media responses, making phone calls, or sending notes or letters to students if the content is not about school activities. Communication via private social media accounts is not acceptable.

Acceptable Behaviors

- Pats on the shoulder or back
- Handshakes
- “High-fives” and hand slapping
- When age appropriate, touching face to check temperature, wiping away a tear, remove hair from face, or other similar types of contact
- Placing TK through second grade students on one's lap for purposes of comforting the child for a short duration only
- Holding hands while walking with small children or children with significant disabilities
- Assisting with toileting of small or disabled children in view of another staff member
- Touch required under an IEP or 504 Plan
- Reasonable restraint of a violent person to protect self, others, or property
- Obtaining formal written pre-approval from the Executive Director or Daily Operations or to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment)
- Keeping the door wide open when alone with a student
- Keeping reasonable and appropriate space between you and the student
- Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
- Keeping administration informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
- Keeping after-class discussions with a professional and brief
- Immediately asking for advice from senior staff or administration if you find yourself in a difficult situation related to boundaries

- Involving your supervisor in discussion about boundaries situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
- Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later
- Recognizing the responsibility to stop Unacceptable Behaviors of students and/or coworkers
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
- Prioritizing professional behavior during all moments of student contact
- *Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.*

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director or Director of Daily Operations promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Boundaries Reporting

When any staff member, parent, or student becomes aware of a staff member (or volunteer, guest, vendor) having crossed the boundaries specified in this policy, or has a strong suspicion of misconduct, he or she must report the suspicion to the Executive Director or Director of Daily Operations promptly. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

Investigating

Administration will promptly investigate and document the investigation of any allegation of sexual misconduct or inappropriate behavior by a staff member, using such support staff or outside assistance, as he or she deems necessary and appropriate under the circumstances. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible. The investigating administrator shall promptly notify the Governing Board in closed session of the existence and status of any investigations. Upon completion of any such investigations, the Administration shall report to the Governing Board any conclusions reached. The investigating administrator shall consult with legal counsel, as appropriate, prior to, during, and after conducting any investigation.

Consequences

Staff members who have violated this policy will be subject to appropriate disciplinary action, and where appropriate, will be reported to authorities for potential legal action.

CUSTOMER & PUBLIC RELATIONS

The school's image in front of students, parents (i.e. our "customers") and the general public is critical to our success. All employees are expected to be prompt, polite, courteous and attentive to our customers and the public. It is possible an employee may come into contact with a dissatisfied or hostile individual based on the nature of the employee's work. If this happens, you should immediately notify your supervisor or the Administrative Coordinator. We will absolutely not tolerate conduct toward our customers or the general public that might be interpreted as unlawful discrimination or harassment. If you witness conduct in violation of this policy, you should immediately bring it to the attention of your supervisor or the Directors.

PROHIBITED CONDUCT

The following is a list of conduct that is prohibited and will not be tolerated by the school. It is not an all-inclusive list, but rather a list designed to give examples of the types of conduct prohibited by the school.

- Falsification of employment records, employment information, or other School records.
- Recording the work time of another employee or allowing any other employee to record your work time, or allowing falsification of any timecard, either your own or another's.
- Theft, deliberate or careless damage or loss of any School property or the property of any employee or customer.
- Provoking a fight or fighting during working hours or on School property.
- Participating in horseplay or practical jokes on School time or on School premises where such conduct might be a safety risk or might be interpreted as offensive.
- Carrying firearms or any other dangerous weapons on School premises at any time or while acting on behalf of the school.
- Violation of the Substance and Alcohol policy.
- Insubordination, including but not limited to, failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening or abusive language toward a supervisor or member of management.
- Unreported absence on scheduled workdays unless otherwise excused.
- Excessive tardiness or absenteeism unless otherwise excused.
- Unauthorized use of school equipment, time, materials, facilities, or the school's name.
- Sleeping or malingering on the job. Failure to observe working schedules, including the required rest and meal periods.

- Soliciting other employees for membership, funds, or other similar activity in connection with any outside organization during your working time or the working time of the employee(s) solicited.
- Distributing unauthorized literature or any written or printed material during working time or in work areas. ("Working time" does not include your meal and break periods.)
- Failure to timely notify your supervisor when you are unable to report to work.
- Failure of an employee to obtain permission to leave work for any reason during normal working hours.
- Abuse of Sick Leave
- Violation of the Acceptable Use Policy.
- Failure to provide a physician's certificate when requested or required to do so.
- Breaching Confidentiality.
- Making derogatory racial, ethnic, religious or sexual remarks or gestures; any violation of the Harassment and/or Equal Employment Opportunity policy; or using profane or abusive language at any time on School premises or during working hours.
- Violation of any safety, health, security or School rule.
- Negligence or other conduct leads to the endangerment of harm of a child or children.
- Working overtime without authorization or refusing to work assigned overtime.
- Unsatisfactory job performance.
- Willfully or maliciously making false statements regarding any co-worker or submitting a complaint known to be false.

CONFIDENTIAL INFORMATION

You may, during the course of your duties, be advised of certain confidential business matters and affairs of the school regarding its business practices, students, suppliers and employees. Your duties may also place you in a position of trust and confidence with respect to certain trade secrets and other proprietary information relating to the business of the school and not generally known to the public or competitors. Such proprietary information includes student information, competitive strategies, marketing plans, personnel information and financial information. You shall not, either during your employment with the school or any time in the future, directly or indirectly:

Disclose or furnish, directly or indirectly, to any other person, firm, agency, corporation, client, business, or enterprise, any confidential information acquired during your employment.

- Individually or in conjunction with any other person, firm, agency, School, client, business, or corporation, employ or cause to be employed any confidential information in any manner whatsoever, except in furtherance of the business of the school;

- Without the written consent of the school, publish, deliver, or commit to being published or delivered, any copies, abstracts, or summaries of any files, records, documents, drawings, specifications, lists, equipment and similar items relating to the business of the school, except to the extent required in the ordinary course of your duties.

Upon termination of employment, employees are required to immediately return to the school all property of the school in as good a condition as when received (normal wear and tear excepted) including, but not limited to, all files, records, documents, drawings, specifications, lists, equipment and supplies, promotional materials, and similar items relating to the business of the school.

Although some written and electronic materials owned by the school may be considered to be public records, employees must refer any person seeking school records or information to the Administrative Coordinator for handling.

Failure to comply with this policy may result in disciplinary action, up to and including termination.

CONFLICTS OF INTEREST

All employees must avoid situations that result in actual or even potential conflicts of interest. Personal, social and economic relationships with competitors, suppliers, customers, parents, or co-employees that may impair an employee's ability to exercise good judgment on behalf of the school or which give the appearance of such impairment create an actual or potential conflict of interest.

If you have any questions whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact the Administration to obtain advice on this issue. A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

****It is considered a conflict of interest for a staff member to provide tutoring or support services for a fee to any student enrolled at Bridges Charter School.**

Outside Employment

If you are a full-time employee we expect that you will devote your professional effort to your position at Bridges Charter School. If you wish to participate in outside work activities, you are required to obtain written approval from Administration prior to starting those activities.

Approval will be granted unless the activity conflicts with Bridges Charter School's interests. In general, outside work activities are not allowed when they:

- Prevent you from performing work for which you are employed at Bridges Charter School.
- Involve organizations that are doing or seek to do business with Bridges Charter School including actual or potential vendors.
- Violate provisions of law or Bridges Charter School policies or rules.
- When the employee is on medical leave (FMLA/CFRA/PDL or any other medical leave).

Your obligations to Bridges Charter School must be given priority. Full-time employees are hired and continue employment with the understanding that Bridges Charter School is their primary employer and that other employment, commercial involvement or volunteer activity that is in conflict with the business interests of the school is strictly prohibited.

EXPENSE REIMBURSEMENT POLICY

Bridges Charter School expects employees to act responsibly and professionally when incurring and submitting expenses. The organization will reimburse employees for reasonable expenses on pre-approved business. This includes, for example, travel fares, accommodation, meals, tips, telephone and fax charges, and purchases made on behalf of the organization.

Bridges Charter School does not pay for local travel to and from the office (regular commute). If employees use their vehicles for business travel, mileage will be reimbursed as per the IRS current mileage rates and for appropriate parking fees. Bridges Charter School will not be responsible for fuel, maintenance, traffic or parking violations.

General guidelines

- Original receipts are required for reimbursement of all expenses.

These expenses include:

- Original boarding passes for airplane / train travel
- Credit card receipts
- Detailed merchant receipts

Receipts must be accompanied by a summary which outlines:

- The nature of the expense
- The name and titles of the individuals involved
- The purpose for the expense

Expense summaries must be submitted with receipts and approved by the Executive Director or Director of Daily Operations. All expenses and summaries must be submitted within 30 days to the Administrative Coordinator for payment.

Travel guidelines

Employees are required to fly coach class with the lowest available airfare for non-stop travel.

If a car rental is required, employees are requested to rent midsize or compact vehicles. Employees will be reimbursed for the fuel costs associated with renting a vehicle.

Employees will be reimbursed for reasonable hotel accommodation. Discounted room rates should be requested at the time of room booking.

For work-related trips, employees will be eligible for reimbursement of actual expenses based on current state reimbursement standards. Reimbursements will not be paid where other meal arrangements are provided. For example, a luncheon included with an event.

The following list includes examples of non-reimbursable expenses:

- Personal travel insurance

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- Personal reading materials
- Childcare
- Toiletries, cosmetics, or grooming products
- Expenses incurred by spouses, children, or relatives
- In-room movies or video games
- Sporting activities, shows, etc.
- Alcohol with meals

SECTION 12 – SAFETY

SUBSTANCE AND ALCOHOL POLICY

It is the intent of Bridges Charter School to promote a safe, healthy and productive work environment for all employees. The school recognizes that the illegal and/or excessive use of drugs and/or alcohol is not conducive to safe working conditions, employees' health, efficient operations or School success.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

The school complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time.
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a school function or event.
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on the school's premises.
- Refusing to submit to an inspection or testing when requested by administration.

- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on the school's premises and/or attending a school function or event.
- Conviction under any criminal drug statute for a violation occurring in the workplace, including failure to notify the school in writing of employee's conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction; or
- Failure to keep all prescribed medicine in its original container.

Employees taking physician-prescribed medications, which impairs the employee's job performance, (including medical prescribed marijuana) should not report to work. In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Administration who will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

Employees taking physician-prescribed medication which will not impair their job performance may be required to present a statement from the prescribing physician to the employee's supervisor indicating the duration of the prescription and stating that the use of the prescription will not impair the employee's ability to perform his or her specific job duties. This policy does not require or request the prescribing physician or the employee to identify any prescription drug or the medical condition for which it is prescribed. No employee shall use or have in his or her possession on the school premises any prescription medication other than medications currently prescribed by a physician for the employee.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by the school where alcohol is served or while entertaining clients and prospective clients of the school. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing the school.

The school may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Violation of this Drug and Alcohol Policy may result in disciplinary action, up to and including termination, at the school's sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy. Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Compliance with this Drug and Alcohol Policy is a condition of employment at the school. Failure or refusal of an employee to cooperate fully, sign any required document, submit to any inspection, or follow any prescribed course of substance abuse treatment will result in discipline, up to and including termination.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, the school may report such illegal drug activities to an appropriate law enforcement agency.

SMOKING

All School buildings and facilities are non-smoking facilities. This includes nicotine and non-nicotine cigarettes including (herbal cigarettes) as well as e-cigarettes, and vaping. Smoking is prohibited within 20 feet of a school building and within 25 feet of a school playground.

SECURITY

All employees are responsible for helping to maintain a secure workplace. Be aware of people loitering for no apparent reason. All staff are expected to question any unknown person seen in the workplace who does not have a visitor's pass. If you are leaving late at night or are in any other situation that presents security concerns or where you do not feel comfortable, please seek the assistance of the Custodian, other employees push a panic button in a classroom or call 911. Report any suspicious persons or activities to the office. Never attempt to force an individual to leave the workplace if s/he is uncooperative. Immediately contact your supervisor or school administrators for assistance or call 911. Secure your desk or work area at the end of the day or when called away from your work area for an extended length of time, and do not leave valuable and/or personal articles that may be accessible in or around your work area.

PARKED VEHICLES

Employees are responsible for their own parked vehicles and personal possessions within while parked on Bridges Charter School property. Vehicle break-ins are on the rise throughout California. Be cautious: keep school property and/or personal possessions out of sight and lock your car. Insuring your vehicle and personal property against loss and damage is recommended for your protection.

USE OF PERSONAL VEHICLE FOR SCHOOL BUSINESS

Personal vehicles used by employees to conduct Bridges Charter School business must be insured by the employee's personal automobile insurer. Bridges Charter School's liability insurance applies on a secondary basis if the underlying personal auto insurance is insufficient. In no event does Bridges Charter School's automobile liability insurance coverage pay for damage to the employee's vehicle. Insuring your vehicle against collision damage is recommended for your protection.

PERSONAL PROPERTY

Bridges Charter School cannot be responsible and will assume no liability for any loss or damage to employee personal property resulting from theft, fire, or any other cause on Bridges Charter School's premises, including the parking area, or away from school property while on school business.

SAFETY POLICY

Bridges Charter School is firmly committed to maintaining a safe and healthy working environment. All employees of the school are expected to be safety conscious on the job at all times. All unsafe conditions or hazards should be corrected immediately. Report all unsafe conditions or hazards to your supervisor or the Administrative Coordinator immediately, even if you believe you have corrected the problem. If you suspect a concealed danger is present on School premises, or in a product, facility, piece of equipment, process or business practice for which the school is responsible, bring it to the attention of your supervisor or Administration immediately. Supervisors

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Approved 5/12/25 Amended:

should arrange for the correction of any unsafe condition or concealed danger immediately and immediately contact the Administration regarding the problem.

All workplace injuries and illnesses must be immediately reported to your supervisor and the Administrative Coordinator.

Bridges Charter School has in place a written Injury and Illness Prevention Program as required by law. It is located in the main office for review.

ERGONOMICS

Bridges Charter School has invested in providing a work environment that is safe for all employees. To lessen the risk of ergonomic hazards, the School will make necessary adjustments to an individual's workstation, educate employees on ergonomic safety, and modify processes when deemed necessary to ensure the well-being and safety of our employees. You should report any ergonomic concerns to the Administration.

CHEMICAL EXPOSURE WARNING

Employees should be aware that work areas might contain chemicals known to the State of California to cause cancer or to cause birth defects or other reproductive harm. If you have any questions or concerns about possible chemical exposure in your work area, contact the Administrative Coordinator. Bridges Charter School uses chemicals in some of its operations. Employees should receive training and be familiar with the handling, use, storage and control measures relating to these substances if they will use or likely be exposed to them. Safety Data Sheets (SDS) are available for inspection. Employees must follow all labeling requirements.

SECTION 13 – TERMINATION

VOLUNTARY TERMINATION

Bridges Charter School will consider an employee to have voluntarily terminated his or her employment if the employee does any of the following: (1) elects to resign from Bridges Charter School; (2) fails to return from an approved leave of absence on the date specified without notifying the school for the need for continued leave including failure to communicate with the school; or (3) fails to report for work without notice to Bridges Charter School for three consecutive work days. Bridges Charter School requests that employees provide at least two weeks' written notice of a voluntary termination. All Bridges Charter School property must be returned immediately upon terminating employment. Bridges Charter School retains the right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.

INVOLUNTARY TERMINATION

An employee may be terminated involuntarily for, among other reasons, poor performance, misconduct or other violations of Bridges Charter School's Rules of Conduct as set forth herein. Notwithstanding the foregoing, or anything else contained in this handbook, pursuant

to its at-will policy, Bridges Charter School reserves the right to terminate an employee at any time, with or without advance notice and with or without cause.

EXIT INTERVIEWS

Employees who leave employment at Bridges Charter School may be asked to take part in an exit interview with the Directors to communicate their challenges and growth while employed at Bridges Charter School. Information shared during an exit interview will be treated as confidential to the extent possible.

VERIFICATION AND REFERENCE POLICY

All requests for employment verification, references or personal information verification or disclosures must be directed to the Administrative Coordinator. Only the Administration and the Administrative Coordinator are authorized to provide verifications or references, or disclose personal information, pertaining to current or former employees.

With respect to verification requests, Bridges Charter School will disclose only the dates of employment, and the title of the last position held. Bridges Charter School will verify or disclose additional information about the employee only if the employee provides written authorization for Bridges Charter School to provide the information. However, Bridges Charter School will provide information about current or former employees as required by law or court order.

APPENDIX A--HARASSMENT COMPLAINT FORM

It is the policy of the school that all of its employees be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

Bridges Charter School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: ____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific

statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____

Signature of Complainant

Print Name

Received by: _____

Date: _____

APPENDIX B--COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s) _____

Name of Person(s) you have a complaint against:

List any witnesses that were present: _____

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____ Signature of Complainant _____

Print Name _____

APPENDIX C - Workplace Violence Prevention Plan

BRIDGES CHARTER SCHOOL has adopted a Zero Tolerance Policy for workplace violence.

Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect BRIDGES employees, or which occur on BRIDGES property will not be tolerated.

DEFINITIONS

Emergency - Unanticipated circumstances that can be life threatening or pose a risk of significant injuries to employees or other persons.

Engineering controls - An aspect of the built space or a device that removes a hazard from the workplace or creates a barrier between the employee and the hazard.

Log - The violent incident log required by LC section 6401.9.

Plan - The workplace violence prevention plan required by LC section 6401.9.

Serious injury or illness - Any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement, but does not include any injury or illness or death caused by an accident on a public street or highway, unless the accident occurred in a construction zone.

Threat of violence - Any verbal or written statement, including, but not limited to, texts, electronic messages, social media messages, or other online posts, or any behavioral or physical conduct, that conveys an intent, or that is reasonably perceived to convey an intent, to cause physical harm or to place someone in fear of physical harm, and that serves no legitimate purpose.

Workplace violence - Any act of violence or threat of violence that occurs in a place of employment.

Workplace violence includes, but is not limited to, the following:

The threat or use of physical force against an employee that results in, or has a high likelihood of resulting in, injury, psychological trauma, or stress, regardless of whether the employee sustains an injury.

An incident involving a threat or use of a firearm or other dangerous weapon, including the use of common objects as weapons, regardless of whether the employee sustains an injury.

The following four workplace violence types:

Type 1 violence - Workplace violence committed by a person who has no legitimate business at the worksite, and includes violent acts by anyone who enters the workplace or approaches employees with the intent to commit a crime.

Type 2 violence - Workplace violence directed at employees by customers, clients, patients, students, inmates, or visitors.

Type 3 violence - Workplace violence against an employee by a present or former employee, supervisor, or manager.

Type 4 violence - Workplace violence committed in the workplace by a person who does not work there, but has or is known to have had a personal relationship with an employee.

Workplace violence does not include lawful acts of self-defense or defense of others.

Work practice controls - Procedures and rules which are used to effectively reduce workplace violence hazards

RESPONSIBILITY

The Administrative Coordinator for BRIDGES CHARTER SCHOOL shall oversee the WVPP, and has the authority and responsibility for implementing the provisions of this plan for the school. If there are multiple persons responsible for the plan, their roles will be clearly described.

Responsible Persons	Job Title Position	WVPP Responsibility(ies)	Phone #	Email
Kelly Simon	Executive Director	Overall responsibility for the plan; <i>approves the final plan and any major changes.</i>	805 -492-3569	kelly.simon@bridgescharter.org
Kami Brown	HR Manager	Responsible for employee involvement and training. <i>organizes safety meetings, updates training materials, and handles any reports of workplace violence.</i>	805 -492-3569	kami.brown@bridgescharter.org
Cindy McCarthy	Daily Operations	Responsible for emergency response, <i>coordinates emergency response procedures, and updates routine safety procedures and protocols on campus to include regular drill schedule.</i>	805-492-3569	cindy.mccarthy@bridgescharter.org
Jose Rendon Juliana Paz	Custodian	Hazard identification, and coordination of cleanup, <i>conducts safety inspections, assists with emergency response procedures, and communicates any need for facility repair and responds to hazardous spill cleanup.</i>	805-492-3569	jose.rendon@bridgescharter.org Juliana.paz@bridgescharter.org

EMPLOYEE RESPONSIBILITIES

BRIDGES CHARTER SCHOOL's prohibition against threats and acts of violence applies to all persons involved in the school's operation, including but not limited to the staff, outside contractors and temporary workers and anyone else on the school site. Violations of this policy by any individual on the school site, by any individual acting as a representative of the school while off the school site will be enforced as well.

Every employee and every person on Bridges site is encouraged to report incidents of threats or acts of physical violence of which he/she is aware. The report should be made to the Director or Administrative Coordinator, the reporting individual's immediate supervisor, or another supervisory employee if the immediate supervisor is not available. Nothing in this policy alters any other reporting obligation established in policies or in state, federal or other applicable law.

ADMINISTRATION/SUPERVISOR RESPONSIBILITIES

Administration/Supervisors have a crucial role in making BRIDGES a safe and secure working environment by reducing the potential for employee workplace violence through appropriate and consistent use of sound supervisory practices and by applying timely corrective action when necessary. Adherence to BRIDGES policies, workplace rules and regulations, documentation of employee performance problems appropriately identifying early warning signs, appropriate workplace conduct, and/or conflict resolution will greatly assist in the prevention of potential workplace violence.

It is the responsibility of all staff to report incidents for investigations into alleged violations of this policy to the Administrative Coordinator on potential employee workplace violence situations as appropriate. It is the responsibility of the Administrative Coordinator to coordinate an investigation with the Assistant Director. The Administrative Coordinator should document all violations of the workplace violence prevention procedures so that appropriate corrective action can be taken.

EMPLOYEE ACTIVE INVOLVEMENT

BRIDGES CHARTER SCHOOL ensures the following policies and procedures to obtain the active involvement of employees in developing and implementing the plan:

- Administration will work with and allow employees to participate in:
 - Identifying, evaluating, and determining corrective measures to prevent workplace violence.
 - Administration will have **triannual** safety meetings with employees to discuss identification of workplace violence related concerns/hazards, evaluate those hazards and/or concerns, and how to correct them. These meetings could involve brainstorming sessions, discussions of recent incidents, and reviews of safety procedures. Faculty will be encouraged to send any concerns to the administration to be addressed at weekly/monthly faculty meetings as well.
 - Designing and implementing training.
 - Employees are encouraged to participate in designing and implementing training programs, and their suggestions are incorporated into the training materials. For example, an employee might suggest a new training scenario based on a recent incident. An annual survey will be conducted to gather staff feedback and to assess any new areas of concern after the initial survey to create the plan.

- All employees will follow all workplace violence prevention plan directives, policies, and procedures, and assist in maintaining a safe work environment.
- The plan shall be in effect at all times and in all work areas and be specific to the hazards and corrective measures for each work area and operation.

EMPLOYEE COMPLIANCE

Our system to ensure that employees comply with the rules and work practices that are designed to make the workplace more secure, and do not engage in threats or physical actions which create a security hazard for others in the workplace, include at a minimum:

- Training employees in the provisions of BRIDGES Workplace Violence Prevention Plan (WVPP)
- Effective procedures to ensure that all staff comply with the WVPP.
 - Include an overview in the Employee Handbook
 - Include time in back-to-school professional development to review WVPP
 - Provide all new-hire training in WVPP within 30 days of hiring
 - Provide 5 minute Q/A as needed monthly at faculty meetings
 - Encourage attendance at triannual safety meetings.
 - Provide retraining to employees whose safety performance is deficient with the WVPP.
 - Recognizing employees who demonstrate safe work practices that promote the WVPP in the workplace by acknowledging on annual employee reviews.
 - Discipline employees for failure to comply with the WVPP. (Document on annual performance review.)

COMMUNICATION WITH EMPLOYEES

We recognize that open, two-way communication between our administration and staff about workplace violence issues is essential to a safe and productive workplace. The following communication system is designed to facilitate a continuous flow of workplace violence prevention information between administration and staff in a form that is readily understandable by all employees, and consists of one or more of the following:

- New employee orientation includes workplace violence prevention policies and procedures.
- Workplace violence prevention training.
- Regularly scheduled meetings that address security issues and potential workplace violence hazards.
- Effective communication between employees and administration about workplace violence prevention and violence concerns. For example, ensure that administration and all employees can communicate effectively and in the employees' first language.
- Posted or distributed workplace violence prevention information.

How employees can report a violent incident, threat, or other workplace violence concern to employer or law enforcement without fear of reprisal or adverse action.

- Report to Administrative Coordinator
- Employees can anonymously report a violent incident, threat, of other violence concerns. This can be done by calling WeTip: [\(844\) 805-4738](tel:8448054738)

- Safety App may be used to alert Administration of an emergency
- Panic Button may be engaged if faced with an intruder or dangerous situation

Employees will not be prevented from accessing their mobile or other communication devices to seek emergency assistance, assess the safety of a situation, or communicate with a person to verify their safety. Employees' concerns will be investigated in a timely manner and they will be informed of the results of the investigation and any corrective actions to be taken.

- Updates on the status of investigations and corrective actions are provided to employees through email and at safety meetings. These updates could include information about the progress of investigations, the results of investigations, and any corrective actions taken
- Updates during daily/weekly/monthly/triannual meetings to discuss the plan and any updates. These meetings could involve sharing updates to the plan, discussing recent incidents, and coordinating training sessions.

WORKPLACE VIOLENCE INCIDENT REPORTING PROCEDURE

BRIDGES CHARTER SCHOOL will implement the following effective procedures to ensure that:

All threats or acts of workplace violence are reported to an employee's supervisor or administration, who will inform the WVPP administrator. This will be accomplished by either emailing, texting, or calling them directly. If that's not possible, employees will report incidents directly to the WVPP administrator, Kami Brown, Administrative Coordinator.

- Employees can anonymously report a violent incident, threat, or other violence concerns. This can be done by calling WeTip: [\(844\) 805-4738](tel:8448054738)
- Submit an online form for WeTip: <https://www.wetip.com/submit-a-crime-tip/>
- Signal App may be used to alert Administration of an emergency
- Panic Button may be engaged if faced with an intruder or dangerous situation

A strict non-retaliation policy is in place, and any instances of retaliation are dealt with swiftly and decisively. An employee who retaliates against a coworker for reporting an incident could face disciplinary action up to and including termination.

EMERGENCY RESPONSE PROCEDURES

BRIDGES CHARTER SCHOOL has in place the following specific measures to handle actual or potential workplace violence emergencies:

Effective means to alert employees of the presence, location, and nature of workplace violence emergencies by the following:

- Alarm system and PA announcements will be used to alert employees of emergencies.
- Signal App will be engaged and a notice sent to notify staff of any potential danger, actions steps needed, any possible intruder w/ locations if known and to send out updates in real time.

- BRIDGES will have evacuation or sheltering plans. Evacuation routes, locations of emergency exits are discussed with faculty regularly and posted on the campus, and instructions for sheltering in place are reviewed in safety meetings. Safety binders will be maintained in central locations throughout the campus.
- How to obtain help from staff, security personnel, or law enforcement.

In the event of an emergency, including a Workplace Violence Emergency, contact or use the following:

- 911
- Panic Button
- Signal App
- Local Police Department: 805-494-8256
- Ventura County Sheriff: 805-654-2380

WORKPLACE VIOLENCE HAZARD IDENTIFICATION AND EVALUATION

The following policies and procedures are established and required to be conducted by BRIDGES to ensure that workplace violence hazards are identified and evaluated:

- Inspections shall be conducted when the plan is first established, after each workplace violence incident, and whenever the employer is made aware of a new or previously unrecognized hazard.
- Review all submitted/reported concerns of potential hazards:
 - Daily or weekly review of all submitted and reported concerns.
- Workplace Violence Hazards suggestion box
- Voicemail/email/text messages
- Agenda item on weekly leadership meeting to discuss any areas of concern
- Weekly check-in with custodians to review and address any potential facility hazards

PERIODIC INSPECTIONS

- Periodic inspections of workplace violence hazards will identify unsafe conditions and work practices. This may require assessment for more than one type of workplace violence. Periodic Inspections shall be conducted:

- Annually with Charter Safe during their annual report (Administrative Coordinator)
- Annually during the first week back on campus (Administrative Coordinator)
- Annually during staff development (Administration)
- Routinely during weekly cleaning of campus (Custodians)

Periodic inspections to identify and evaluate workplace violence and hazards will be performed by the following designated personnel in the following areas of the workplace:

Specific Person Name/Job Title	Area/Department/Specific location
Custodian(s) Julio/Julian Paz	Classrooms/Office/Yard/MPR/Bathrooms (facility)
Administrative Coordinator	Outdoor Classroom/Office/Facility
Administration	Kelly Simon Cindy McCarthy Sky Stifel

Inspections for workplace violence hazards include assessing:

- The need for violence surveillance measures, such as mirrors and cameras.
- Procedures for employee response during any criminal act, including our policy prohibiting employees, who are not security guards, from confronting violent persons or persons committing a criminal act.
- Procedures for reporting suspicious persons or activities
- Effective location and functioning of emergency buttons and alarms.
- Posting of emergency telephone numbers for law enforcement, fire, and medical services.
- Whether employees have access to a telephone with an outside line.
- Whether employees have effective escape routes from the workplace.
- Adequacy of workplace security systems, such as door locks/lock blocks, entry codes, physical barriers, and working panic buttons.
- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.
- Effectiveness of systems and procedures that warn others of actual or potential workplace violence danger or that summon assistance: working PA system, Signal APP with all employees, and alarms and panic buttons.
- The use of work practices such as the "buddy" system for specified emergency events.
- The availability of employee escape routes.
- How well our establishment's administration and employees communicate with each other.
- Access to and freedom of movement within the workplace by non-employees, including recently discharged employees or persons with whom one of our employees is having a dispute.
- Frequency and severity of employees' reports of threats of physical or verbal abuse by administration, or other employees, former employees, or community members.
- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

WORKPLACE VIOLENCE WARNING SIGNS

Acts or threats of violence include conduct that is sufficiently severe, offensive, or intimidating to alter the employment conditions or to create a hostile, abusive, or intimidating work environment for one or several BRIDGES employees. Examples of workplace violence include, but are not limited to, the following:

- a. All threats or acts of violence occurring on BRIDGES premises, regardless of the relationship between BRIDGES and the parties involved in the accident.
- b. All threats or acts of violence occurring off BRIDGES premises involving someone who is acting in the capacity of a representative of BRIDGES.
- c. All threats or acts of violence occurring off BRIDGES site involving a BRIDGES employee if the threats or acts affect the legitimate interests of BRIDGES.
- d. Any acts or threats resulting in the conviction of an employee or of an individual performing services for BRIDGES on a contract or temporary basis, under any criminal code provision relating to violence or threats of violence which adversely affect the legitimate interests and goals of BRIDGES.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- a. Hitting or shoving an individual.
- b. Threatening an individual or his/her family, friends, associates, or property with harm.
- c. Intentionally destroying or threatening to destroy BRIDGES property.
- d. Making harassing or threatening phone calls.
- e. Performing harassing surveillance or stalking.
- f. Suggesting or intimating that violence is appropriate.
- g. Unauthorized possession of firearms or weapons on BRIDGES property.

STRATEGIES TO DE-ESCALATE THREATENING BEHAVIOR

The following conflict resolution strategies may be helpful to de-escalate situations where an individual is exhibiting threatening or intimidating behavior:

- a. Project calmness; move and speak slowly, softly, and confidently.
- b. Encourage the person to talk; listen actively and patiently.
- c. Maintain a relaxed but attentive posture.
- d. Position yourself at an angle to the person rather than directly in front.
- e. Arrange yourself so your access to an exit is not blocked.
- f. Seek assistance; ask someone to sit in or signal to call for additional support.
- g. Acknowledge the person's feelings.
- h. Make small, specific requests such as asking the person to move to a quieter area, open area, or

to move outside.

- i. Do not isolate yourself from the individual.
- j. Provide the person with time to calm down.
- k. Point out options, break big problems into smaller ones.
- l. Avoid sudden movements and maintain 3–6-foot distance.
- m. From reception, use the call button to call an adjacent department for assistance.
- n. Lock down buildings and department to prevent intruders' entry.
- o. Notify the Administrative Coordinator.

Any emergency, perceived emergency, or suspected criminal conduct shall be immediately reported to the Police Department. If someone is acting violently or is threatening someone, call 911 for an immediate police response.

INCIDENT MANAGEMENT

The degree to which employees can survive an actual act of violence in the workplace may depend upon recognition of potential problems and the measures taken in advance of an incident.

The following are basic building blocks for the development of a safety plan:

In the event of a medical emergency, immediately call 911 and administer appropriate first aid (if trained) or make the individual as comfortable as possible without being moved until first aid can be administered.

- a. Identify the physical security needs of the workplace.
- b. Discuss and coordinate emergency strategies with employees.
- c. To the extent possible, arrange for limited and authorized access to the affected work area.
- d. Establish protocol for calling the Police (emergency/non-emergency).
- e. Develop prearranged office procedures to alert others to the need for help.
- f. Develop a procedure to cease normal operations and secure the premises.
- g. Outline emergency evacuation procedures.
- h. Evaluate the need for security alarms, call buttons, surveillance cameras, security personnel, etc.

Employees should mentally “map out” a personal survival strategy in the event of workplace violence.

Workplace violence incidents will differ, and each situation will dictate a different response. The circumstances of a given situation will suggest which of, and in which order, the following should occur:

- a. Report to the Police by dialing 911 at the safest opportunity.
- b. Alert others (email, phones, signals, call button).
- c. Activate prearranged safety and security plan.
- d. Secure surroundings, lock doors.
- e. If appropriate, evacuate employees/leave the area.

MANAGING THE AFTERMATH OF AN INCIDENT

Police and other emergency response personnel will be available to manage all emergencies. Police will deal with criminal activity. However, it remains the responsibility of BRIDGES employees/staff to work together to try to normalize the workplace following an incident. The aftermath of a violent situation can be traumatic, characterized by confusion and disorientation. The wave of uncertainty, panic and disbelief will pass and, in its place, will be the task of normalizing the workplace. Depending on the severity of the incident and the recommendations of the Administration team, the

Administrative Coordinator will normally coordinate post incident normalization. The Administrative Team and office staff will be expected to take the lead in initiating and participating in debriefings following a violent act, normally within 72 hours of an incident.

EMERGENCIES

The school site has a disaster plan in case of an earthquake or other major disaster. Be familiar with the plan for our site. It is available to each employee and is on file in your school's office.

In the event of a bomb threat, learn as much as you can while on the phone. Complete the bomb threat checklist found in your teacher handbook. Call 911 without delay. Be sure to identify yourself and the location. Notify administration immediately.

In the event of a medical emergency, immediately call 911 and administer appropriate first aid (if trained) or make the individual as comfortable as possible without being moved until first aid can be administered.

EMPLOYEE HANDBOOK ACKNOWLEDGEMENT

By my signature below, I acknowledge that I have received a copy of Bridges Charter School's Employee Handbook, on the date indicated below and agree to my at-will employment as described below. I acknowledge that it is my responsibility to read and review the Employee Handbook carefully. I also acknowledge that it is my responsibility to ask for clarification if I do not understand any of the policies included in the Employee Handbook.

I understand that the Employee Handbook contains important information regarding Bridges Charter School's expectations, policies and guidelines and that I am expected to comply with these expectations, policies and guidelines at all times. I understand that the Employee Handbook does not provide a binding contract, but provides guidelines for personnel concerning some of Bridges Charter School's policies.

Just as I am free to terminate the employment relationship with Bridges Charter School at any time, Bridges Charter School, in its sole discretion, also reserves the right to modify or terminate the employment relationship with me at any time for any or no reason and with or without notice. Further, there is no agreement, express or implied, written or verbal, between the employee and Bridges Charter School for any specific period of employment, for continuing or long-term employment, or for guaranteed terms and conditions of employment. No one other than the Directors of Bridges Charter School, with the approval of the Board of Directors, has the authority to alter your employment at-will status, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Further, any such agreement must be in writing and must be signed by the Executive Director or Director of Daily Operations. This is the entire agreement between Bridges Charter School and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded. If I have an individually negotiated written employment agreement with Bridges Charter School, then the terms and conditions of that agreement will prevail to the extent it differs from the policies in this Handbook.

Bridges Charter School reserves the right to modify, alter, add to or delete any of the policies, guidelines or benefits contained in this handbook at any time with or without notice.

Other than Bridges Charter School Board of Directors, no other entity or person has the authority to modify this employee handbook.

Employee Name (print) _____

Employee Signature: _____

Date: _____

_____ (Initial) I have read and received a copy of the Work Place Violence Prevention Plan

_____ (Initial) I understand I must complete mandated trainings as assigned in a timely manner

Coversheet

Job Description for Homeschool Supervising Teacher

Section:	VI. Business and Operations
Item:	M. Job Description for Homeschool Supervising Teacher
Purpose:	Vote
Submitted by:	
Related Material:	Homeschool Supervising Teacher Job Description-2.pdf

Homeschool Supervising Teacher Job Description Bridges Charter School

Work Year: 175 student days and 5 teacher work days. Hours per day vary depending on the student load and on-site instruction responsibilities. Hours are allotted per week based on a percentage of the overall FTE.

Representative Duties:

The following duties represent a combination of core responsibilities expected of a Supervising Teacher in accordance with the school's charter and California state law, including Assembly Bill 1505.

Duties may consist of any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but it is intended to accurately reflect the principal job elements.

Instructional Leadership and Student Engagement:

- Provide direct in-person instruction during scheduled tutorials, enrichment classes, and academic courses as scheduled by the Directors. In positions assigned that are .75 FTE or greater, a minimum of two full days on site is required.
- Be available and willing to substitute or assist with other in-person instruction, including during staff absences and mandated testing periods.
- Deliver high-quality, standards-aligned instructional experiences during on-campus enrichment days and maintain a visible, active teaching presence within the school's physical learning community.

Academic Oversight and Student Progress Monitoring:

- Conduct regular assessments to determine each student's educational needs, interests, abilities, and motivation to create an individualized Personalized Learning Plan (PLP) in collaboration with the students and their parents.
- Perform the school's adopted mClass Dibels assessment for all students in grades TK-5.
- Monitor and track student progress toward meeting California State Standards and ensure that all work samples and learning logs meet legal documentation requirements.
- Provide timely academic feedback and instructional support through both in-person meetings and remote communication as appropriate.
- Provide daily live sessions for students on zoom or in person.
- Supervise and provide instruction to students on enrichment days.
- Provided tiered re-engagement and academic interventions for students who are struggling.

- Utilize authentic assessment tools, involve families in progress discussions, and adjust instructional approaches as needed to promote adequate progress.
- Maintain accountability for instructional time and student participation during in-person classes in compliance with Independent Study regulations.

Compliance and Legal Accountability (AB 1505 & Independent Study Requirements):

- Ensure full compliance with AB 1505 by maintaining accurate and complete documentation for:
 - o Master Agreements
 - o Learning Records
 - o Attendance logs
 - o Work samples and academic evaluations
- Meet all legal deadlines for assignment collection, attendance reporting, and state-required documentation.
- Attend and participate in all required IEP, 504 and SST meetings, ensuring compliance with special education laws and support plan fidelity.
- Maintain knowledge of evolving charter school law, Independent Study regulations, and implement them with fidelity.
- Clearly explain the educational and legal responsibilities that families assume upon entering into the Master Agreement.

Family Engagement and Curriculum Support:

- Support families in selecting appropriate curriculum, instructional methods, and educational tools that align with student learning styles and California standards.
- Provide ongoing training and coaching to parents/guardians to empower them as primary instructors in the homeschool partnership model.
- Encourage family participation in school events and foster a strong connection between the homeschool program and the broader BRIDGES Charter community.
- Provide in person instruction and small group tutorials as assigned. This may include tutoring students, providing intervention, teaching a content class, facilitating circles, leading community time, teaching enrichment classes, leading parent education, or supporting SEL.
- Supervise and coordinate enrichment classes as a certificated, credentialed teacher.
- Assist with class transitions and supervision of homeschool students.

Professional Conduct and Collaboration:

- Respond promptly to emails and phone calls during the work week.
- Maintain confidentiality in all communications with families and staff.
- Attend faculty meetings, staff development sessions, and planning meetings as required.
- Collaborate effectively with colleagues, volunteers, and administrators to ensure a cohesive learning experience for students.

Knowledge of:

- California State Standards and assessment practices
- Charter school laws and AB 1505 compliance mandates
- Independent Study legal documentation and reporting procedures
- Homeschool and personalized learning models
- Differentiated and culturally responsive instructional strategies

Skills and Abilities to:

- Provide direct in-person instruction confidently and professionally
- Communicate effectively with families from diverse backgrounds
- Maintain organized, accurate student records
- Operate educational technology and online learning systems
- Engage in continuous reflection and professional growth
- Adapt teaching practices to meet a wide range of student needs

Reasonable accommodations will be made to enable qualified individuals with disabilities to perform the essential functions of the position.

Multiple or single subject credential required.

Coversheet

Board Schedule 25-26 SY

Section:	VI. Business and Operations
Item:	N. Board Schedule 25-26 SY
Purpose:	Vote
Submitted by:	
Related Material:	Board Meeting Schedule 2025-26 (2).docx



2025-26 BOARD MEETING SCHEDULE

***2nd Monday of the month at 6:15 p.m.
unless otherwise indicated***

August 11, 2025

September 8, 2025

October 13, 2025

November 10, 2025

December 8, 2025

January 26, 2026

February 9, 2026

March 9, 2026

April 20, 2026

May 18, 2026

June 15, 2026

*Board Meetings are held at Bridges Charter School 1335 Calle Bouganvilla,
Thousand Oaks, CA 91360, in room 14, unless otherwise indicated.*

Coversheet

Updated IXL quote for 25-26 SY

Section:	VIII. Curriculum and Instruction
Item:	A. Updated IXL quote for 25-26 SY
Purpose:	Vote
Submitted by:	
Related Material:	IXL Contract 1423339-1 [Bridges Charter School].pdf



IXL Learning
 777 Mariners Island Blvd., Suite 600
 San Mateo, CA 94404

QUOTE

QUOTE # 1423339-1
 DATE: JUNE 3, 2025

TO:

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

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Jacob Parson		July 1, 2025 - July 1, 2026	July 3, 2025

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license (Grades K-8) Subjects: Math, ELA, Science, and Social studies <i>Auto-rostering services included</i>	325	\$24.75	\$8,043.75
Total Price			\$8,043.75

TOTALS	
Total Subscriptions List Price	\$8,043.75
Grand Total	\$8,043.75

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](#) or go to <https://www.ixl.com/po-upload> and enter quote # 1423339-1. For international accounts, we can accept wire transfers for an additional fee.



IXL Learning
 777 Mariners Island Blvd., Suite 600
 San Mateo, CA 94404

SALES CONTRACT

CONTRACT #1423339-1

June 3, 2025

CUSTOMER

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

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Jacob Parson	1423339-1	July 1, 2025 - July 1, 2026

PAYMENT PLAN

Amount	Invoice date
\$8,043.75	July 15, 2025
TOTAL	\$8,043.75

Price valid until July 3, 2025

ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE

DATE



TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to:

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
 - a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
 - b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:

Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail orders@ixl.com

Completed sales contracts should be emailed to your sales consultant.

Coversheet

Learning Continuity Plan

Section: XIV. Charter Policies
Item: A. Learning Continuity Plan
Purpose: Vote
Submitted by:
Related Material:
2025_Instructional_Continuity_Plan_(ICP)_Bridges_Charter_School_20250521.pdf

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Bridges Charter School	BRIDGES Charter School		

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 6/16/2025 and adopted by BRIDGES Charter School on June 16th, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, BRIDGES Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Teachers will provide printed instructional materials, and student packets that can be distributed on short notice.

In the case of extended closures or inaccessible facilities, the school will shift to asynchronous learning using printed work packets and/or digital platforms, as available. Students and families will receive instructions on how to access continued learning through alternate means (e.g., pick-up locations for paper materials or mobile hotspots when internet access is disrupted).

If digital communication systems (e.g., email, online platforms) are disrupted due to power outages, the school will implement backup communication strategies including: Text alerts and automated voice calls through the school's mass notification system (e.g., ParentSquare), which can be operated off-site or through mobile devices. Designated office staff will serve as communication liaisons, using cell phones and alternative internet access points to coordinate messaging with staff, parents, and students.

Printed flyers and notices will be posted on the front office door should two way communication be disrupted, and information may also be posted in public spaces such as the Thousand Oaks Library when communication is impacted.

Families are encouraged to keep emergency contact information up to date and to identify a secondary method of contact on student emergency cards.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

In the event of instructional disruption, our school will ensure continued support for students' academic, social-emotional, and mental health needs.

Social-Emotional & Mental Health: Teachers and counselors will conduct regular check-ins with students. Each student will be contacted by a teacher or staff member. Counseling services will remain available in-person, virtually, or by phone. SEL lessons will be integrated into instruction, and students can be referred for additional mental health support as needed.

Academic Support: Student progress will be monitored through assessments and teacher check-ins. Intervention supports (small groups, tutoring, modified assignments) will be provided. Students with IEPs or 504 plans will continue to receive services and accommodations. English Learners will receive designated and integrated ELD instruction.

Family Engagement: The school will maintain consistent communication with families to identify needs and provide resources. Materials will be translated and made accessible to all learners.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, BRIDGES Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Our goal is to resume in-person instruction as quickly and smoothly as possible once all essential operational functions are in place and learning environments are ready to support student success.

Remote Instruction

Plans for remote instruction.

As required, BRIDGES Charter School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Coursework will remain accessible through online platforms such as google classroom. For families who do not have access to internet or a computer, Bridges will distribute hot spots and Chromebooks to ensure all students have equitable access to instruction.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

In the event of an emergency, students will continue to have access to course materials through digital learning platforms and/or printed instructional packets. Materials will be distributed in advance or made available for pickup to ensure uninterrupted learning across all grade levels.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

BRIDGES Charter School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

In the event of an emergency, the school will implement a coordinated communication plan to ensure that families, students, and staff receive timely, accurate, and consistent information.

Communication Methods:

Mass Notification System (e.g., ParentSquare): Used for immediate updates via text, email, and automated phone calls to staff and parents.

School Website & Social Media: Updated with ongoing information, including emergency status, schedule changes, and resources. The school maintains an active Instagram and Facebook account where live updates will be posted.

Direct Staff Communication: Faculty and staff will receive updates via email, internal messaging systems, and staff meetings or calls as needed via ParentSquare alerts or posts. Emergency communication may also be sent via Signal App.

Classroom Communication Tools: Teachers may use Parentsquare and Google Classroom to communicate directly with students and families.

Timeline and Frequency:

Initial Notification: Within 30 minutes of confirming an emergency with first responders or local authorities, a message will be sent to all stakeholders with essential information and instructions.

Ongoing Updates: Families and staff will receive regular updates as new information becomes available, typically every 2–4 hours during active emergencies. These notifications will include a notice of disruptions to the normal school schedules.

School Delays or Cancellations: All school delays or cancellations will be communicated through VCOE's website.

Follow-Up Communication: A final update will be issued when the situation is resolved, including information about resuming normal operations. Communication will be distributed through Parentsquare alerts and Parentsquare posts.

All communication will be available in families' preferred languages to ensure accessibility and understanding. The school also encourages families to keep contact information up to date to ensure effective communication during emergencies.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school will provide all teachers and students access to school laptops or Chromebooks in the event that the school needs to transition to remote learning. The school will further provide internet hotspots for families who do not have access to internet,

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

During an emergency, the school will prioritize essential learning by focusing on essential standards-aligned objectives in core subject areas. Instruction will be delivered through digital platforms and/or printed materials, with flexibility to accommodate students' access to resources. Teachers will monitor progress through regular assignment submissions, formative assessments, and virtual or in-person check-ins. To support continued learning, the school will offer additional assistance such as virtual office hours, small group instruction, and targeted interventions for students who need extra help.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with Disabilities will continue to receive services outlined in their IEPs or 504 Plans through adapted instructional materials, virtual support from special education staff, and accommodations provided during remote or modified instruction.

Students Experiencing Homelessness or in Foster Care will be prioritized for access to technology, internet hotspots, and printed materials. Staff will work with families and caregivers to ensure consistent communication and delivery of resources to their current location. English Learners will continue to receive designated and integrated ELD support through bilingual staff, translated materials, and small group or one-on-one instruction when possible. The school will provide devices and internet support as needed, and offer alternative formats and flexible delivery methods to meet diverse learning needs.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency, the school will continue to implement IEP and 504 Plans to the greatest extent possible to ensure students with disabilities receive the services and supports they need. Special Education Services may be delivered through a combination of virtual instruction, teletherapy, in-person support (when feasible), and modified assignments aligned with IEP goals. Accommodations and Modifications outlined in 504 Plans and IEPs will be provided during remote learning, including extended time, alternative formats, and access to assistive technology. Case Managers and Service Providers will maintain regular communication with families to review service delivery, monitor student progress, and adjust supports as needed. IEP and 504 Meetings will be held virtually or by phone to ensure compliance with timelines and allow for collaboration with families and staff.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Bridges Charter School will continue to support English Learners (ELs) in alignment with the California English Learner Roadmap Policy, which emphasizes meaningful access to grade-level content, development of English proficiency, and culturally responsive instruction. EL students will receive designated and integrated ELD instruction through remote or in-person learning. Instructional materials will be adapted to meet language needs, with access to bilingual support and translated communications for families. Teachers will regularly monitor student progress and provide targeted interventions to ensure EL students continue to grow academically and linguistically during emergencies.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Teachers and staff will receive training on remote learning tools such as learning management systems and online assessment platforms to ensure smooth delivery of instruction. Professional development will focus on strategies for engaging students virtually, differentiating instruction, managing online classrooms, and incorporating social-emotional learning. Staff uses digital assessment tools in daily instruction, and in the event of pivoting to remote instruction, staff will continue to use these tools to monitor student progress, administer formative assessments, and analyze data for timely interventions. Regular virtual meetings, coaching, and peer collaboration opportunities will be provided to share resources, troubleshoot challenges, and build capacity for effective remote teaching. Teachers will also have access to curated online curricula, lesson plans, and multimedia resources aligned to standards and tailored for remote learning environments.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Our school counselor and school psychologist will pivot responsibilities to providing mental health support to students and their families, especially those most impacted by the emergency. Translation services will be utilized as necessary. Further, curated local resources will be prominently posted and shared with the school community.

Plans to provide access back-up, water and medicines in the event of an emergency.

The school maintains an adequate supply of water for consumption and sanitation for all students and staff on campus in the event of an emergency during school hours. Student prescribed medication is kept locked on campus in the central office. Backup power sources are in place to support critical systems and maintain safe operations in an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Special Education: Services will continue through virtual sessions, teletherapy, or in-person support when possible, ensuring IEP goals are met with accommodations and modifications adapted for remote or hybrid learning.

Counseling: School counselors and mental health professionals will provide support via phone, video conferencing, and online platforms, offering individual and group sessions to support students' social-emotional well-being.

After-School Programs: When in-person programs are unavailable, after-school activities will transition to virtual formats or provide take-home enrichment kits to engage students safely.

Food Services: Access to meals will continue through meal pickup sites, delivery options, or on-campus distribution following health guidelines, ensuring students relying on school nutrition programs continue to have access to meals.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

This plan will be reviewed annually as part of the comprehensive school safety plan which requires input from parents, students, and staff. The Board of Directors will also publicly review the document and invite feedback from educational partners at least once annually.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

In the event that our school site is closed due to a declared emergency, the site will be inspected and deemed safe by appropriate authorities (e.g., fire department, building inspectors, health officials) with no structural damage or hazards that could endanger students, staff, or visitors. Essential services and utilities such as electricity, water, heating/cooling, internet, and sanitation systems must be fully restored and functional to support a safe and healthy learning environment. Further, all classrooms, restrooms, common areas, and emergency exits must be accessible and free from obstruction or damage. Adequate staff and faculty must also be available to provide instruction, supervision, and support services necessary for normal school operations. Any required public health measures, such as sanitation protocols or social distancing guidelines, will be planned for before reopening.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into BRIDGES Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of BRIDGES Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The site safety committee will review and update this plan annually; feedback will be gathered by local emergency authorities as well as community partners including students, staff, and parents. The plan will be reviewed and adopted annually in a public Board of Directors meeting.

Coversheet

Fiscal Policies

Section:	XV. Governing Board
Item:	B. Fiscal Policies
Purpose:	Vote
Submitted by:	
Related Material:	Bridges Charter Fiscal Policies with KS Revisions.pdf

Bridges Charter School Fiscal Policies & Procedures

Approved by the Board of Directors, June 16, 2025

Bridges Charter School Fiscal Policies & Procedures

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Introduction**

The Governing Board of **Bridges Charter School** has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of **Bridges Charter School** to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

Bridges Charter School has contracted with ExED for various business services including budgeting, financial reporting, and forecasting; accounting and bookkeeping; cash management; **CALPADS reporting**; and payroll processing and retirement reporting.

Commented [FS1]: Is there a place somewhere for NEPOTISM policy or is that something we can somehow recommend to clients and they can either include here OR in a separate policy, as it is usually HR related?

Commented [FS2R1]: Also, SUGGEST there may be a section on ethical behavior and fraud preventions, for example, could include a section on EE gift receipt, EE conflict of interest, whistleblower references, other fraud prevention. Recommendation that charters have some type of active fraud prevention policies. Seems like it would be bet to be together with Fiscal. See also FCMAT and the Task Force findings and guidelines

Accounting Procedures

This section covers basic accounting procedures for the organization. The accounting procedures used by the organization shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards.

Basis of Accounting

Policy: The organization uses the accrual-basis of accounting at year-end, meaning that revenues are recorded when earned, and expenses are recorded when a liability is incurred regardless of when the receipt or payment of cash takes place.

Procedures:

- Throughout the fiscal year, revenue is recorded in the month in which it is received and expenses are recorded in the month in which they occur.
- At the close of the fiscal year, all revenue earned in the fiscal year, but not received is accrued. All expenses that have been incurred but not paid are also accrued. This ensures that that the year-end financial statements reflect all revenue earned and all expenses incurred during the fiscal year.
- Year-end books, inclusive of adjusting journal entries, are closed by December 15, the date by which the audit report must be submitted to the state controller and respective reporting agencies.

Bank Reconciliations

Policy: Bank reconciliation and approval will occur on a monthly basis.

Procedures:

- The ExED Accounting Associate or Senior Accounting Associate (AA/SAA) assigned to the organization will save the bank statements directly from the online banking system. If online banking is unavailable or ExED does not have access, the organization will make copies of the original statement available to ExED.
- The ExED AA/SAA will prepare the bank reconciliation using ExED's bank reconciliation workbook.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- The Accounting Manager, Assistant Vice President or Vice President, School Finance assigned to the organization will review and approve the bank reconciliation workbook by completing the approval tab of the bank reconciliation workbook.

Record Keeping

Policy: Financial records will be retained for a minimum of seven years or as outlined in the organization's records policy.

Procedures:

- ExED will retain financial records, including transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll record, and any other necessary fiscal documentation until the prior year audit has been completed.
- ExED will make the financial records available to the organization for storage for the remaining years of the seven-year retention period.
- At the discretion of the Governing Board or Executive Director, certain documentation may be maintained for a longer period of time.
- Paper financial records, to the extent that they exist, will be shredded at the end of their retention period and the organization will keep a general record of what was destroyed.
- Backup copies of electronic and/or paper documentation should be stored in a secure location.

Commented [FS3]: Needs review/input regarding how we are saving, destroying and making records available in paperless environment

Internal Controls

The organization employs several safeguards to ensure that financial transactions are properly authorized, appropriated, executed and recorded.

All documentation related to financial matters will be completed by computer, typewriter, or ink. Completion by pencil is not permitted. The organization employs various electronic systems and processes to complete the work associated with its fiscal operations (e.g., **SpendBridge, Paycom/Paychex, Nvoicepay**). The electronic systems the organization chooses to use may change over time and new electronic systems may be introduced. The organization will configure the electronic systems to ensure they align to the organization's internal controls.

Lines of Authority**Governing Board**

- Approves the fiscal policies and procedures and delegates administration of the policies and procedures to the **Executive Director**.
- Ensures that the fiscal policies and procedures are current, meaning that they have been reviewed and updated annually.
- Approves the opening and closing of bank accounts and the list of authorized signers and the organization address on record.
- Approves all third-party loans.
- Approves the opening of business credit cards.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- Reviews and approves the annual budget.
- Reviews annual and monthly financial statements, including the monthly check register and the ExED-prepared financial dashboard and budget-to-actual variance analysis.
- Reviews the **Executive Director's** performance annually and establishes the salary, following appropriate guidelines for a non-profit.
- Reviews and approves all contracts over **\$5,000**.
- **Reviews and approves all non-budgeted expenditures over \$5,000**
- Commissions the annual financial audit by an independent third party auditor approved by the State of California.
- Reviews and accepts the annual financial audit before submission, when possible, but otherwise no later than by January 31, unless there has been an approved audit extension, in which case the audit will be accepted as soon as possible following completion.
- Appoints someone else to perform the duties of the **Executive Director** in the case of absence, and/or approves the appointment of someone who has been so assigned by the Executive Director.

Executive Director

- Is responsible for all operations and activities related to financial management.
- Develops the annual budget with ExED.
- Reviews and approves all contracts under \$5,000
- Reviews and approves all expenditures **under \$5000**
- Reviews expenditures over \$1,000 to determine if they are in line with the budget prior to approval.
- Oversees the adherence to all internal controls.
- Appoints someone else to perform his/her duties in case of absence.

*Add additional positions if they have authorizing/approval responsibilities.

Segregation of Duties

Policy: The organization's financial duties shall be distributed among multiple people to help ensure protection from fraud and error. The distribution of duties aims for maximum protection of the organization's assets while also considering efficiency of operations.

Procedures:

- Procedures for each section of this document will identify the position responsible for carrying out each function so that no single person or entity has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
- As a best practice and fraud prevention tool, **all administrative employees who have a role in the fiscal procedures should take annual vacations of at least five (5) consecutive days. During the vacation, responsibilities shall shift to another employee who has been cross trained in those responsibilities.**

Commented [FS4]: Add mid level suggested language.

Commented [FS5R4]: Schools can consider the following mid level: All expenditures or contracts under \$X0,000 only require Executive Director approval, whereas those over \$X0,000 but below the threshold for the full Governing Board of \$X00,000 will receive approval from either the Board President or Board Treasurer

Commented [FS6]: Add alternative suggested language

Commented [FS7R6]: All administrative employees who have any role in the fiscal procedures should take annual vacations of at least five (5) consecutive days. During these vacation(s), appropriate responsibilities shall shift to another employee who has been cross-trained in those responsibilities. The organization will make it a priority to cross-train personnel responsible for financial tasks and will rotate duties among those who have been cross-trained when possible.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Financial Planning & Reporting****Budgeting Process**

Policy: In consultation with the **Executive Director** and Finance Committee, ExED will prepare the annual budget for approval by the Governing Board. The budget is to be approved by the Governing Board prior to the start of each fiscal year.

Procedures:

- The **Executive Director** will work together with the **Director of Daily Operations and the Director of Student Support** to ensure that the annual budget is an accurate reflection of programmatic and infrastructure goals for the coming year.
- ExED will ensure that the budget is developed using the organization's standard revenue recognition and cost allocation procedures.
- ExED, in consultation with the Governing Board, will set a target net income goal to meet strategic goals and/or comply with existing loan covenants.
- **ExED will present a draft budget to the Finance Committee prior to the end of the fiscal year.**
- **The Finance Committee shall review and approve a recommended fiscal year budget and submit it for approval to the Governing Board.**
- The Governing Board will review and approve the budget no later than its last meeting prior to the start of the fiscal year.
- ExED will prepare financial statements displaying budget vs. actual results for presentation to the Governing Board. ExED will work with the organization's leadership to prepare updated financial statements for presentation to the Governing Board in alignment with the Board's schedule of regular meetings.

Commented [FS8]: Add notes about Finance Committee

Commented [FS9R8]: If the school does have a Finance Committee, it will usually need to be listed above in the Lines of Authority section to list the role of the Finance Committee in the approval process. If the school does NOT have a Finance Committee, all references should be removed from various sections.

Commented [FS10]: Per Mike's suggestion, what do we want to guarantee here and what can be stated as flexible and ExED works with school? What does contract say on the frequency?

Internal Financial Reports

Policy: The organization reviews regular financial reports on a monthly basis.

Procedures:

- ExED is responsible for producing the following year-to-date reports within **45 days** of the end of each month (in August through June): Income Statement including budget to actual variances, Balance Sheet, Financial Analysis, and Cash Flow Projection.
- ExED will also provide a check **register and a listing of the credit card purchases** with each financial packet.
- **The Executive Director, and the Director of Daily Operations will review the financial reports each month.**
- **ExED and/or the Board CFO and/or the Finance Committee** will present the financial reports to the Governing Board.

Audit

Policy: The Governing Board will contract annually with a qualified independent certified public accounting firm to conduct an audit of the organization's financial statements in accordance

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

with auditing standards generally accepted in the United States of America, *Government Auditing Standards* issued by the Comptroller General of the United States, and, if applicable, the *U.S Office of Management and Budget's Circular A-133*. The selected audit firm must be familiar with these standards, related State of California and Charter School regulations, and the *Standards and Procedures for Audits of California K-12 Local Education Agencies* Audit Guide (which can be found at <http://eaap.ca.gov/audit-guide/current-audit-guide-booklet/>), in order to properly conduct the audit engagement. The State Controller's Office publishes a list of registered auditors (which can be found at <https://cpads.sco.ca.gov/>) from which the audit firm should be selected (per Education Code 41020).

After six consecutive fiscal years, the organization will contract with a new audit firm or require a change/rotation in audit partners in the seventh year, unless a waiver is obtained from the Educational Audit Appeals Panel (per Education Code 41020). The Governing Board may choose to engage in a multi-year audit agreement with the same audit firm, but the timeline for rotation of the audit partner will be taken into consideration in the multi-year contract.

Procedures:

- The Governing Board will appoint an Audit Committee of one or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include certain Board Officers or any members of the staff of the corporation, including the president or CEO or the treasurer or CFO. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Governing Board will review and accept the audit no later than January 31.
- The audit firm will be responsible for submitting the audit to all reporting agencies no later than December 15, unless an approved audit extension is in place.

Tax Compliance**Exempt Organization Returns**

Policy: The audit firm contracted by the Governing Board to conduct the annual financial audit will prepare and submit the annual Federal Form 990 and the California Form 199. The tax forms are to be filed no later than May 15 of each year.

Procedures:

- ExED will work with the tax preparer and the organization to complete the organization's tax returns.
- The **Executive Director** or designee will review the tax returns before submitting to the Governing Board for review prior to submission. The tax returns will include an explanation of the method by which the Governing Board receives the returns prior to submission.

Commented [SE11]: Audit Committee is best practice. Not required unless you are registered as a charity per nonprofit act.

Commented [FS12R11]: Note that if appointed, the Audit Committee must follow all the same open meeting laws. If an Audit Committee is NOT appointed, then remove the first two bullets and replace the language in the remaining bullets with the Governing Board

Commented [FS13R11]: Per legal input, if the non-profit has more than \$2M in non governmental revenue, such as donations, then an audit committee is likely required.

Commented [FS14]: Confirm the configuration required by IRS and align this

Commented [FS15R14]: I recommend we get legal input on the current IRS requirements for composition of the audit committee and have schools follow that. In one place where I looked it up, it said is was ONLY made up of Board members and cannot have any employees. But considering the president and treasurer are NOT supposed to on the audit committee, that is limiting, so it would be good to clarify if OTHERS can be on it, such as a parent or community member with financial expertise who is not an employee nor a board member

Commented [FS16]: Our tracking sheet implies that the tax returns will be "board approved" but I don't believe there is a legal requirement to actually approve and the timeline can be challenging to get it on a board meeting, so this would be the place to clarify the options the organization has.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- The Form 990 will be available to the public via GuideStar, an information service specializing in reporting on U.S. nonprofit companies.

Quarterly/Annual Payroll Reports

Policy: Paychex and ExED will prepare the state and federal quarterly and annual payroll tax forms and will submit the forms to the respective agencies within established deadlines.

Procedures:

- Paychex will prepare and file employee W2s by January 31 each year. If this date falls on a Saturday, Sunday, or legal holiday, the deadline will be the next business day.
- Paychex will deposit and file federal and state withholding taxes and quarterly tax returns.
- ExED will deposit and file disability and unemployment quarterly payroll tax reports by the filing deadline.
- For clients who are not members of SEF, Paychex will deposit and file all federal and state taxes and tax returns.

Commented [FS17]: Should we add a note that if the organization wants to have a "public" version, they ask the auditor for a copy with the names and addresses of donors redacted? I believe this automatically happens when they post to Guidestar but I think the organization has to ask the audit firm for a copy like that for their own records.

Commented [TA18]: VP – the language will vary depending on whether the client uses Paycom or Paychex. Please select the language based on the payroll vendor the client uses and delete the other.

Revenue & Accounts Receivable**Cash Receipts**

Policy: Cash receipts (including check or cash payments received via mail or in person and deposits received via Electronic Fund Transfer) shall be recorded completely and accurately to prevent the misappropriation of assets.

Procedures:

- For each fundraising, sale, or other event in which cash or checks will be collected, the **Executive Director** will designate a staff member to be responsible for managing the process to collect and hold all cash and checks related to the event or sale.
- The designee will record each transaction in a receipt book or document each item sold at the time the transaction is made in a log or similar.
- The designee shall give the cash, checks, deposit summary, and any related supporting documentation to the Administrative Coordinator immediately.
- The Administrative Coordinator and the designee will recount and reconcile the amount received with the supplied supporting documentation and each will sign for approval. The Administrative Coordinator will immediately put the funds in a secure, locked location.
- All monetary donations collected will be collected and processed through the central office. Teachers shall not collect any form of payment or donation in their classrooms.
- Mail (including anything official such as governmental notices, invoices and checks) received must be opened by designated office staff member(s) and stamped and dated with a "received" stamp, or otherwise marked with the date received. If possible, the person opening the mail should not also be responsible for making bank deposits.
- Once a week, the Office Manager will log cash or checks received into the Cash Receipts Book. Copies of Cash Receipt records should be sent to ExED for posting into the general ledger promptly.

Commented [FS19]: Discuss whether to include this word

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- When utilizing merchant or online web contribution services, appropriate segregation of duties shall be in place to ensure that no single person is able to perform incompatible functions (custody, recording, approving).

Deposits

Policy: The **Executive Director** is responsible for overseeing the process to make bank deposits. Deposits totaling less than **\$2,000** will be made weekly. Deposits totaling more than **\$2,000** will be deposited within 72 hours.

Procedures:

- The Administrative Coordinator will restrictively endorse each check received (e.g. For Deposit Only **Bridges Charter School**).
- The Administrative Coordinator will prepare a deposit packet itemizing the amount, source, and purpose of each check or cash payment received. The deposit packet will include a copy of each check and a bank deposit slip.
- The **Executive Director** will review and approve the deposit packet.
- The **Executive Director** or designee will make the deposit and attach the deposit receipt to the deposit packet. Electronic deposits using software from the organization's banking institution(s) may be made in place of bringing a deposit physically to the bank. In this case, the bank's software will create the deposit receipt, which will be included with the deposit backup packet.
- The Administrative Coordinator will forward the deposit packet to ExED.
- ExED will reconcile the cash receipts to the deposit slip and the bank statement as part of the monthly close process.

Commented [FS20]: For discussion

Expense & Accounts Payable**Payroll**

Policy: Employees are paid on a semi-monthly basis (for example, the 15th and end of month). Under the supervision of the **Executive Director**, ExED will be responsible for processing payroll through a third-party provider.

Commented [TA21]: This may vary for clients who do not participate in STRS. Payroll team to confirm.

Commented [FS22R21]: Clients with a CBA may have different pay schedules

Time Sheet Preparation & Approval

Policy: For payroll, benefits tracking, and cost allocation purposes, all non-exempt employees are required to record time worked, holidays, and leave taken for each pay period.

Commented [FS23]: Per Mike's suggestion

Procedures:

- Non-exempt employees will be responsible for completing a timesheet, recording hours worked and vacation, sick or holiday time if applicable.
- Each non-exempt employee will approve his/her timesheet via his/her signature or submission through the payroll system.

Commented [FS24]: I have seen the following included in the payroll section. Consider if this is a good idea and if so, where is the best place for it: Employees paid through federal or other restricted funding sources shall document all labor charges through periodic time certifications, PARs or equivalent, based on whether the employee is a single or multiple cost objective.

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Bridges Charter School FISCAL POLICIES AND PROCEDURES

Approved by the Board of Directors, **DATE**

- Each supervisor will review and approve his/her employees' timesheets by signing each timesheet or approving each timesheet in the payroll system.
- Supervisors will return, either physically or via the payroll system, incomplete or incorrect timesheets to the employee for revision.
- If an employee is unexpectedly absent and therefore prevented from working on the last day of the pay period or turning in his/her timesheet, the employee is responsible for notifying the signatory supervisor or for making other arrangements to submit the timesheet. The employee must still complete and submit the timesheet upon return. If no timesheet is submitted, the organization will pay the employee for the best estimate of hours worked and will update to the accurate hours as soon as possible.
-
- Salaried employees are responsible for requesting leave, and supervisors are responsible for tracking leave taken by salaried employees.
- If a payday falls on a holiday or weekend, checks will be issued on the last working day before that weekend or holiday.

Payroll Additions, Deletions, and Changes

Policy: The **Executive Director** is authorized to approve all payroll changes within the scope of his/her budget authority.

Procedures:

- The **Executive Director or designee** will submit, either physically or electronically via payroll system, new hire or employee change paperwork to ExED prior to the payroll deadline for the first pay period in which the change or addition is to go into effect.

Payroll Preparation & Approval

Policy: ExED will prepare payroll in accordance with the organization's payroll calendar.

Procedures:

- Five days prior to each check date, the **Executive Director or designee** will review electronic time cards within the payroll system to ensure that they are complete and approved for that pay period.
- The ExED Associate assigned to the organization will prepare payroll upon notification from the Executive Director or designee that payroll for that pay period is approved.
- ExED Associate will process payroll and send the final payroll register for approval by the Executive Director or designee.
- The ExED Manager or Vice President will submit payroll to the 3rd party payroll provider for check or direct deposit processing.
- If applicable, the 3rd party payroll provider will deliver the payroll package to the organization address on the file one day prior to the check date. The Executive Director or designee will be responsible for opening the payroll package, reviewing reports for accuracy, and notifying ExED of any missing check. The Executive Director or designee will distribute pay stubs to employees on the check date or otherwise ensure that employees have access to pay stubs.

Commented [FS25]: Is this business days?

Commented [FS26]: If the payroll team is responsible, do all of these ExED titles still apply?

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Pay Upon Termination**

Policy: Employees who are discharged shall be paid all wages due at the time of termination. (Labor Code § 201) Employees who quit without giving prior notice shall be paid wages within 72 hours (inclusive of weekends and holidays). If the employee gives at least 72 hours' notice, the wages must be paid on the last day worked. (Labor Code § 202)

Procedures:

- The **Executive Director or designee** will inform ExED of any voluntary or involuntary termination immediately and will provide an accounting of the hours/days worked since the last payroll and any accrued Paid Time Off (PTO) to be paid.
- ExED will calculate the final check based on the hours/days worked and the employee's pay rate.
- ExED or the **Executive Director** will prepare the final check based on the final check calculation. ExED will provide ExED-generated checks to the organization or **Executive Director will draft a manual check** in accordance with the timelines required by law. The organization is responsible for obtaining the employee's signature on the final check acknowledgement.
- An employee who quits without 72 hours' notice may request that his or her final wage payment be mailed to a designated address. The date of mailing will be considered the date of payment. (Labor Code § 202)
- The final check may not be provided via direct deposit unless agreed to by the employee and the organization.
- The organization must provide ExED with a list of non-returning staff two weeks prior to the last day of instruction to ensure that final checks are distributed in accordance with labor law.

Commented [FS27]: Is this timeline negotiable? If not, remove YELLOW highlighting

Purchases & Procurement

Policy: All purchases must be authorized by the **Executive Director**. Any expenditure in excess of \$25,000 for the purchase of a single item or service contract should have bids from three (3) suppliers if possible. Any food contract that exceeds \$250,000 (or the current small purchase threshold set by the US Department of Agriculture, if higher) shall follow a competitive bid process. Procurements for the organization's Nutrition Program will follow the policies, procedures and guidelines required under the applicable state or federal nutrition programs.

Commented [FS28]: SUGGEST: add something that ALL employees will annually sign (or can be part of annual acknowledgement of EE handbook) that they will not participate in any financial transaction where they have a financial conflict of interest. We can get sample language from attorney—this goes beyond the PRA/1090 requirements. Can also include an acknowledgement by EE that they will report any fraud or abuse they become aware of

Commented [FS29]: To what extent are we making this recommendation, vs. aligning with other thresholds the school is using and based on the size of the school. To what extent are service contracts included vs. tangible items?

Commented [FS30]: Confirm current threshold. Confirm alignment with procurement procedures for nutrition program

Goods or services purchased with federal funds must follow federal procurement guidelines as outlined in Education Department General Administration Regulations (EDGAR), Part 80—Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, Sub-part C (Post Award Requirements), Section 80.36 (Procurement) located at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

See also Lines of Authority Section for contract approval thresholds.

Procedures:

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- The Credit Card is not meant to replace normal purchasing and shall be used only when a purchase order is not available or practical.
- The **Executive Director** will approve the purchase requisition after determining:
 - If the expenditure is budgeted.
 - If funds are available for the expenditure.
 - If the expenditure is allowable under the appropriate revenue source.
 - If the expenditure is appropriate and consistent with the vision, approved charter, organization policies and procedures and any related laws or applicable regulations.
 - If the price is competitive and prudent and proper bidding procedures have been followed.
- The Governing Board will review expenditures through the review of a check register and credit card detail that will list all transactions since the Governing Board's last review. The check register will include the check #, check date, payee, and check amount. Confidential payee information for employees may be redacted from publicly available documents.
- Purchases of individual items using federal funds, which exceed the threshold set under federal guidelines, will be inventoried appropriately.

Contracts

- The **Executive Director** will consider in-house capabilities to accomplish services before contracting for them.
- The Director of Operations will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) for any contract over \$25,000. If multiple vendors are not available or do not provide bids, evidence of this will kept in lieu of additional bids or quotes.
- The **Director of Operations** will confirm that the contractor is not listed in the US government's Suspended or Disbarred list via a search of the System for Award Management (www.sam.gov). The **Director of Operations** will keep a record of all searches.
- The **Director of Operations** will ensure that a written contract clearly defining work to be performed is on file for all contract service providers (i.e. consultants, independent contractors, subcontractors).
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The **Executive Director** may also require that contract service providers list the organization as an additional insured.
- The **Executive Director** will approve proposed contracts and modifications in writing.
- Contract service providers will be paid in accordance with approved contracts as work is performed.
- The **Executive Director** will be responsible for ensuring the terms of the contracts are fulfilled.
- Potential conflicts of interest will be disclosed upfront, and the **Executive Director** and Member(s) of the Governing Board, as well as any other employee participating any procurement decision, will abide by all relevant Conflict of Interest laws, including insuring that those with the conflict will excuse themselves from discussions and from voting on the contract.

Commented [FS31]: This may not be the best section for this but it seems like it should be somewhere. Based on recent work with PCSGP, this is not only anything over \$5,000 but also anything that is "easily lost" such as student computers.

Commented [SE32]: Earlier version stated The **Executive Director** will keep and maintain a contract file evidencing the competitive bids obtained (if any were required) and the **Director of Operations** will keep a record of all searches. Justification language has been removed. You may remove from yours as well.

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Credit Cards****Commented [FS33]:** Review changes and discuss implementation

Policy: Organization credit cards shall only be issued with the formal approval of the Governing Board and may only be used for organization-related expenditures.

Procedures:

- Purchase requisition and other documentation requirements apply to credit card purchases.
- The Credit Card is not meant to replace normal purchasing and shall be used only when a purchase order is not available or practical.
- The purchase of equipment items may take place after consulting with the Executive Director.
- **The Executive Director** is responsible for deciding which employees may have an organization credit card, and will set expectations for the use of the card and all related supporting records. Employees who are not able to consistently meet these expectations should not have an organization credit card.
- If the Credit Card is used to purchase items which must be delivered, delivery must be made to Bridges, 1335 Calle Bouganvilla, Thousand Oaks, CA 91360 not to a home address.
- The Administrative Coordinator is responsible for writing the appropriate account number(s) on the credit card receipts (front or back as space permits).
- Immediately after each use, original credit card receipts and any supporting original cash register tapes are to be attached to a confirming purchase requisition, approved by the Executive Director or Board of Directors and sent to ExEd for processing.
- If the credit card receipts do not contain a description of the items being purchased, must include an itemization on the confirming requisition submitted for reimbursement.
- All credit card statements will be sent directly to the school site. After the bill has been audited and approved by the school site representatives, the documents will be forwarded to ExEd. ExEd shall reconcile the Credit Card confirming purchase requisitions with the applicable statement and issue payment in full on a monthly basis.
- The Board of Directors will approve the credit card statements during the public meetings.
- Cardholders are responsible for ensuring the security of the credit card and credit card information. Credit Cards shall be stored in a secure location out of public view. The cardholder shall notify the issuing bank, the Executive Director and BSA immediately upon theft or loss of the Credit Card. Bridges and its Board members agents and employees are subject to the laws and Board policy governing conflicts of interest in furnishing supplies to the school and the use of confidential information.
- The school board and Executive Director will be responsible for monitoring adherence to the policy.
- The bank and/or consumer credit card (Amazon, Home Depot, Staples, etc.) will be kept under the supervision of the card holder.
- An itemized receipt should be turned in for all purchases.
- If receipts are not available, missing or contain an inappropriate expense, the individual making the charge will be held responsible for payment.
- The Governing Board is responsible for reviewing all purchases made by credit card in a timely manner.
- In the case of a missing receipt, a missing receipt form shall be submitted and approved by the **Executive Director**. Should the **Executive Director** be required to complete a "missing receipt" form, authorization must be granted the Director of Daily Operations.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- Credit cards will bear the names of both the organization and the cardholder as authorized by the Governing Board.
- No personal charges are permitted.
- All reward points or discounts are property of the school. Use of such points or discounts is at the discretion of the **Executive Director** and should be used for the benefit of the organization.
- The following are examples of items that may be purchased with the Visa Credit Card:
 - Conference expenses – registration, lodging, meals and travel. General office supplies
 - Postage and shipping fees
 - Professional Development Expenses
 - Other approved purchases subject to the Executive Director's or Directors' authorization.
- Upon termination, the employee shall immediately return the credit card and all receipts to the **Executive Director**. If the Executive Director leaves employment, the credit card and all receipts shall be immediately returned to a Governing Board Officer or their designee.

Debit Cards**Policy:** Organization debit cards are not permitted.**Procedures:**If a debit card is automatically issued by the bank, the **Executive Director** will:

- Contact the bank to deactivate debit card service from the account.
- Destroy the physical debit card.

Independent Contractors**Policy:** The organization will comply with all applicable federal and state laws relative to the use of independent contractors.**Procedures:**

- The **Executive Director** has the authority to establish a contract with an independent contractor and is responsible for verifying that the person is appropriately classified as an independent contractor and not as an employee and for obtaining a Form W-9.
- Employees of the organization may not serve as independent contractors.
- Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and workers' compensation insurance currently in effect. The **Executive Director** may also require that contract service providers list the organization as an additional insured.
- All services performed by independent contractors will be processed as accounts payable.
- The organization is responsible for collecting current information relevant to what is required on the Form 1099 and providing it to ExED no later than December 15 each year.

Commented [FS34]: For discussion

Fiscal Policies & Procedures

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- At the close of the calendar year, ExED will issue a Form 1099 to all independent contractors in accordance with IRS regulations.

Invoice Approval & Processing

Policy: The Executive Director or the Director of Daily Operations or the Director of Student Support must approve all invoices. The Executive Director shall approve all invoices over \$1000. Any invoice over \$5000 must also receive approval from the Board. The following procedures will be performed either manually or electronically.

Procedures:

- When receiving tangible goods from a vendor, the Administrative Coordinator will trace the merchandise to the packing list and note any items that were not in the shipment.
- For invoices that are received manually (e.g., via email or mail)
 - The Administrative Coordinator will open and review invoices and bills and will notify the Executive Director or Director of Operations of any unexpected or unauthorized expense.
 - The Administrative Coordinator will code invoices to the correct budget line.
- For electronic invoices that are sent directly from the vendor to the procurement system
 - The procurement system will automatically receive the electronic invoice against the purchase order.
 - The procurement system will copy the coding from the purchase order to the electronic invoice.
 - The procurement system will create an E-Invoice document to reflect the electronic invoice data it received from the vendor.
- Invoices are then routed to the Executive Director or Director of Operations for payment approval.
- ExED will review the invoice for sufficient supporting documentation, verify the coding, and process payment.
- If the vendor is a sole proprietor or a partnership (including LP, and LLP) providing a service, the Office Manager will obtain a W-9 from the vendor prior to submitting any requests for payments to ExED.

Commented [FS35]: This should align better with the Segregation of Duties section above.

Commented [FS36R35]: See Lines of Authority section. Could reference that section instead of repeating it here, in order to be sure that they are always matched up?

Cash Disbursements

Policy: Vendor payments will be issued upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.).

Procedures: Two methods are used to issue vendor payments:

Bank Check

- Once an invoice is approved by the Executive Director or Director of Daily Operations for payment, the ExED Accounting Analyst will prepare an in-sequence check and will submit the check to the ExED AM or VP.

Commented [FS37]: F to check/confirm where ExED AA, AM and VP are spelled out earlier

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- The ExED AM or VP will review the supporting documentation for completeness and the check for accuracy and will sign the check with the **Executive Director's** facsimile signature stamp, which is maintained in a secured location when not in use. The use of the facsimile signature stamp will be in accordance with the signed authorization form provided to and maintained on file with ExED.
- ExED will distribute the check as follows:
 - Original – mailed or delivered to payee
 - Duplicate or voucher – saved electronically by an ExED accountant.
- Should a check need to be voided, "VOID" will be written in ink on the signature line of the check or added digitally to the check image, if the check was not yet printed.
- Bank Checks will be considered **stale dated in alignment with the timeline for Nvoicepay, which is currently 180 days.** The organization will provide ExED with directions regarding re-issuing payments for each stale dated item in a timely manner, and will complete any steps required to void the bank check, such as a Stop Payment order with the bank.

Commented [FS38]: Need to update the check printing template to align with this and decide if schools can pick a different timeline OR if we just remove that statement off of the bank check template all together?

Nvoicepay (outsourced payment provider)

- Once an invoice is approved by the **Executive Director, Director of Daily Operations**, or the Director of Student Support for payment, the ExED Accounting Analyst will submit the invoice to Nvoicepay for payment. The ExED AM or VP will review the payments submitted to Nvoicepay and will approve or reject each vendor payment.
- After ExED AM or VP has approved a vendor payment, Nvoicepay will electronically withdraw funds from the organization's bank account and transfer the funds to a Nvoicepay trust account. Each vendor payment will be a separate bank withdrawal and a separate line on the bank statement. Nvoicepay will then issue payments to the organization's vendor. The payments are disbursed from Nvoicepay's trust account via one of three payment methods: Check, ACH, or payment card. The payments will include a Reference ID that ExED will record as the transaction number in ExED's accounting system. The Reference ID will not be in sequence as it is based on Nvoicepay's numbering system.
- Nvoicepay will save an electronic check copy for any paper checks issued and Nvoicepay will save vendor remittances for any ACH or payment card payments issued.
- Nvoicepay will stale date payments after 180 days. When this situation happens, Nvoicepay will void the payment and credit the funds back to the organization's bank account. ExED may also direct Nvoicepay to reissue a payment prior to the 180-day deadline. In this case, Nvoicepay will void the original payment and issue a new payment. The new payment will be recorded as a payment modification and will be linked to the original payment in Nvoicepay. The new payment will have a new Reference ID for tracking purposes, however, the new Reference ID will not be updated in ExED's accounting system where the original Reference ID is recorded as the new transaction is only impacting Nvoicepay's account.

Wire Transfers

Policy: Wire transfers initiated by the organization or ExED will be executed upon receipt of appropriate documentation (e.g. vendor invoice, purchase order, packing slip, etc.). Any wire transfer, that is not a routine wire listed below, and that is over \$5000 must also receive approval from a member of the Board.

Commented [FS39]: Align with separation of duties section above

Commented [FS40R39]: See also Mike's comments

Commented [FS41R39]: May also want to just reference the Lines of Authority section instead of repeating it here so that there is not a chance that the section will be in conflict

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Procedures for ExED executed wire transfers:**

- ExED will initiate and execute wire transfers with supporting documentation for the following:
 - Routine wires initiated and executed by ExED:
 - Please list any in place for the organization
 - *i.e. semi-monthly Payroll, LACOE Retirement contributions, County Treasury transfers, STRS payments*
- All other ExED executed wire transfers will adhere to the following procedures:
 - Executive Director or Director of Operations will review all supporting documentation and approve. The organization will then send all documentation to ExED
 - ExED will execute the wire transfer

Procedures for organization initiated and executed wire transfers:

- Someone other than the **Executive Director or Director of Operations** (whoever is the wire approver) shall prepare all supporting documentation for the wire transfer
- **Executive Director or Director of Operations** (whoever did not prepare the wire transfer documentation) will review all supporting documentation and approve in writing
- Organization will send all documentation to ExED promptly

Commented [FS42]: Discuss this section as ExED access to bank accounts to actually initiate wires may be/should be limited? Are payroll related wires set up between school and payroll provider and then it is really that ExED staff are approving or indicating the wire amount/timing?

Petty Cash

Policy: The Administrative Coordinator will keep a petty cash box not to exceed **\$100**. Petty cash will be kept in a lockbox that is stored in a secure location. Access to the cash box should be limited to authorized personnel. Petty cash shall only be used for reasonable and allowable public school purposes (not advances, personal uses, reimbursements, etc.).

Procedures:

- The Administrative Coordinator will manage the petty cash fund.
- The Administrative Coordinator will maintain a log of all disbursements made from the petty cash fund and will use a petty cash slip for all disbursements. The petty cash slip must be signed by the Administrative Coordinator and the petty cash recipient.
- Within 48 hours of the petty cash withdrawal, the petty cash recipient will submit an original receipt to the Administrative Coordinator who will attach the receipt to the petty cash slip and store in the petty cash box.
- At all times the petty cash box must contain receipts, petty cash slips, and cash totaling **\$100**.
- When the petty cash balance is low the Administrative Coordinator will prepare a petty cash reimbursement form, totaling all the petty cash disbursements and attaching the original petty cash slips and receipts to the form. The Executive Director, the **Director of Daily Operations**, or the Director of Student Support will review and approve the petty cash reimbursement form and supporting documentation.
- The Administrative Coordinator will forward the petty cash reimbursement form and original supporting documentation to ExED.
- The ExED Accounting Analyst will record the petty cash disbursements in the general ledger and issue a check made payable to the Administrative Coordinator in the amount of the

Commented [FS43]: If the school chooses NOT to have Petty Cash, the replace this section with a statement: The organization does not maintain a Petty Cash fund.

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

total petty cash disbursement. The memo line will indicate the check is for Petty Cash Reimbursement.

- It is the Administrative Coordinator's responsibility to cash the check and to keep track of funds in the box. Reconciliation must occur when funds are replenished, **and/or at a minimum, annually.**
- ExED and/or the organization's audit firm **will conduct** surprise counts of the petty cash fund.
- Loans will not be made from the petty cash fund.

Commented [FS44]: Does anyone actually do this? Should this be MAY?

Commented [FS45R44]: Should we include that it must be reconciled at least by June 30 each year?

Employee and Volunteer Expense Reimbursements

Policy: The organization will reimburse pre-authorized organization-related expenses that are accompanied by an original receipt or other appropriate documentation. Only the **Executive Director** may incur organization-related expenses without pre-approval.

Procedures:

- An employee or school volunteer seeking to make a school-related purchase must obtain pre-approval from the **Executive Director**.
- Employees will submit signed expense reports within 30 days of incurring the expense to the **Executive Director** for approval. Original receipts or other appropriate documentation (e.g. e-mail receipt) must be attached to the expense report.
- **Executive Director** expense reports must be approved by a **member of the board**, via either a signature, email or through Spendbridge.
- The **Office Manager** will submit the expense report and supporting documentation to ExED promptly. If approval for the expense report was done via signatures or email, the proof of approval will be submitted along with the report. If the approval is to be done via Spendbridge, then payment will not be issued by ExED until all applicable approvals have been completed.
- **ExED will issue a reimbursement check during the next regular check run following receipt of appropriate and complete documentation.**
- Employees and volunteers will submit expense reports promptly, and in all cases, within the fiscal year in which the expenses were incurred.
- The organization reserves the right to refuse reimbursement for any inappropriate expenses made or for any expenses which are not submitted with complete documentation within the expected time frames.

Commented [FS46]: May be most appropriate to use Officer of the Board or to designate the Board President or Treasurer here

Commented [FS47R46]: See also Mike's comments

Commented [FS48R46]: Do we want to include an option here for whether they want to allow a signer to be able to sign their own checks? This is part of the signer authorization forms but is not captured in the fiscal procedures

Commented [FS49]: What if the school issues a check? Does this happen often? Vs via AP?

Travel Expenses

Policy: The **Executive Director** must pre-approve all organization related travel. Mileage will be reimbursed at the **organization-approved mileage rate**, not to exceed the current IRS reimbursement rate.

Commented [FS50]: Should discuss with the school so that they understand what rate to put into place or if they are always using the IRS rate, then update appropriately here

Procedures:

- For the purposes of mileage reimbursement, where a trip is commenced or terminated at the employee's home, and the employee is normally required to report to a school site or office, the distance traveled shall be reduced by the employee's home-to-office/site commute distance.

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than **50** miles from either the employee's residence or the school site. Hotel rates will be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available.
- Employees will be reimbursed for the actual cost for any breakfast, lunch, dinner, or incidental expense that is not included as part of the related event, up to a maximum of the established per diem rate found at (<http://www.gsa.gov/portal/category/100120> - US Government Rates). Itemized meal receipts are required and since alcohol is not reimbursable, alcohol purchases should not be on the meal receipt. Employees will be responsible for any excess expenses beyond the established per diem rate.
- Transportation expenses such as airfare will be purchased at the lowest rate available.
- Employees should utilize free bus/shuttle service whenever possible. When traveling in groups, taxis or group ride services may be more economical. Employees should choose between long-term parking or a taxi/ride services based on whichever is the more economical for the organization.
- After the trip, the employee must enter all of the appropriate information on an expense report, attach original receipts, and submit it to the **Executive Director** for approval and then on to ExED for processing in accordance with other employee reimbursement procedures.

Commented [FS51]: Organization to review and decide if they want to adopt this vs. some other reimbursement for meals

Governing Board Expenses

- The individual incurring authorized expenses while carrying out the duties of the organization will complete and sign an expense report and attach original receipts.
- **The Executive Director and/or** another board member will approve and sign the expense report, and promptly submit it to ExED for payment.

Commented [FS52]: May want to restrict to a board officer or the Board President or Treasurer

Asset Management**Cash Management and Investments**

Policy: All funds will be maintained in high quality financial institution or invested with the following objectives in order of priority; preservation and safety of principal, liquidity, and yield.

Procedures:

- The **Executive Director** will obtain Governing Board approval before opening or closing a bank account.
- **Governing Board will adopt an investment policy before funds are to be invested.** The investment policy should be developed in consultation with a fiduciary financial advisor and legal counsel.

Capital Equipment

Policy: The organization capitalizes any item, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

Commented [FS53]: For discussion—federal procurement may require a \$1000 limit, but that could be managed separately when applicable. PSCGP uses a \$5000 limit and so schools using a lower limit have to modify how grant funds are reported

Procedures:

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- ExED will maintain a ledger of all capitalized items. The ledger will include the original purchase price and date and a brief description of the asset.
- The organization will take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.
- The **Executive Director** will be notified of all cases of theft, loss, damage or destruction of assets.
- The **Director of Operations** will submit to ExED written notification of plans for disposing of assets with a clear and complete description of the asset and the date of the disposal.
- The organization is responsible for maintaining compliant inventory lists of all items required under state or federal program guidelines, including items which fall below the capitalization threshold listed above.

Leases

Policy: All contracts that meet the following criteria shall be reported as a lease in accordance with ASC 842:

1. The contract conveys the right to control the use of an identified asset (land, buildings, equipment) for a period of time greater than 12 months in exchange for payment.
2. The net present value (NPV) of the leased asset over the term of the lease, including any options to renew, exceeds the organization's capitalization threshold (\$X,000)

Leases are classified as either finance or operating. The lease classification determines the accounting requirements. If the organization is not sure whether a contract contains a lease, it will seek guidance from legal counsel and/or their audit firm to make the determination.

Procedures:

- The **Director of Operations** will notify ExED of leases that meet the requirements listed above as they arise, but no later than the quarter end, by completing the **ExED Lease Data Collection Form**. The form assists in determining if a lease is a finance or operating lease.
- ExED will recognize and initially measure all leases as of the lease commencement date by recording a right-of-use asset and a lease liability on the balance sheet.
- To determine the (NPV) of the lease asset, the organization will:
 - use the rate implicit in the lease when readily determinable.
 - In cases where the implicit rate is not readily determinable, employ a risk-free discount rate corresponding to the lease term, referencing **SLGS Daily Rate Table** for the risk-free determination.
- ExED will record all subsequent entries as required by the type of lease (operating or finance) on a monthly or annual basis.
- Annually, each <enter month—suggest March> the organization will take an inventory of all contracts and work with ExED to be sure that all appropriate contracts have been identified and included when appropriate. A record will be created that indicates that the annual inventory took place and who conducted it.

Commented [FS54]: See also comment above in the procurement section. May only need to be in one place

Commented [FS55]: Inserted Samira's language

Commented [FS56R55]: <https://policies.fad.harvard.edu/accounting-leases>
<https://www.sco.idaho.gov/LivePages/fiscal-policies-capitalized-leases.aspx>

Commented [FS57R55]: Confirm links work in final version

Commented [FS58]: Do we need to mention the "practical expedient" idea now that implementation is underway?

Commented [FS59]: Franci added this sentence

Commented [FS60]: Should leave a comment here that the school needs to decide who is responsible for this task. May want to add "or designee"

Commented [FS61]: May want to leave a comment here that this can be set between VP and school based on how many leases and how often they may change. Some organizations with more activity should be done quarterly so that the entries can be made in a timely manner rather than just a year end. Others may have all of their new leases ready by the end of the first quarter.

Commented [FS62]: Need to discuss since this is not currently being used much. Still a good idea though, may need to push it more

Commented [FS63]: Do we have a preference here? Or leave to the school/auditor?

Commented [FS64]: Franci added this based on suggestions from last year as a best practice to reduce the risk of a lease being missed

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Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE****Loans & Lines of Credit**

Policy: The Governing Board will approve all loans or Lines of Credit from third parties. In the case of a long-term loan, approval may also be required from the chartering authority in accordance with the terms of the charter, the Memorandum of Understanding with the authorizer and/or other lenders in accordance with the loan documents. Employee loans, including salary advances, are not allowed.

Procedures:

- **The Executive Director** and/or **Governing Board designee** shall review and sign the promissory note or Line of Credit agreement before funds are borrowed.
- Loan agreements should specify all applicable terms, including the purpose of the loan, the interest rate, and the repayment schedule.
- Loan covenants and reporting requirements are to be acknowledged by the board at the time of adoption.
- Any draw of funds from a Line of Credit shall require written approval from the Executive Director and the Board Treasurer.
-

Commented [FS65]: Can be optional but should be discussed as to the organization's preference for notification and /or approval of LOC draws

Insurance

Policy: The organization will maintain insurance with a high quality insurance agency at all times for:

- General Liability
- Property
- Workers' Compensation
- Professional Liability
- Directors' and Officers' Coverage

Umbrella and student accident policies are considered prudent add-ons.

Procedures:

- The **Executive Director** will carefully review insurance policies with the Broker on an annual basis prior to renewal to determine compliance with Charter authorizer and any applicable loan covenant requirements.

Bridges Charter School FISCAL POLICIES AND PROCEDURESApproved by the Board of Directors, **DATE**

- Any requirements of the charter or agreement with the authorizer will be considered when purchasing insurance.
- The **Director of Operations** will forward to ExED all insurance policies and related documents (e.g. certificates of insurance, claim forms, etc.).

Parking Lot Liability

Policy: Parking lot related incidences are not covered under any organization insurance policy. The organization assumes no liability for damage to cars unless a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity.

Procedures:

- If a student willfully causes damage the student's parent or guardian is responsible.
- If a parent or other visitor causes damage, that individual is responsible.
- If an employee causes damage, the employee is responsible.
- If an unknown person causes damage and there is no witness, the affected individual would determine if he/she has applicable coverage though his/her individual insurance policies.

Operating Reserves

Policy: The organization will ensure adequate cash balances to meet annual cash flow needs. The target minimum operating reserve fund is recommended to be equal to 3 months of average operating costs. The amount of Operating Reserves will be calculated each year after approval of the annual budget and included in monthly financial reports.

Procedures:

- ExED will monitor the organization's reserve level and will report the reserve level to the **Executive Director** and the Governing Board as part of each financial report presented to the Board.
- It is the responsibility of the **Executive Director** and the Governing Board to understand the organization's cash situation and it is the responsibility of the **Executive Director** to prioritize payments as necessary to manage cash flow.
- The Governing Board may restrict a portion of the operating reserve fund for strategic goals.
- The Governing Board may develop an additional Operating Reserve Policy to specify use of the Operating Reserves.

Commented [FS66]: Should this be an EMPLOYEE? How reliable would another adult be such as a parent?

Commented [FS67]: One client version I have has a section following this section on Unrecovered Debt. Was that from an older version of the template? Is it needed?

Commented [FS68]: Should we add a note here that the Board can set a reserve target and if they choose to do so, it would be done here?

Commented [FS69R68]: Also consider adding: The organization will also set aside the minimum required by the authorizer, per any agreement in the charter or MOU with the authorizer.

Coversheet

Charter Safe Renewal 25-26

Section: XV. Governing Board
Item: C. Charter Safe Renewal 25-26
Purpose: Vote
Submitted by:
Related Material:
BRIDGES Charter School.1307.CharterSAFEProposal2526.05-27-2025.pdf

CharterSAFE

BE SAFE • FEEL SAFE

2025-2026 Membership Renewal Proposal

Prepared for Named Member:

BRIDGES Charter School

Coverage Effective:

July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

California Charter Schools Joint Powers Authority

P.O. Box 969, Weimar, CA 95736

Phone: 888.901.0004

www.chartersafe.org

Issued: May 27, 2025 at 6:26 am

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Cindy,

CharterSAFE is pleased to present your membership renewal for the 2025-2026 year. Your membership includes the following:



For a more detailed listing of our member services, please contact Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII (\$50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

REQUIRED SIGNATURES:

To bind coverage, you must login to the CharterSAFE web portal to complete and sign the Member Renewal Acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

We look forward to working with you in the 2025-2026 year!

Thank you,

The CharterSAFE Team

CharterSAFE • Protecting Schools. Promoting Safety. Customizing Insurance.

1307
A
SELF
P,WC

MEMBER CONTRIBUTION SUMMARY

Named Member:

BRIDGES Charter School

Coverage Effective: July 01, 2025 at 12:01 AM - July 01, 2026 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution

\$73,899.00

Core Liability Program

- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime

Property
Student & Volunteer Accident

Additional Program Coverages

- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution

\$33,246.00

Total Member Contribution

\$107,145.00

Member can choose one of two payment options when accepting the proposal online

Payment in Full - \$107,145.00

Installment Plan

- Deposit (25%) - Due Now - \$26,786.00
- 9 Monthly Installments - \$8,929.00

Refer to the CharterSAFE Invoice for details and instructions on payment by ACH Debits

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

1335 Calle Bouganvilla
Thousand Oaks, CA 91360-5228

Member contributions are calculated based on the exposures listed below, which represent the total sum of all scheduled locations.

Student Count	345
Employee Count	51
Annual Estimated Payroll	\$2,955,474.00
Total Insured Value	\$800,000.00
Building Value (owned or required to insure)	\$0.00
Tenant Improvements	\$0.00
Portable Value	\$0.00
Content Value	\$500,000.00
Electronic Data Processing (EDP) Value	\$300,000.00
Number of Portables	0

Scheduled Locations and Breakdown of Exposures

Location ID: 1972	
BRIDGES Charter School: 1335 Calle Bouganvilla	
Thousand Oaks, CA, 91360	
Leased/Owned: Leased	
Students:	345
Employees:	51
Payroll:	2,955,474.00
Total TIV:	800,000.00
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	500,000.00
EDP Value:	300,000.00
# of Portables:	0

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **\$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	\$5,000,000 per claim and Named Member aggregate	\$15,000.00 per claim
Employment Practices Liability	\$5,000,000 per claim and Named Member aggregate	\$25,000.00 per claim
Fiduciary Liability	\$1,000,000 per claim and Named Member aggregate	\$0
Reporting: Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.		

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	\$5,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence for bodily injury arising out of participation in a school sponsored <i>High-Risk Activity</i> *
Premises Medical Payment	\$10,000 per person \$50,000 per occurrence	\$0
Products and Completed Operations	\$5,000,000 per occurrence and Named Member aggregate	\$0
Fire Legal/Damage to Premises Rented Sublimit	\$1,000,000 per occurrence	\$0
*A list of <i>High-Risk Activities</i> is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org		

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	\$5,000,000 per occurrence and Named Member aggregate	\$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	\$5,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	\$50,000 per occurrence/ aggregate reimbursement sublimit \$5,000,000 CharterSAFE Members' Combined Annual Aggregate	\$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date:

07/01/2021

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	\$5,000,000 per claim and Named Member aggregate	\$0 if school completes training mandate* \$125,000 if school does not complete training mandate*
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	
*Training Mandate Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a \$125,000 deductible.		
CLAIM means: All notices or SUITS demanding payment of money based on, or arising out of the same CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT or series of CHILDHOOD SEXUAL ASSAULT, CHILD ABUSE OR NEGLECT by one or more persons. No CLAIM exists where the only DAMAGES sought or demanded are costs of SUIT and/or attorney's fees.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	\$5,000,000 per occurrence and Named Member aggregate	\$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	\$5,000,000 per occurrence and Named Member aggregate	\$0
Auto Physical Damage*	\$2,000,000 per occurrence and Named Member aggregate	\$1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	\$50,000,000 per occurrence/ claim and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the \$5M limits above to total a limit of \$55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	\$1,000,000 per occurrence and Named Member aggregate	\$2,500 per occurrence
Forgery or Alteration		\$2,500 per occurrence
Employee Dishonesty		\$5,000 per occurrence
Computer and Funds Transfer Fraud		\$2,500 per occurrence

PROPERTY

Perils Include:

Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation:

Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	<p>As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate.</p> <p>See "Exposures & Locations" section for scheduled limits.</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	<p>\$1,000 per occurrence for all other covered perils</p> <p>Causes of Loss:</p> <ol style="list-style-type: none"> 1. Water Damage: \$2,500 per occurrence 2. Wildfire: \$10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	<p>As scheduled with CharterSAFE subject to the maximum limit of \$100,000,000 per occurrence and aggregate.</p> <p>See "Exposures & Locations" section for scheduled limits.</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	\$1,000 per occurrence
Business Interruption	\$10,000,000 per occurrence	\$1,000 per occurrence
Extra Expense	\$5,000,000 per occurrence and \$10,000,000 CharterSAFE Members' Combined Annual Aggregate	\$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over \$200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over \$200,000 in hard and soft costs, please contact your CharterSAFE Representative: Egan Yu at eyu@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to \$10,000,000 onto your policy. Additional member contribution would apply.

If you are interested in a separate policy for flood and/or earthquake coverage, please contact Kiki Goldsmith (kiki_goldsmith@ajg.com/ 949-349-9842).

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	\$50,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *
Volunteer Accident	\$25,000 per injury/accident 104 Week benefit period	\$2,500 per injury/accident for <i>High-Risk Activities</i> *
*A list of <i>High-Risk Activities</i> is available at www.chartersafe.org or you may contact Egan Yu at eyu@chartersafe.org		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

**Optional Catastrophic
Student Accident Coverage:**

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	\$1,000,000 per pollution condition or indoor environmental condition and aggregate \$5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	\$10,000 per pollution condition
Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.		

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	\$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	\$0
Reporting: Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.		

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	\$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	\$1,000,000 per claim \$10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	<p>Qualification Level 1 \$1,000,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 2 \$500,000 ransom payment sublimit* \$1,000,000 ransomware limit</p> <p>Qualification Level 3 \$50,000 ransom payment sublimit* \$750,000 ransomware limit</p>	<p>Level 1 \$10,000 per claim</p> <p>Level 2 \$25,000 per claim</p> <p>Level 3 \$75,000 per claim</p>
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. Coverage is provided on a claims-made basis.	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.

Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials.

Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to \$0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	<p>\$500,000 per occurrence of a Deadly Weapon Event</p> <p>\$2,500,000 CharterSAFE Members' Combined Annual Aggregate</p> <p>Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.</p>	\$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	\$0
Employer's Liability	\$5,000,000 per Accident \$5,000,000 by Disease per Employee \$5,000,000 by Disease Policy Limit	\$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.