



Bridges Charter School

Board Meeting

Date and Time

Monday June 15, 2026 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

3 invited: 3 awaiting

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Meeting ID: 767 096 1601

Passcode: 477881

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

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	1 m
Approve minutes for Board Meeting on May 20, 2026			
II. Presentations			6:20 PM

	Purpose	Presenter	Time
<p>A. Presentation of Annual Social-Emotional Health Survey Results and Student Support Referrals</p> <p>In alignment with Board Policy 5031 and California Senate Bill 153, Dr. Stifel will present the annual Social-Emotional Health Survey results for students in grades 3–8, along with a summary of student referrals for Student Support Teams (SSTs), 504 Plans, and Individualized Education Programs (IEPs).</p>	FYI	Skye Stifel	10 m
<p>B. Presentation of Preliminary CAASPP Data</p> <p>Dr. Simon will provide a brief overview of the preliminary CAASPP Assessment data for the Board's information.</p>	FYI	Kelly Simon	7 m
<p>C. Local Control and Accountability Plan and Local Indicators</p> <p>Dr. Simon will present the 2025–26 Local Control and Accountability Plan (LCAP) for board approval, including a review of Local Indicators and the required Budget Overview for Parents. The LCAP reflects Bridges Charter School's goals, actions, and expenditures aligned to state and local priorities, and has been developed in accordance with California's Local Control Funding Formula (LCFF) requirements.</p>	Vote	Kelly Simon	15 m

III. Public Comments

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

IV. Reports

6:52 PM

<p>A. Director's Reports</p> <p>Executive Director</p> <p>.</p> <p>Director of Daily Operations</p>	Discuss	Kelly Simon	8 m
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	Purpose	Presenter	Time
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Director of Student Support

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V. Consent Items 7:00 PM

A. Consent Items	Vote	Katerina Yevmenkina	2 m
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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.

- 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. Governing Board 7:02 PM

A. Appointment of Katerina Yevmenkina for 3 year term	Vote	Kelly Simon	3 m
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Katerina Yevmenkina indicated her intent to continue on the Board for another 3 year term during the May public meeting of the Board of Directors. The candidacy was also considered and recommended by the Governance Committee.

Approval of a 3 year term from July 1st, 2026-June 30th 2029 is recommended.

B. Appointment of Nikki Hashemi for 3 year Term	Vote	Kelly Simon	3 m
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	Purpose	Presenter	Time
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Nikki Hashemi indicated her intent to continue on the Board for another 3 year term during the May public meeting of the Board of Directors. The candidacy was also considered and recommended by the Governance Committee.

Approval of a 3 year term from July 1st, 2026-June 30th 2029 is recommended.

- | | | | |
|---|---------|---------------------|------|
| C. Board Governance Strategy for 2026-2027 | Discuss | Katerina Yevmenkina | 10 m |
|---|---------|---------------------|------|

VII. Charter Policies **7:18 PM**

- | | | | |
|--|------|-------------|-----|
| A. BP 9300: Dissolution of School (new) | Vote | Kelly Simon | 3 m |
|--|------|-------------|-----|

The Bridges Charter School Board of Directors is presented Board Policy 9300 (Dissolution of School). This policy establishes procedures to be followed in the event of school closure, including closure notifications to the retirement systems in which the school's employees participate (including CalSTRS), transfer of records, independent audit requirements, disposition of assets, and formal dissolution of the Bridges Charter School Corporation. The policy designates the Bridges Charter School Corporation as the responsible entity for conducting all closure-related activities.

Approval of this policy is recommended.

- | | | | |
|--|------|-------------|-----|
| B. BP 3220: Investment Policy (new), 2nd Read | Vote | Kelly Simon | 3 m |
|--|------|-------------|-----|

Presented for the Board's consideration are revisions of the previously presented Investment policy. The Investment Policy establishes the objectives and guidelines governing the management of the School's funds, with priorities of preservation of principal, liquidity, and yield.

The following changes have been made given the Board's request: 1) An investment report will be provided and discussed twice annually at a public board meeting, 2) At least 6 months of cash will be held for operating expenses.

Approval of this policy is recommended.

VIII. Personnel

IX. Business and Operations **7:24 PM**

- | | | | |
|--------------------------------------|------|-------------|-----|
| A. FY 26-27 EPA Spending Plan | Vote | Kelly Simon | 5 m |
|--------------------------------------|------|-------------|-----|

	Purpose	Presenter	Time
	<p>The EPA Spending Plan outlines how we will spend our Education Protection Account funds which are LCFF funds that are distributed quarterly based on tax payer's contributions.</p> <p>Approval of this item is recommended.</p>		
B.	Resolution: Authorization to Open Investment Account with Westlake Private Wealth Management	Vote Kelly Simon	5 m
	<p>Contingent upon adoption of the Bridges Charter School Investment Policy, the Board of Directors will consider a resolution authorizing the opening of an investment account with Westlake Private Wealth Management, a fiduciary financial advisory practice operating through Wells Fargo Advisors Financial Network, LLC (WFAFN), Member SIPC. The resolution designates authorized signers and establishes the scope of authority for management of the account on behalf of Bridges Charter School.</p>		
C.	Local Assignment Option	Vote Cindy McCarthy	5 m
	<p>The Board will review and approve Local Assignment Options (LAO) for the 2026–27 school year as authorized under California Education Code. Local Assignment Options permit governing boards to assign qualified individuals to positions where a fully credentialed teacher may not be available, provided the assignment meets statutory requirements and the individual demonstrates subject matter competency. The Director of Daily Operations will present the recommended LAO assignment(s) for board consideration and approval.</p> <p>Approval of this item is recommended</p>		
D.	Declaration of Need	Vote Cindy McCarthy	5 m
	<p>The Board will review and approve the Declaration of Need for Fully Qualified Educators for the 2026–27 school year. The Declaration of Need is a required document submitted to the California Commission on Teacher Credentialing (CTC) that certifies Bridges Charter School has made every reasonable effort to recruit fully credentialed teachers and that a need exists for the employment of individuals on emergency or limited assignment permits. Board approval of the Declaration of Need is required prior to submission to the CTC and must be on file before any emergency permits or waivers may be requested for the upcoming school year.</p>		

	Purpose	Presenter	Time	
Approval of this item is recommended.				
E.	Annual Statement of Need	Vote	Cindy McCarthy	5 m
<p>The Board will review and approve the Annual Statement of Need for the 2026–27 school year. The Annual Statement of Need documents Bridges Charter School's efforts to recruit and employ fully credentialed personnel and certifies that a demonstrated need exists for the use of individuals serving on intern credentials or pre-intern certificates. Board approval is required prior to submission to the California Commission on Teacher Credentialing (CTC) and must be on file before the school may request or sponsor any intern credential placements for the upcoming school year.</p> <p>Approval of this item is recommended.</p>				
F.	Charter Safe Renewal for SY 26-7	Vote	Kelly Simon	5 m
<p>The Board will review and approve the CharterSAFE membership renewal for comprehensive insurance coverage effective July 1, 2026 through July 1, 2027. CharterSAFE is a Joint Powers Authority (JPA) that provides charter schools with access to coverage, pooled negotiating strength, and risk management support. The 2026–27 renewal reflects the following average rate changes across programs: Workers' Compensation (+5.12%), Liability Package (+9.04%), and Property (-6.37%), for a combined average increase of 6% across all programs. The Executive Director will present the Member Contribution Proposal for board review and approval, and will execute the required binding documentation by the June 25, 2026 deadline.</p> <p>Approval is recommended.</p>				
G.	Contract with Burch Music Collective	Vote	Kelly Simon	5 m
<p>Bridges Charter School seeks board approval to enter into a contract with Burch Studios to provide music instruction services for the 2025–2026 school year. This partnership will support and enhance our music program by bringing specialized expertise and programming to our students.</p> <p>This contract is budget-neutral. Funding will be drawn from existing budget line reductions with a salary adjustment within the Music/Performing Arts instructional staff, and a reduction in vendor programming costs currently allocated to the Homeschool Program.</p> <p>Approval of this contract is recommended.</p>				

	Purpose	Presenter	Time
<p>H. Revolution Food Services Contract SY 26-27</p> <p>Approval of this item is recommended</p>	Vote	Cindy McCarthy	5 m
<p>I. McGraw Hill Curriculum for Middle School</p> <p>approval of this item is recommended</p>	Vote	Cindy McCarthy	5 m
<p>J. Website Upgrade, NTE \$7,500</p> <p>It is industry practice to upgrade or refresh a website every 5–7 years. Bridges Charter School last updated its website in 2021, making this an appropriate time to invest in a re-refresh. In order to remain competitive and marketable to prospective families, maintain a professional online presence, and ensure the site reflects the current identity and programs of the school, administration is requesting board approval to move forward with a website refresh with Slater Strategies.</p> <p>Approval of this item is recommended.</p>	Vote	Kelly Simon	7 m
<p>K. Updated Bell Schedule SY 26-27</p> <p>approval of this item is recommended.</p>	Vote	Cindy McCarthy	5 m
<p>L. Proposition 28 Spending Report</p> <p>Dr. Simon will present the annual Proposition 28 Arts and Music in Schools expenditure report for board approval. Proposition 28, passed by California voters in November 2022, provides dedicated funding for arts and music education in public schools, including charter schools. This report details how Bridges Charter School has allocated and expended Proposition 28 funds in accordance with state requirements, including the mandated percentage dedicated to personnel and equity-focused spending.</p> <p>The Board of Directors is asked to approve the Proposition 28 Arts and Music in Schools expenditure report as presented.</p>	Vote	Kelly Simon	2 m
<p>M. Extend RFP for Comprehensive Insurance Proposals</p> <p>The Board will review and approve an extension of the Request for Proposals (RFP) process for Bridges Charter School's comprehensive insurance coverage, including workers' compensation and liability. The school has begun soliciting proposals from insurance brokers and Joint Powers Authorities (JPAs) and seeks to extend the RFP submission deadline through October 31, 2026 in order to allow additional time to obtain and evaluate competitive bids.</p>	Vote	Kelly Simon	5 m

	Purpose	Presenter	Time	
	Approval of this extension is recommended.			
N.	Adopted Budget 2026-2027	Vote	Lisa Boulos	10 m
	<p>The Board will review and approve the Adopted Budget for the 2026–27 fiscal year. The Adopted Budget reflects Bridges Charter School's projected revenues, expenditures, and fund balances in accordance with California charter school fiscal reporting requirements and the guidelines established by the Ventura County Office of Education (VCOE). The adopted budget was presented and reviewed during a Finance Committee meeting with feedback from staff.</p> <p>Lisa Boulos will present the budget for board discussion and approval. Board adoption of the 2026–27 budget is required prior to submission to VCOE by the June 30, 2026 deadline.</p>			
O.	Consideration of an Off Schedule Retention Bonus for Certificated and Classified Faculty and Staff	Vote	Kelly Simon	5 m
	<p>Given the surplus in our ending cash balance, the Board will consider a 1-2% off schedule bonus for returning employees. A bonus for returning employees based on annual salary from the 2025-2026 school year is less than 40k for each percentage inclusive of payroll taxes and benefits.</p> <p>Approval of this item is recommended.</p>			
P.	2026-2027 Consolidated Application (Con App)	Vote	Kelly Simon	2 m
	<p>The Board will review and approve the 2026–27 Consolidated Application (Con App) for federal categorical funding. The Con App is the mechanism through which Bridges Charter School applies for federal funds under programs including Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). Board approval is required prior to submission to the California Department of Education (CDE) by the established deadline.</p> <p>Dr. Simon will present the application for board review and approval.</p>			
Q.	SY 26-27 Employee Handbook (Draft)	Vote	Cindy McCarthy	5 m
	<p>The Board will review the revised 2026–27 Employee Handbook. This revision includes the addition of a comprehensive Health and Welfare section developed in collaboration with Bridges Charter School's benefits broker, CharterSAFE, and an</p>			

	Purpose	Presenter	Time
<p>external insurance provider. The updated Health and Welfare policies have been reviewed for compliance with the Affordable Care Act (ACA) and reflect current coverage offerings, eligibility requirements, and employee rights and responsibilities regarding health and welfare benefits.</p> <p>Approval of this item is recommended.</p>			
X. Parents and Community			
XI. Curriculum and Instruction			
XII. Special Projects/Programs			8:50 PM
A. Leadership Goals Report	Discuss	Kelly Simon	10 m
XIII. Special Education			
XIV. Pupil Personnel			
XV. Support Services			
XVI. Facilities			
XVII. Pending Agenda Items			
XVIII. Closed Session			9:00 PM
A. Closed session for public employee evaluation	Discuss	Katerina Yevmenkina	15 m
<p>Public Employee Evaluation (Government Code § 54957(b)(1)) Title: Executive Director</p>			
B. Annual Report of Executive Compensation	FYI	Lisa Boulos	3 m
<p>In accordance with California charter school transparency requirements, Lisa Boulos will present the annual report of executive compensation for Bridges Charter School. This report provides the Board of Directors with a summary of compensation provided</p>			

	Purpose	Presenter	Time
	to executive-level staff and ensures continued compliance with applicable reporting obligations.		

XIX. Closing Items

9:18 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 20, 2026

APPROVED

Whole Child. Whole Family.
Whole Community.



BRIDGES
Charter School
Bridges the Education
Connecting Kids to Their World

Bridges Charter School

Minutes

Board Meeting

Date and Time

Wednesday May 20, 2026 at 1:00 PM

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Directors Present

C. Dapello, K. Yevmenkina, N. Hashemi

Directors Absent

B. Yee, H. Kruse

Guests Present

K. Brown, K. Simon, M. Hartsuyker

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

K. Yevmenkina called a meeting of the board of directors of Bridges Charter School to order on Wednesday May 20, 2026 at 1:01 PM.

C. Approve Minutes

N. Hashemi made a motion to approve the minutes from Board Meeting on 04-20-26.

C. Dapello seconded the motion.

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

II. Presentations

A. LCAP Public Hearing

Pursuant to California Education Code Section 52062, the Board will open a public hearing to receive community input on Bridges Charter School's Local Control and Accountability Plan (LCAP). This hearing provides an opportunity for parents, students, staff, and community members to comment on the school's goals, actions, and services prior to Board adoption.

The Board will receive public comment on two related items: (1) the Annual Update to the 2025–26 LCAP, reflecting progress on current year goals and expenditures; and (2) the proposed 2026–27 LCAP, which represents the third and final year of the current three-year cycle.

Both documents reflect Bridges Charter School's commitment to improving outcomes for all students, with targeted support for high-need student groups in alignment with Local Control Funding Formula (LCFF) priorities.

All members of the public are encouraged to attend and provide input.

III. Reports

A. Directors Report

- Open House and Art Night is tonight
- Welcome new staff
- Ms. Dawn stepping in for Ms. Laura
- Ms. Olivia stepping in for Ms. Jess
- Ms. Nichole stepping in for Ms. Alana Foster

IV. Consent Items

A. Consent Items

N. Hashemi made a motion to Approve the consent items.

C. Dapello seconded the motion.

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

V. Governing Board

A. Candidate Presentations -- Board of Directors Appointment Process (BP 9221)

B. Certificate of Amendment of Bridges Articles of Incorporation replacing Article VI

N. Hashemi made a motion to approve certificate of amendment Bridges Articles of Incorporation.

C. Dapello seconded the motion.

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

VI. Charter Policies

A. BP 3320: Investments

Will make a few corrections before voting. Will bring it back in June

B. Replacement Policy: BP 5141.2 Extreme Weather Conditions

N. Hashemi made a motion to approve the replacement policy BP 5141.2 Extreme weather conditions.

C. Dapello seconded the motion.

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

C. Addendum to Comprehensive School Safety Plan — Refuge Shelter Identification Procedure (AB 2968)

N. Hashemi made a motion to approve the addendum to comprehensive school safety plan-AB 2968.

C. Dapello seconded the motion.

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

VII. Business and Operations

A. Resolution: Authorization to Open Investment Account with Westlake Private Wealth Management

will table this for next month

B. SY 26-27 Employee Handbook (Draft)

N. Hashemi made a motion to approve the handbook without the H&W section.

C. Dapello seconded the motion.

health and welfare section to be updated and bring back in June. Approved without the H&W

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

C. Quote for STS

N. Hashemi made a motion to approve the STS quote.

C. Dapello seconded the motion.

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

D. Rivers of Council-Topa field trip

N. Hashemi made a motion to approve the Topa field trip.

C. Dapello seconded the motion.

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

E. Local Assignment Option

N. Hashemi made a motion to Approve the Local Assignment Option.
C. Dapello seconded the motion.
The board **VOTED** to approve the motion.

F. April Financials and Budget Overview with Preliminary Budget and May Revise Insights

Dr. Simon will present the April financial statements, providing the Board with an updated picture of Bridges' year-to-date revenue and expenditures relative to the adopted budget. This report will include a review of key budget variances and any notable trends as the school approaches fiscal year-end.

In addition, Dr. Simon will share preliminary insights from the Governor's May Revision to the state budget, including any anticipated impacts to charter school funding, Local Control Funding Formula (LCFF) allocations, or other revenue streams that may affect our financial position for the upcoming fiscal year.

VIII. Special Projects/Programs

A. Contract with Burch Music Collective

Table this for next Board meeting with more specifics. Need a contract and not a proposal for the Board to approve.

IX. 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 2:21 PM.

Respectfully Submitted,
K. Yevmenkina

Coversheet

Presentation of Annual Social-Emotional Health Survey Results and Student Support Referrals

Section: II. Presentations
Item: A. Presentation of Annual Social-Emotional Health Survey Results and
Student Support Referrals
Purpose: FYI
Submitted by:
Related Material: 2025-2026 SY SEHS Results and Student Support Summary.pptx

Social-Emotional Health & Student Support Summary

— 2025-2026 —

BP 5031 & SB 153

STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

BCS shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff , families, and community stakeholders;
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time from initial referral to meetings/follow-up steps;
- Average staff involvement necessary (amount, time, etc.)
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the BCS Board annually to support transparency and continuous improvement.

Student Success Team (SST) Meetings

SST purpose: Strength-based, collaborative team to discuss individual student needs.

SST includes: parent, teacher, Skye, and any additional provider/support staff

SST outcomes: documentation/monitoring, referrals, accommodations, trial support services, behavior plans, assessments, etc.

SST paperwork shared with current and next year's teacher to track progress and continue general education supports

2025-2026 Data:

-67 meetings total

-Meetings held typically within
1-2 weeks from referral date
-Meeting length average was 60
minutes

BCS Counseling Support

Staff Providers:

- Michelle Morgan (gen ed, 504 and sped)
- Ben Samuel (gen ed)
- Skye Stifel (ERSES and select students)

Purpose: Help students with school-related social-emotional/behavioral needs

Referrals made through SST (set # of sessions), 504 Plans, or IEPs

Drop-in counseling support provided on as needed basis

2025-2026 Data:

-248 counseling support sessions provided on average per month

-Michelle is being certified as a PEERS trained counselor

-20% of Ben's position is for counseling

In the 2025-2026 school year...

- EMOZI curriculum trial for TK -5th
- Teacher implementation of SEL curriculum
- Counseling focused on referrals from SST, teachers, parents
- No whole class lessons or guest speakers
- Spring 2026 SEHS data collected the week after state testing

Social Emotional Health Survey

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

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)

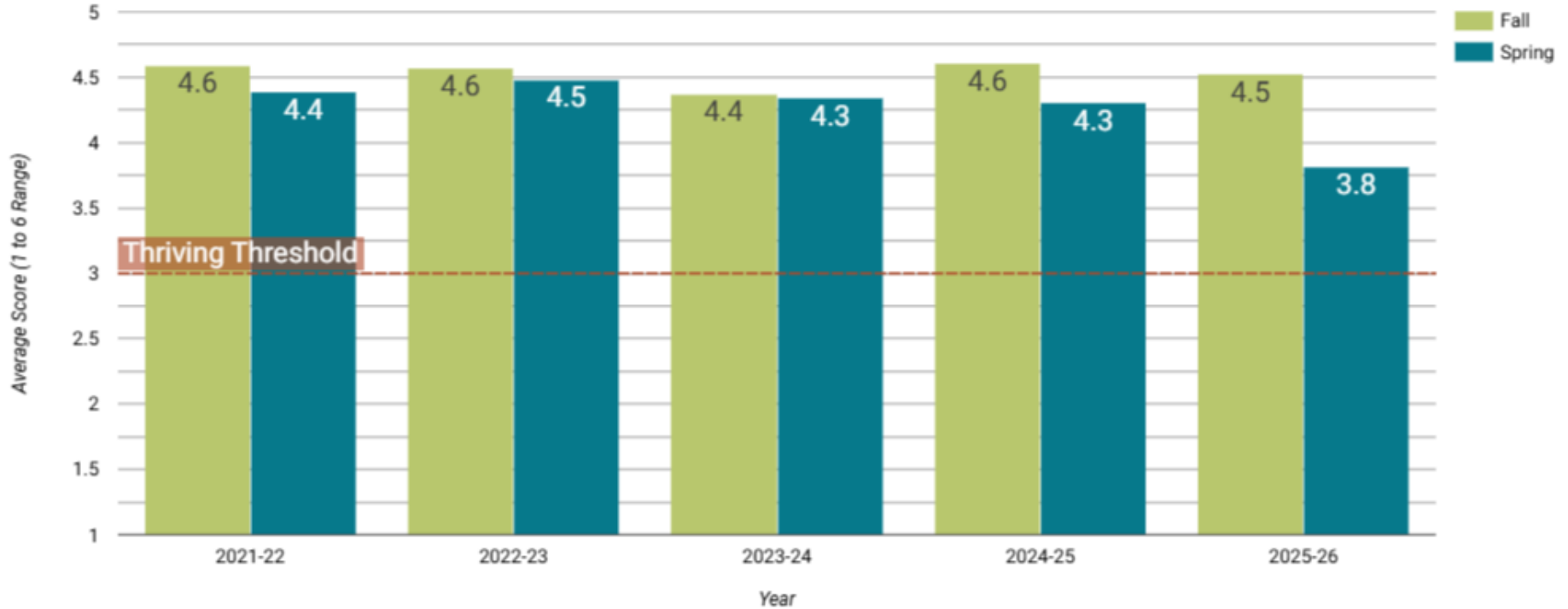
Optimism: The degree to which a person subscribes to positive expectancies towards his or her future, including perceiving life goals as attainable (Utsey et al.,2008).

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.)

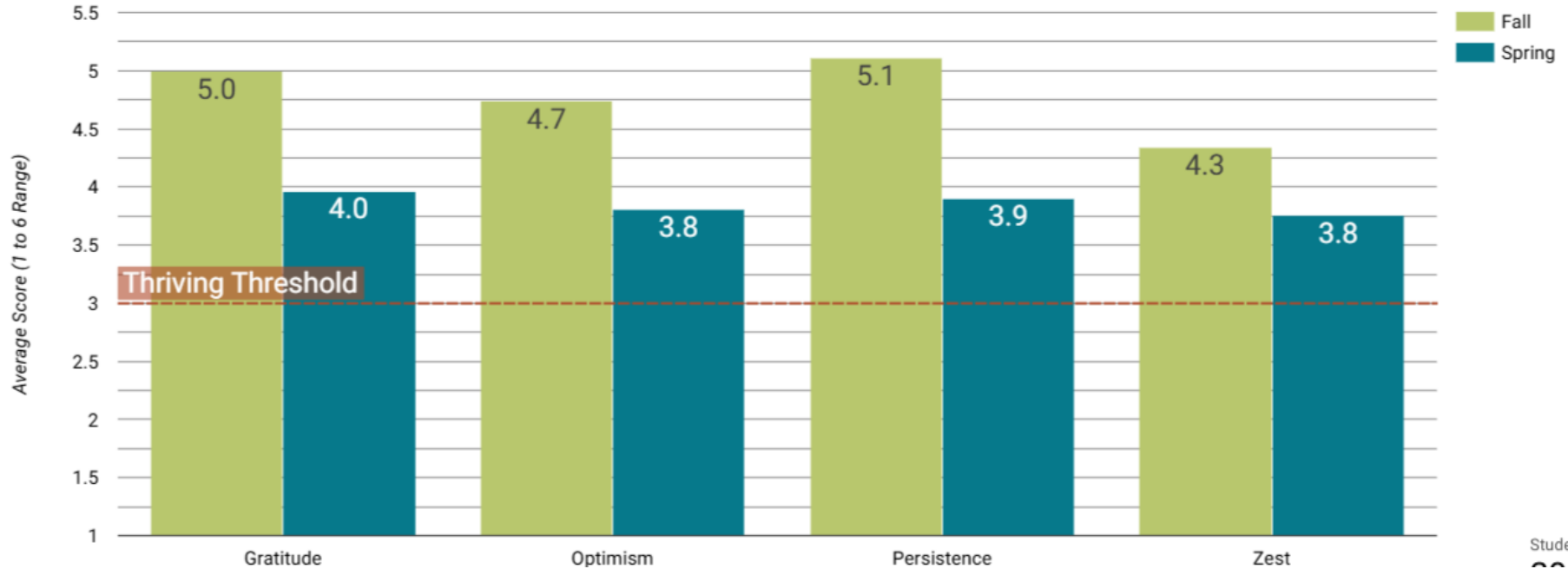
Overall Covitality Score Data



3rd Grade

3rd Grade Covitality Fall 2025-Spring 2026

By Survey Topic



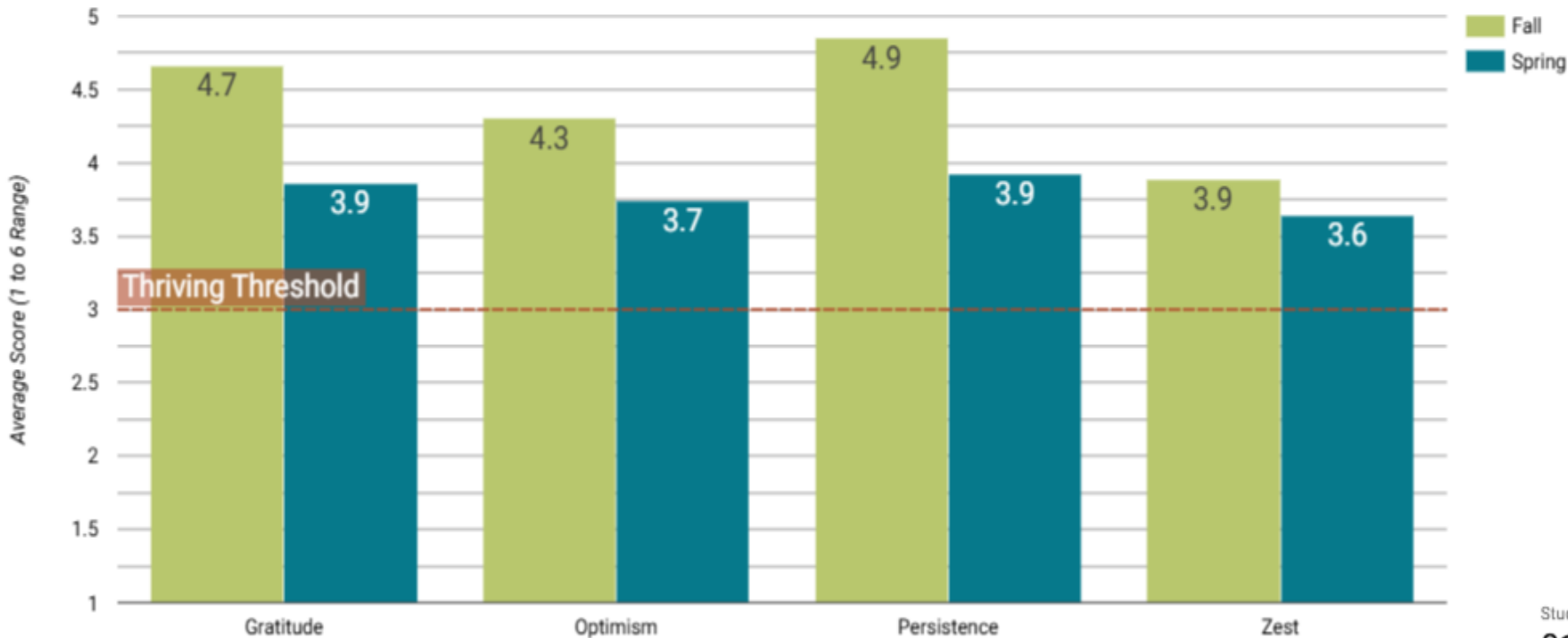
Longitudinal 3rd Grade Covitality Score Data



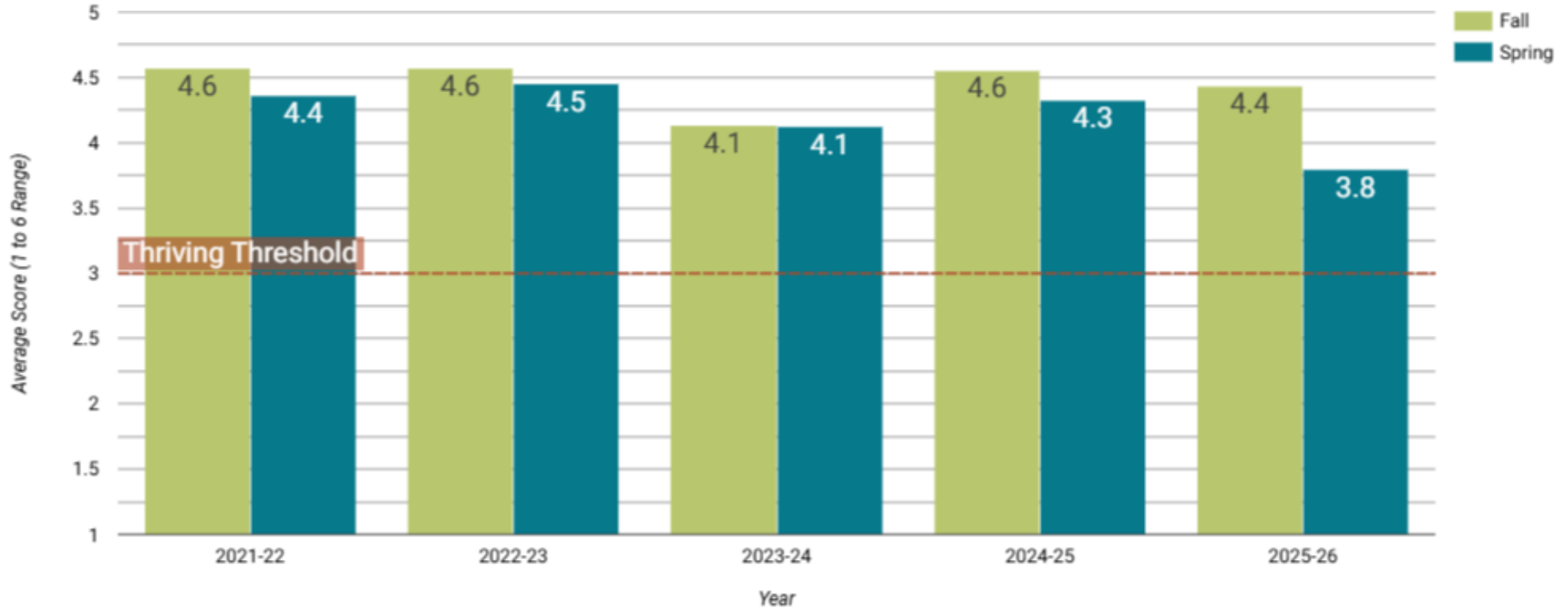
4th & 5th Grade

4th/5th Grade Covitality Fall 2025-Spring 2026

By Survey Topic



Longitudinal 4th & 5th Grade Data



Middle School

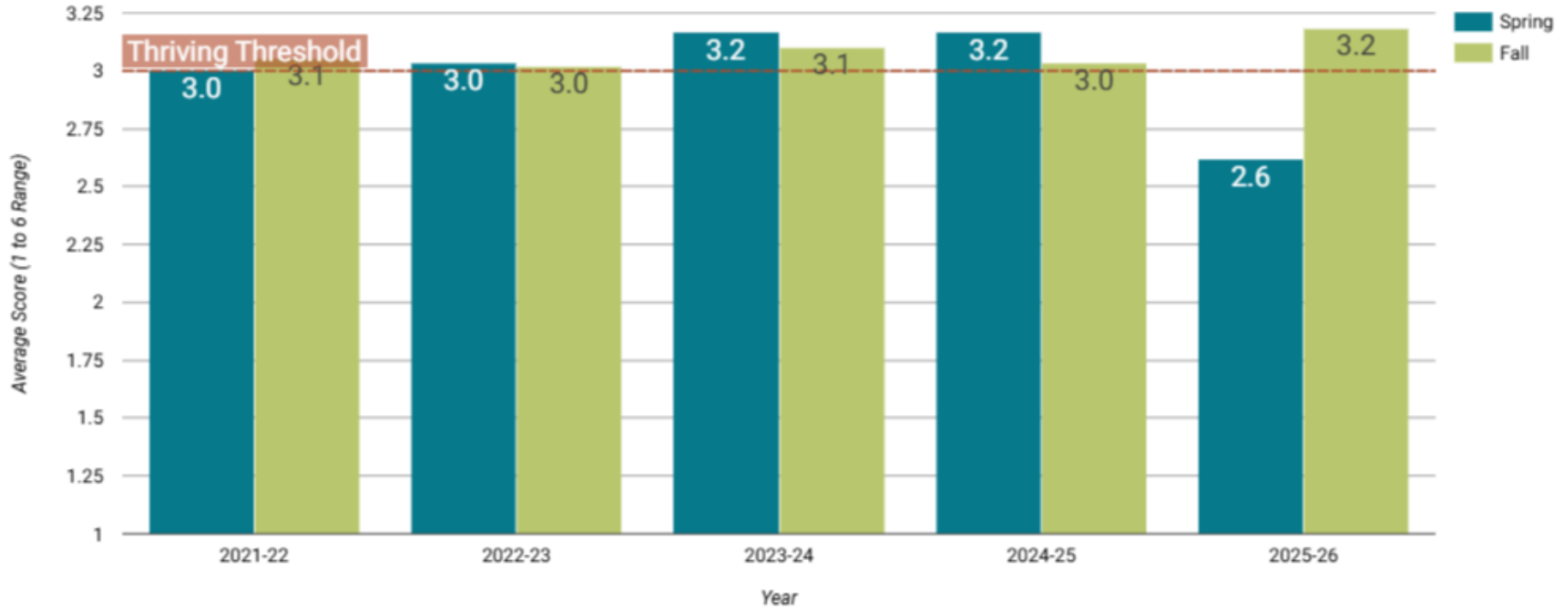
- Item score range: 1 (lowest - Never) to 4 (highest - Always)
- “Thriving” defined as an average score of 2 or higher; “High Thriving” is average of 4; “vulnerable” is an average of <2

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

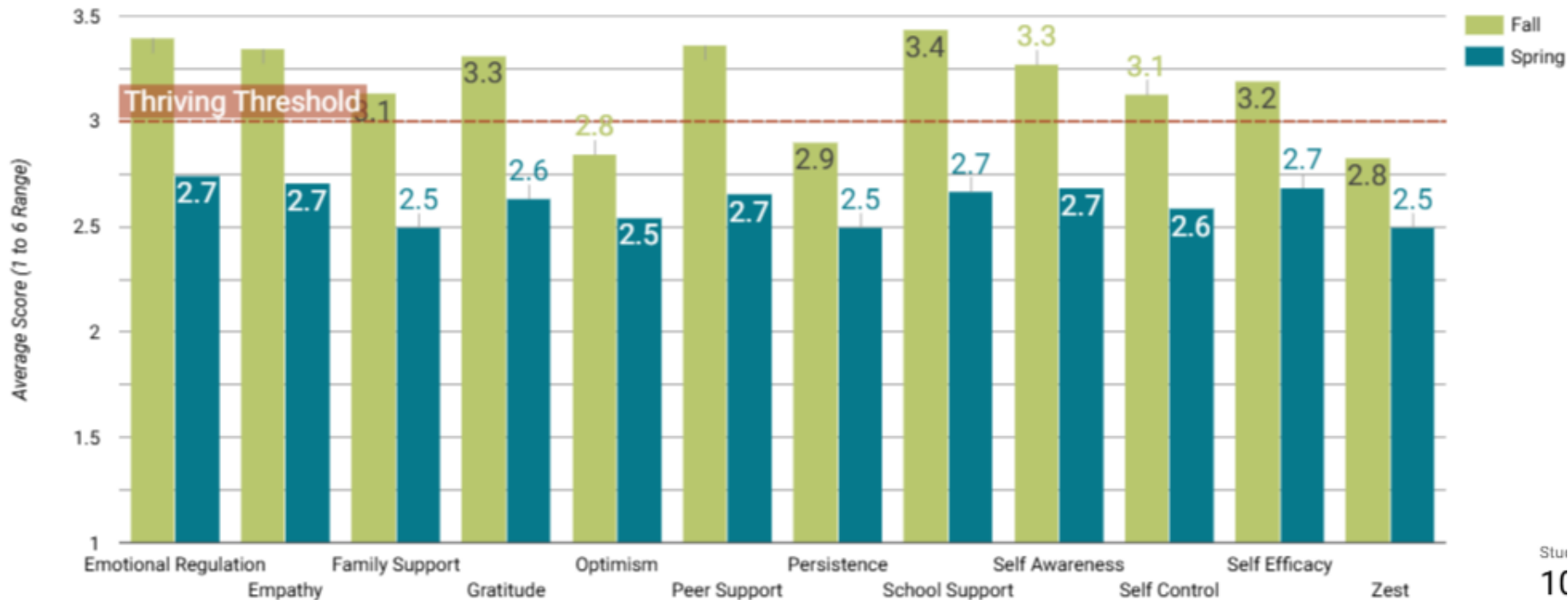
Belief-in-Self		Belief-in-Others	
Self-Awareness	Perceiving and attending to the private and public aspects of one's self	Peer Support	Appraising the caring and helpful nature of one's relationships with peers
Persistence	Working diligently to accomplish one's goals, including maintaining interest in 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



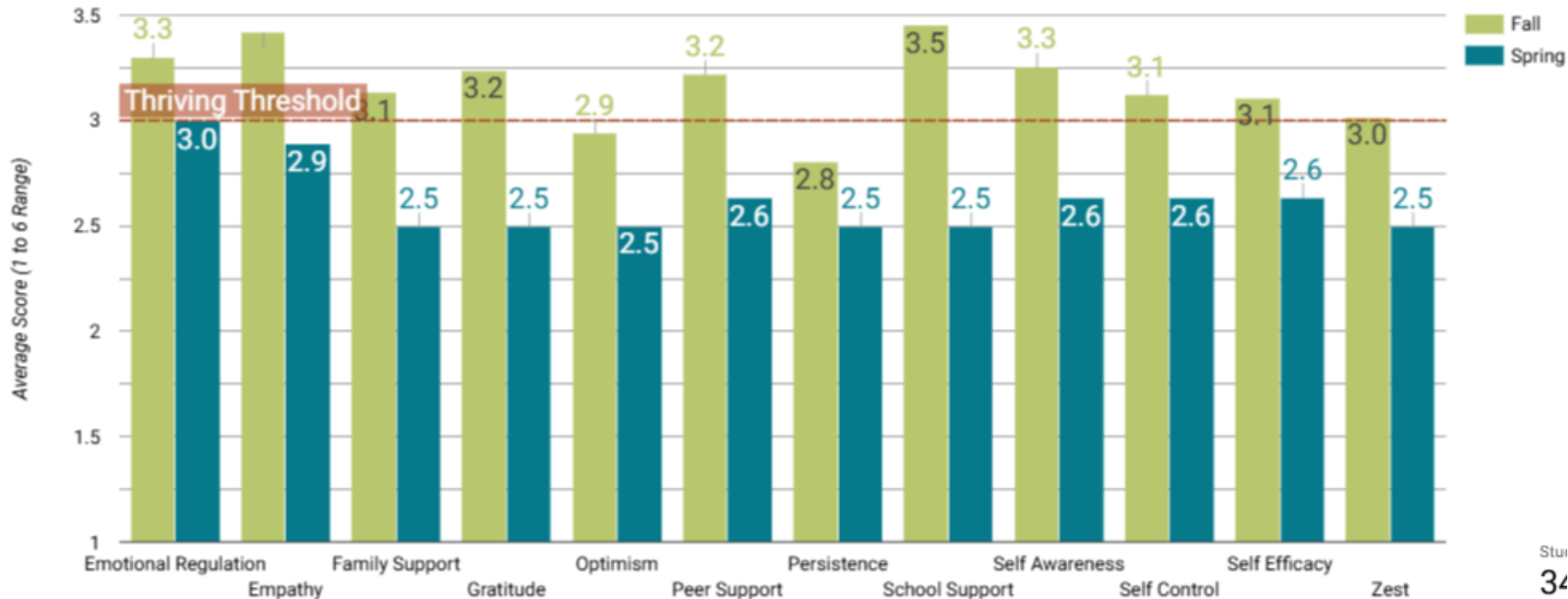
Fall 2025/Spring 2026: 6th, 7th & 8th

By Survey Topic



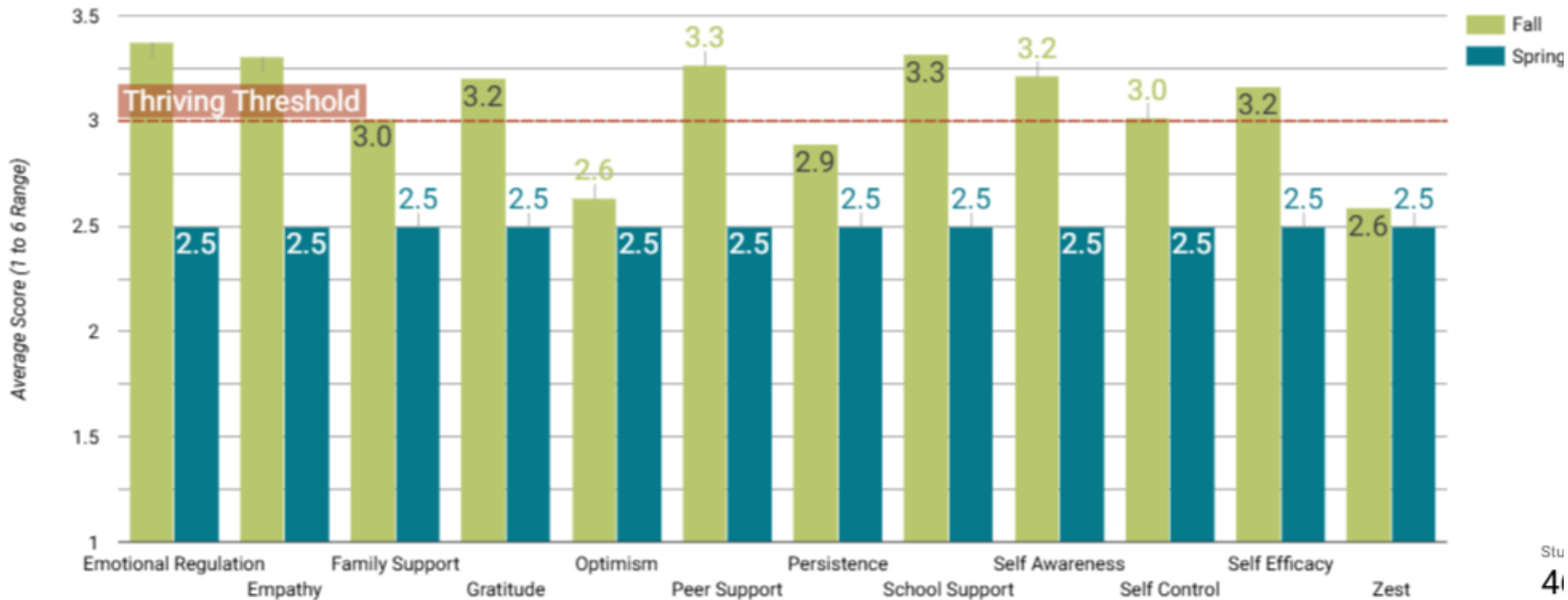
Fall 2025/Spring 2026: 6th

By Survey Topic



Fall 2025/Spring 2026: 7th

By Survey Topic



Fall 2025/Spring 2026: 8th

By Survey Topic



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

- 89 out of 103 students reported having at least one safe adult to talk to at school
- 89 students reported feeling valued for who they are as individuals
- 88% of students described BCS to be an inclusive school community

Why is BCS an Inclusive Community?

“Bridges is an incredibly accepting school for all ages, races, genders, sexualities, and other terms of identification. They see the importance in equality and want everybody to feel welcomed no matter their identity”

“I chose yes because I feel like when I came here like right away people just accepted me and took me as their friend.”

“There is always someone that can help you with whatever you need.”

“They really help people and give them what they need, they are fair to everyone and they answer everyone's questions.”

“I do think that even if I'm quiet or shy, there are still people that appreciate me.”

“There is always someone that can help you with whatever you need.”

Takeaways & Next Steps

- Equity and bias training for staff
 - Council training for staff by O’Kawai (Topa Institute)
 - Rethinking SEL and whole-class lessons again
 - Focus on middle schoolers, especially high needs
 - Spring data collection date?
-

Coversheet

Presentation of Preliminary CAASPP Data

Section: II. Presentations
Item: B. Presentation of Preliminary CAASPP Data
Purpose: FYI
Submitted by:
Related Material: 2026-27_Bridges Charter_End of Year Insights - Google Slides.pdf

End of Year Insights Meeting

Bridges Charter School

CAASPP State Assessment · 2025–26

Preliminary CAASPP Scores & Student Movement Bucket Tool

CAASPP ELA:

Overall Results

ELA by Grade

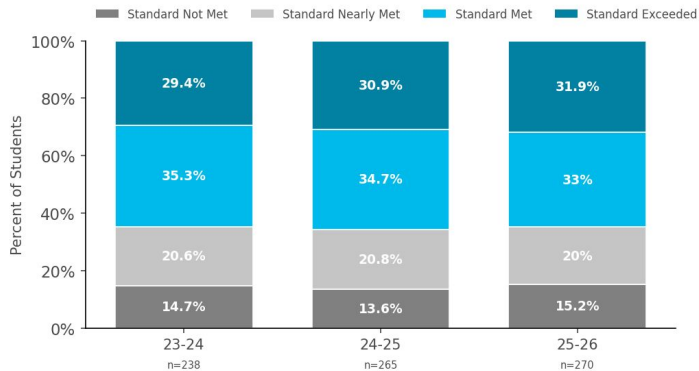
ELA by Student Groups

Grade level institutional change versus cohort change

Preliminary CAASPP Results: ELA (Overall)

Preliminary CAASPP Results: ELA (Overall)

Bridges Charter



24-25 vs 25-26

% Met/Exceeded: **-0.8%**

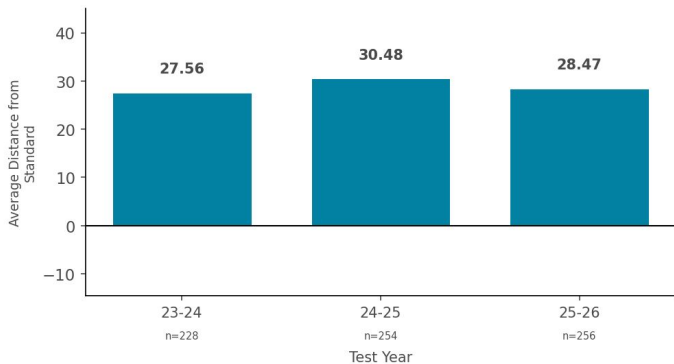
% Exceeded: **+0.9%**

% Not Met: **+1.6%**

DFS Change: **-2.0**

Predicted Dashboard Color: ● Green

Previous Dashboard Color: Green



23-24 vs 25-26

% Met/Exceeded: **+0.1%**

% Exceeded: **+2.4%**

% Not Met: **+0.5%**

DFS Change: **+0.9**

WINS

65.0% of students Met or Exceeded standards in 25-26 – a strong majority and consistent with the school's predicted Green dashboard rating. ELA remains Bridges' strongest content area.

Standard Exceeded rate increased +0.9 pp year-over-year (24-25 to 25-26), reaching 31.9% – nearly 1 in 3 students performing at the highest level.

WONDERINGS

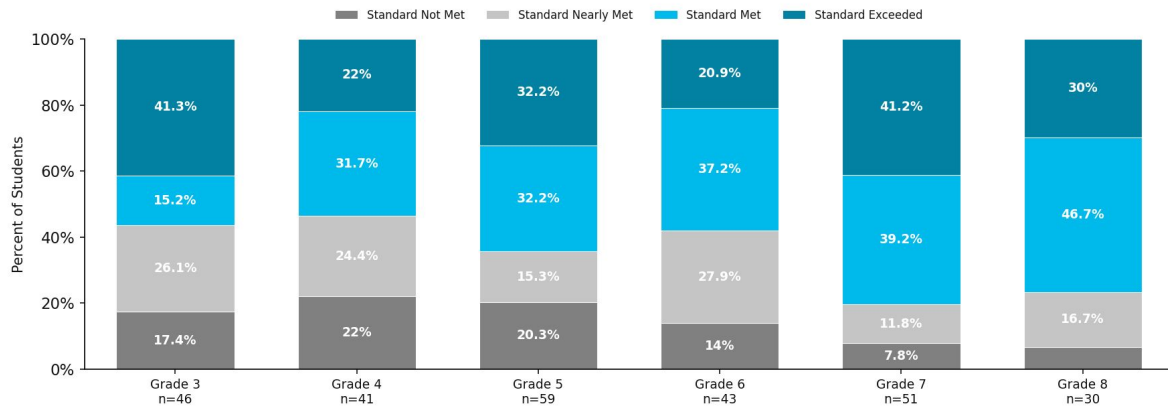
Standard Not Met increased +1.6 pp (24-25 to 25-26), now at 15.2%. DFS dropped by 2.0 points.

While overall proficiency held, the bottom band of students may warrant monitoring. What interventions have been or should be considered to target this need?

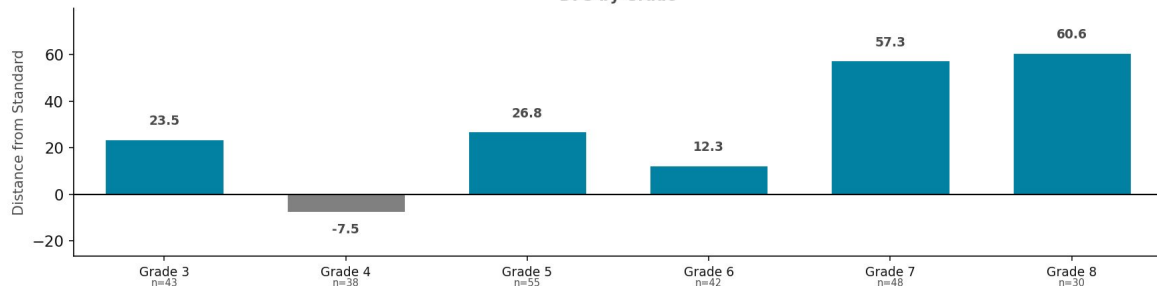
Preliminary CAASPP ELA by Grade (25-26)

Preliminary CAASPP ELA by Grade (25-26)

Bridges Charter



DFS by Grade



WINS

Grades 7 and 8 are standout performers: 80.4% and 76.7% Met/Exceeded respectively – the two strongest grade levels in ELA across the school.

Grade 5 shows 64.4% Met/Exceeded, and Grade 6 reaches 58.1% – both above the school's overall proficiency rate, anchored by solid Exceeded rates

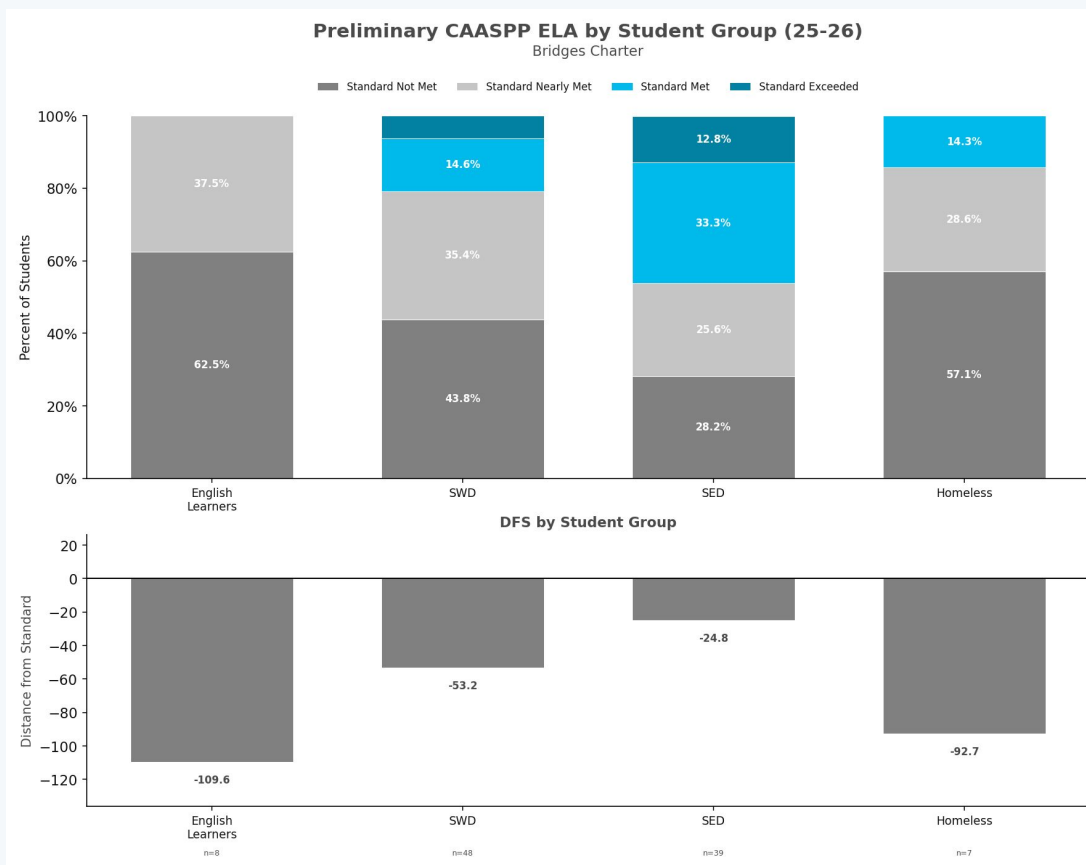
WONDERING

Grade 4 shows the largest gap: 53.7% Met/Exceeded with a DFS of -7.5 – the only grade below 0 in DFS.

LCAP CONNECTION

LCAP Goal 1 – Improve student achievement for all Bridges students and sub groups: Grade 7 and 8 ELA results reflect strong progress toward the goal of 65%+ Met/Exceeded.

Preliminary CAASPP ELA by Student Group (25-26)



WONDERINGS

SWD: Only 21% Met/Exceeded in ELA (n=48), with a DFS of -53.2

SED: 46.1% Met/Exceeded (n=30) – roughly 20 percentage points below the school overall.

English Learners: 0% Met/Exceeded (n=8)

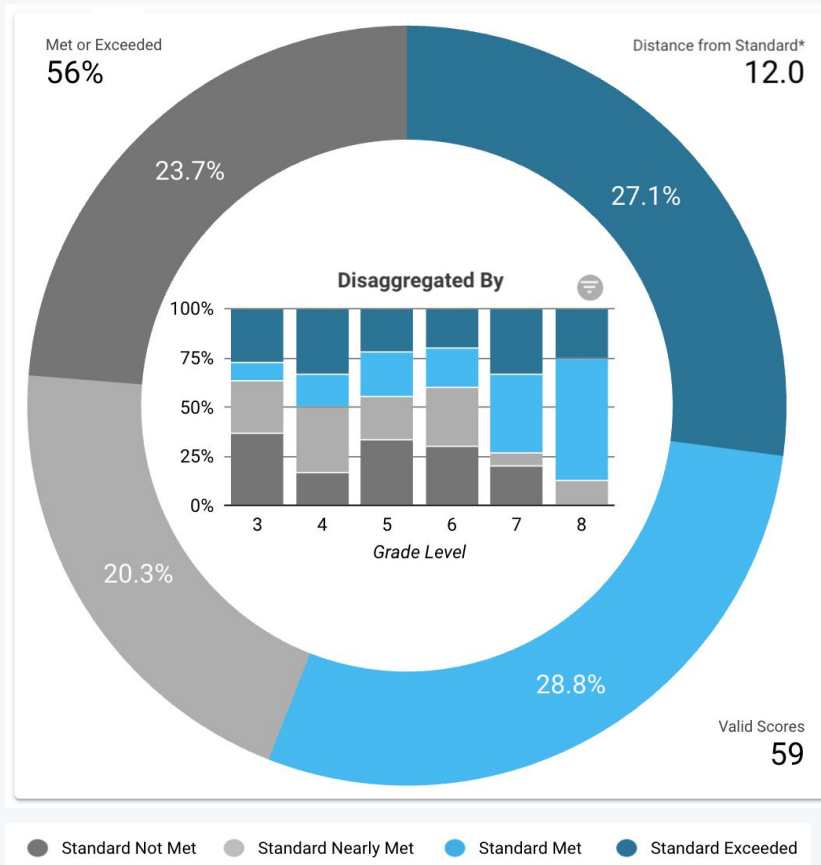
LCAP CONNECTION

LCAP Goal 1: Subgroup ELA data directly maps to the goal of improving achievement for SWD, SED, and Hispanic students – and is the primary evidence base for charter renewal subgroup reporting.

PARSEC SPECIFIC SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: SWD and SED ELA results are the most critical subgroup data points to document for authorizer Marlo and the board.

Preliminary CAASPP ELA by Race and Ethnicity, *hispanic students* (25-26)



WONDERINGS

56% of Hispanic students met or exceeded standards in ELA, showing great stability in 7th and 8th grade but highlighting an urgent need for early intervention in grades 3 through 6.

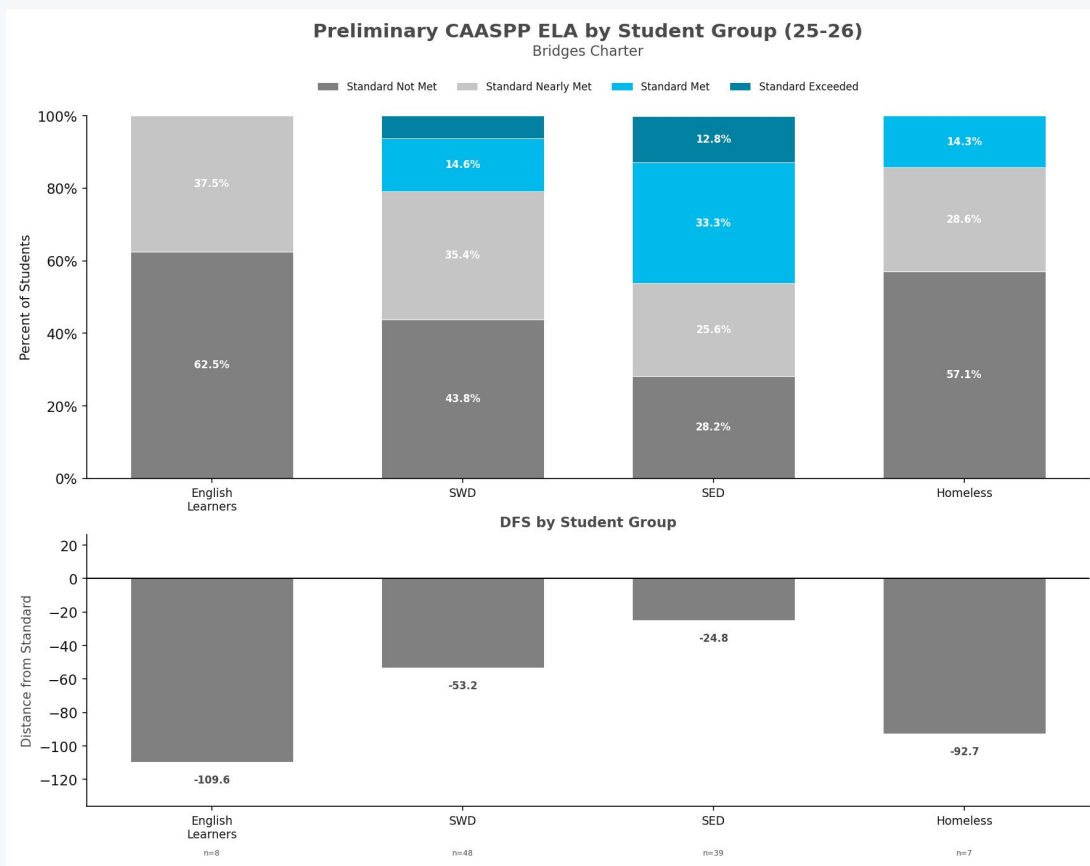
LCAP CONNECTION

LCAP Goal 1: Subgroup ELA data directly maps to the goal of improving achievement for SWD, SED, and Hispanic students – and is the primary evidence base for charter renewal subgroup reporting.

PARSEC SPECIFIC SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: Closing the achievement gap for our Hispanic, SWD, and SED student populations on the ELA assessment for monitoring on the data platform.

Preliminary CAASPP ELA by Student Group (25-26)



WONDERINGS

SWD: Only 21% Met/Exceeded in ELA (n=48), with a DFS of -53.2

SED: 46.1% Met/Exceeded (n=30) – roughly 20 percentage points below the school overall.

English Learners: 0% Met/Exceeded (n=8)

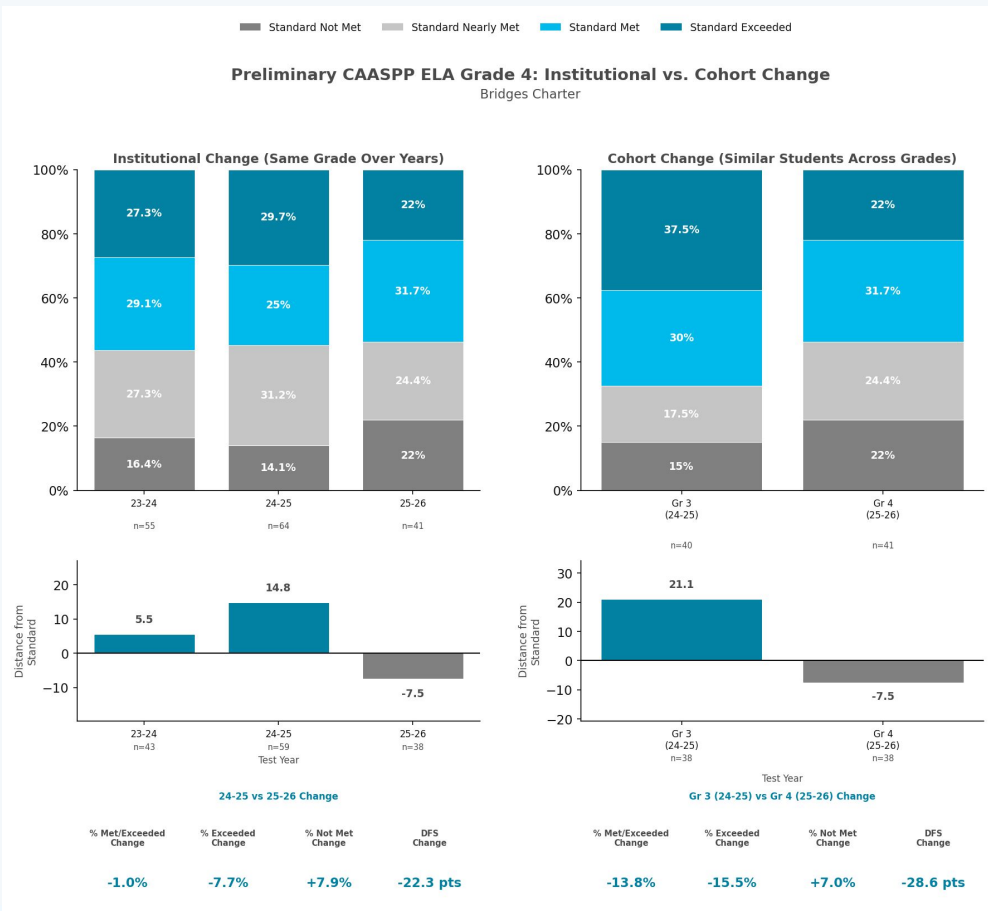
LCAP CONNECTION

LCAP Goal 1: Subgroup ELA data directly maps to the goal of improving achievement for SWD, SED, and Hispanic students – and is the primary evidence base for charter renewal subgroup reporting.

SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: SWD and SED ELA results are the most critical subgroup data points to document for authorizer Marlo and the board.

CAASPP ELA Grade 4: Institutional vs. Cohort Change



WONDERING

Institutional: Grade 4 Met/Exceeded declined -1.0 pp (24-25 to 25-26), with DFS dropping -22.3 points to -7.5 – the only negative DFS grade in ELA. Not Met rose +7.9 pp.

WONDERING

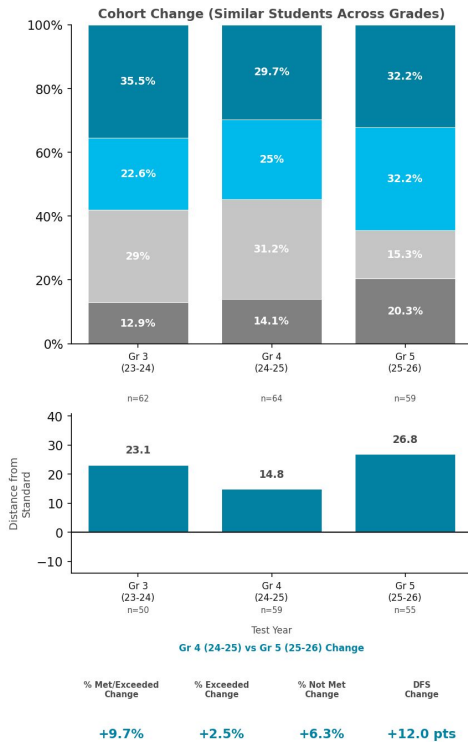
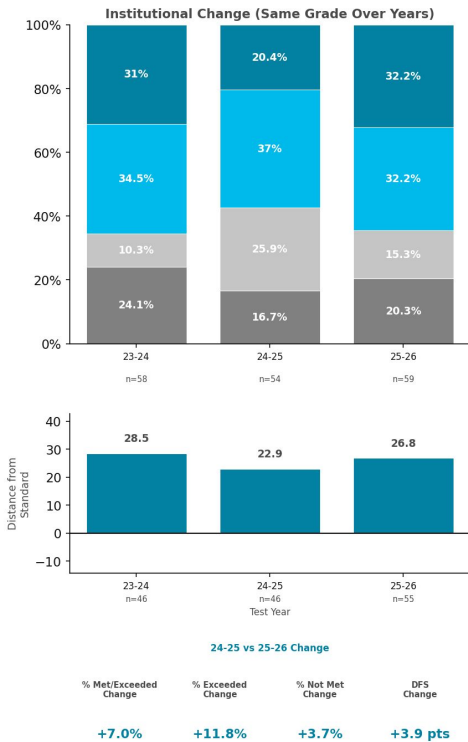
Cohort: The Grade 3 cohort (24-25) declined -13.8 pp in Met/Exceeded as they moved to Grade 4 (25-26). Students entering Grade 4 are arriving below where the Grade 3 class ended.

LCAP CONNECTION

LCAP Goal 1: Grade 4 is the highest-priority ELA grade for improvement (-13. The -13.8 pp cohort drop and negative DFS signal a need for targeted intervention starting in the fall.

CAASPP ELA Grade 5: Institutional vs. Cohort Change

Preliminary CAASPP ELA Grade 5: Institutional vs. Cohort Change
Bridges Charter



WINS

Institutional: Grade 5 Met/Exceeded jumped +7.0 pp (24-25 to 25-26), reaching 64.4%. Exceeded alone rose +11.8 pp – a meaningful upward shift in the top band.

WINS

Cohort: The Grade 4 cohort (24-25) grew +9.7 pp in Met/Exceeded as they moved to Grade 5 (25-26). Students are continuing to improve as they move through Bridges.

LCAP CONNECTION

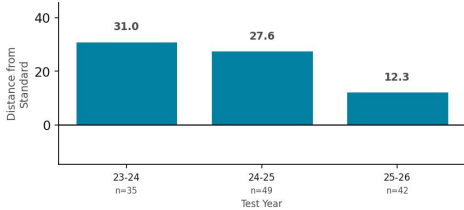
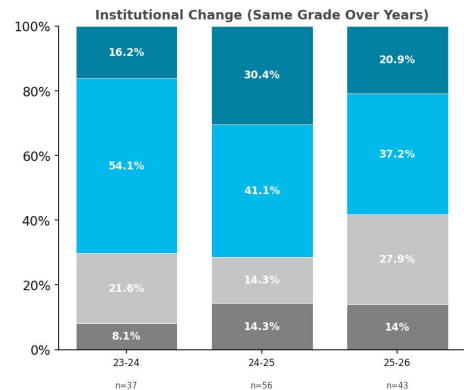
LCAP Goal 1: Grade 5 ELA institutional gains of +7.0 pp in Met/Exceeded represent progress toward the 2% year-over-year improvement goal across all students.

CAASPP ELA Grade 6: Institutional vs. Cohort Change — Bridges Charter

Standard Not Met Standard Nearly Met Standard Met Standard Exceeded

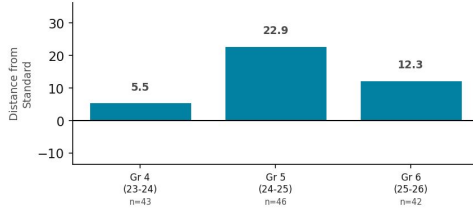
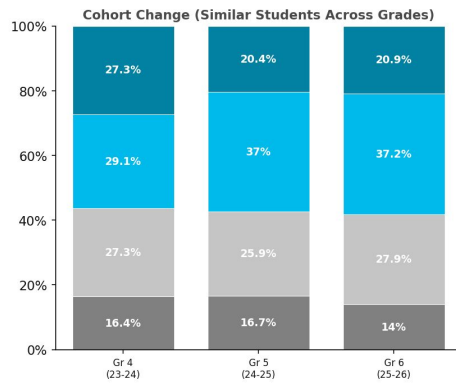
Preliminary CAASPP ELA Grade 6: Institutional vs. Cohort Change

Bridges Charter



24-25 vs 25-26 Change

% Met/Exceeded Change	% Exceeded Change	% Not Met Change	DFS Change
-13.3%	-9.4%	-0.3%	-15.3 pts



Gr 5 (24-25) vs Gr 6 (25-26) Change

% Met/Exceeded Change	% Exceeded Change	% Not Met Change	DFS Change
+0.7%	+0.6%	-2.7%	-10.6 pts

WIN

Cohort: The Grade 5 cohort (24-25) held relatively steady moving into Grade 6 (+0.7 pp Met/Exceeded). Despite the institutional dip, students are largely maintaining their prior-year standing as they move up.

WONDERING

Institutional: Grade 6 Met/Exceeded declined -13.3 pp (24-25 to 25-26), dropping to 58.1%. Exceeded fell -9.4 pp. DFS dropped from 27.6 to 12.3 — a significant pullback after strong 24-25 results.

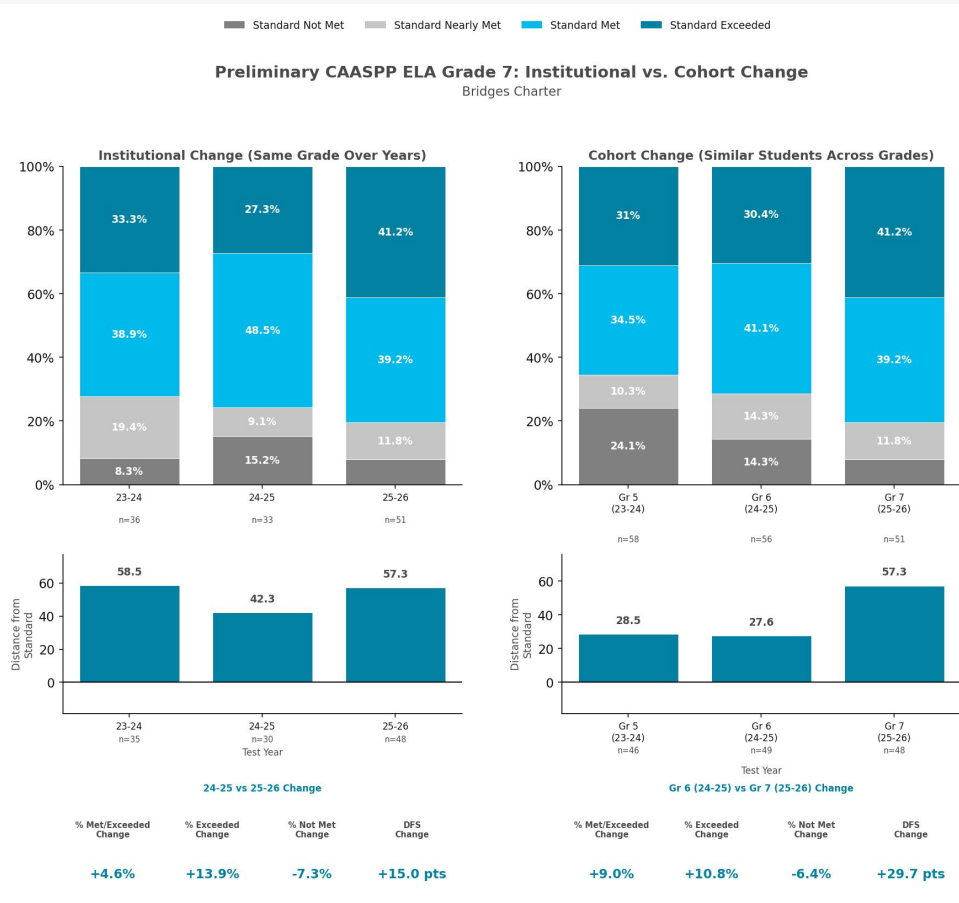
LCAP CONNECTION

LCAP Goal 1: Grade 6 ELA warrants monitoring — the 13-point institutional decline is the largest single-year drop in ELA. Understanding whether this reflects student mix or instructional factors will be important for 26-27 planning.

REFLECTION

What drove the Grade 6 institutional decline this year — and does the entering cohort profile for 26-27 suggest a different trajectory?

CAASPP ELA Grade 7: Institutional vs. Cohort Change



WINS

Institutional: Grade 7 Met/Exceeded reached 80.4% in 25-26, up +4.6 pp from 24-25. Exceeded rose dramatically: +13.9 pp, now at 41.2%. DFS sits at 57.3 – the highest in the school.

WINS

Cohort: Grade 6 students (24-25) grew +9.0 pp in Met/Exceeded as they moved to Grade 7 (25-26), with Exceeded up +10.8 pp. This is a strong cohort trajectory.

PARSEC SPECIFIC SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: Grade 7 ELA is Bridges' strongest charter renewal talking point – 80.4% Met/Exceeded with a 13.9 pp jump in the Exceeded band is board-ready data.

REFLECTION

What is working in Grade 7 ELA that isn't yet fully translating to earlier grades – and how can those practices flow down into Grades 5 and 6?

CAASPP Math:

Overall Results

Math by Grade

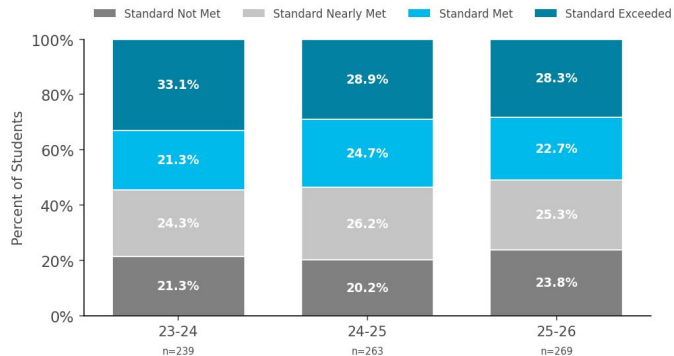
Math by Student Groups

Grade level institutional change versus cohort change

Preliminary CAASPP Results: Math (Overall)

Preliminary CAASPP Results: Math (Overall)

Bridges Charter



24-25 vs 25-26

% Met/Exceeded: **-2.7%**

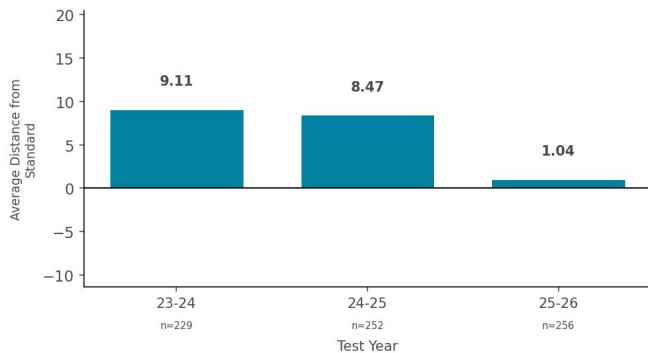
% Exceeded: **-0.6%**

% Not Met: **+3.6%**

DFS Change: **-7.4**

Predicted Dashboard Color: ● Green

Previous Dashboard Color: **Green**



23-24 vs 25-26

% Met/Exceeded: **-3.5%**

% Exceeded: **-4.8%**

% Not Met: **+2.5%**

DFS Change: **-8.1**

WONDERING

51.0% Met/Exceeded in math in 25-26 — a decline of -2.7 pp from 24-25. Not Met rose +3.6 pp to 23.8%. DFS fell to 1.04, nearly flat at zero — the closest to the proficiency threshold in three years.

WONDERING

The three-year trend shows a decline: 54.4% Met/Exceeded in 23-24 → 53.6% in 24-25 → 51.0% in 25-26. DFS has also fallen: 9.11 → 8.47 → 1.04.

SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: Math proficiency is the highest-stakes number for Kelly's board. The downward trend must be named directly and contextualized with the curriculum transition.

LCAP CONNECTION

LCAP Goal 1: Math Met/Exceeded target is 50%+ — Bridges is at 51.0%, barely above the threshold. The mid-year curriculum switch (iReady → Amplify) is relevant context for this result.

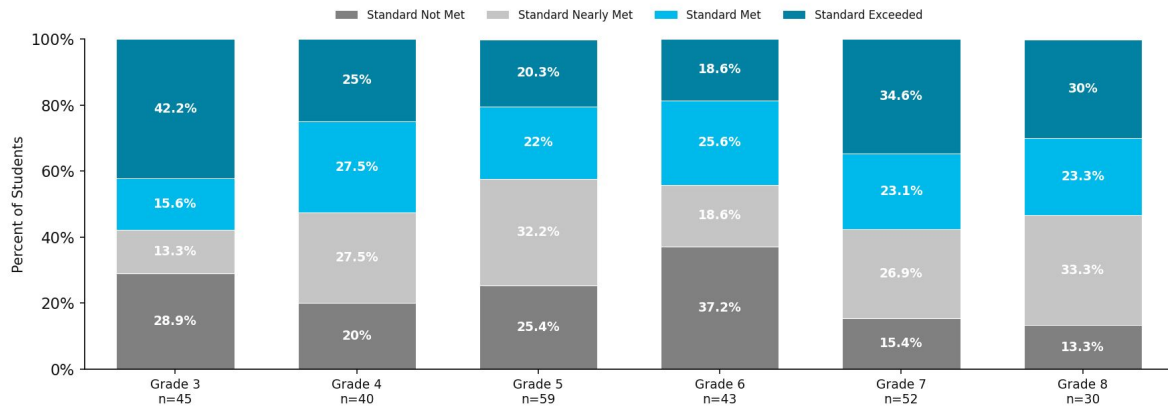
REFLECTION

Now that Amplify is in place, what early indicators from common assessments suggest whether math trajectory is improving — and at which grade levels?

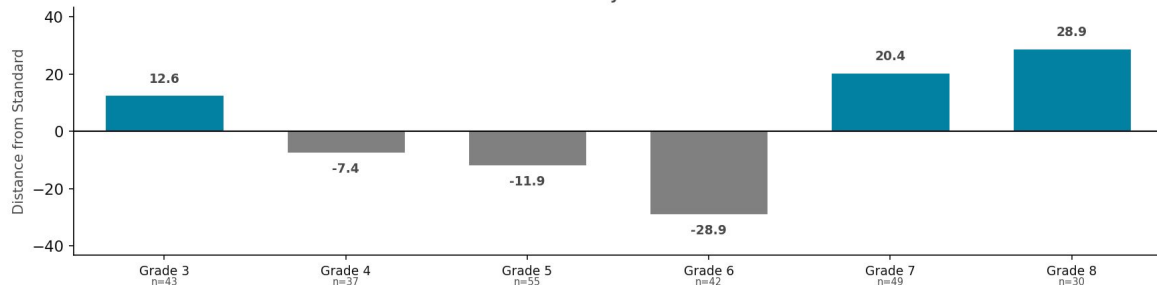
Preliminary CAASPP Math by Grade (25-26)

Preliminary CAASPP Math by Grade (25-26)

Bridges Charter



DFS by Grade



WINS

Grades 7 and 8 lead math performance: 57.7% and 53.3% Met/Exceeded respectively — with DFS at 20.4 and 28.9. These grades are well above the school average.

WINS

Grade 3 shows 57.8% Met/Exceeded with DFS of 12.6 — the strongest elementary math grade, suggesting early foundational work is holding.

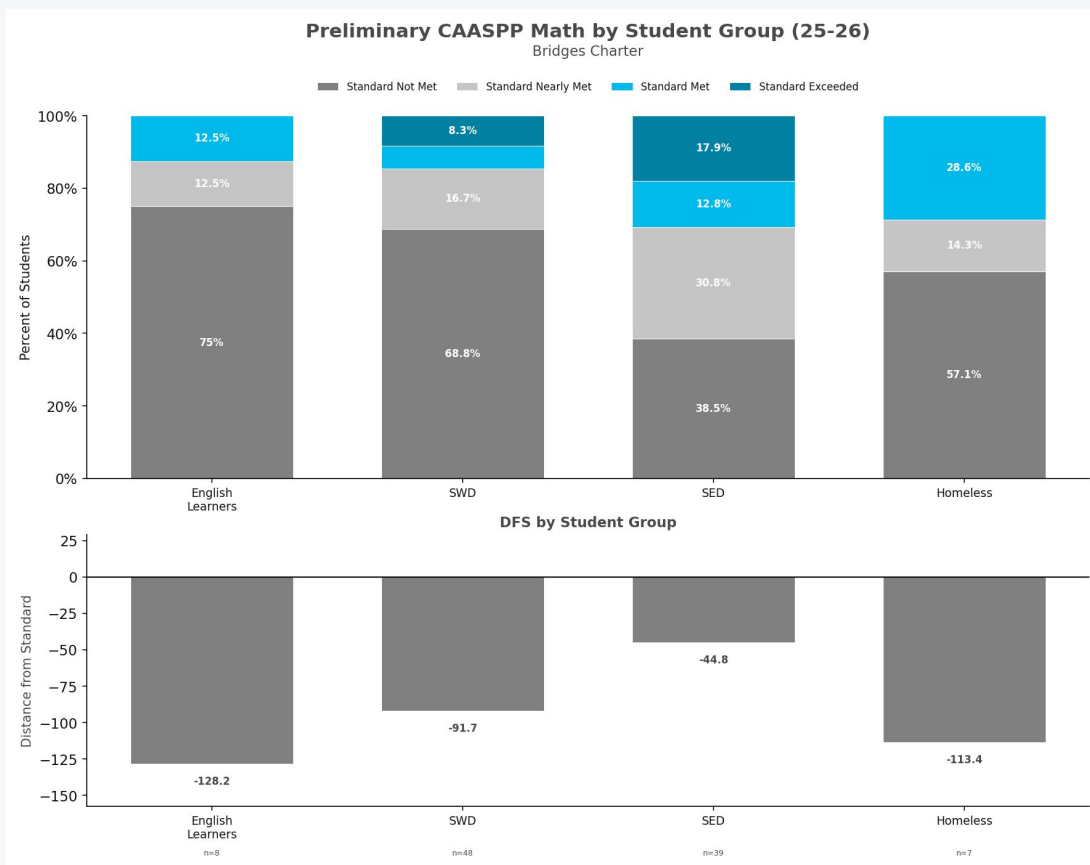
WONDERING

Grade 6 is the most concerning: only 44.2% Met/Exceeded and DFS of -28.9 — the lowest in the school. Grades 4 and 5 also show negative DFS (-7.4 and -11.9 respectively).

REFLECTION

Grades 4, 5, and 6 all show negative DFS in math. Is there a pattern in how students enter middle grades that explains the cumulative decline? How does the curriculum transition relate to this?

Preliminary CAASPP Math by Student Group (25-26)



WONDERINGS

SWD: Only 25.0% Met/Exceeded in math (n=48), DFS of -91.7. With 18% of enrollment now classified as SWD and all-new SPED staff in 25-26, this result reflects both the population shift and staffing transition.

WONDERINGS

SED: 30.7% Met/Exceeded (n=39), DFS of -44.8. The math equity gap is wider than ELA – SED students are nearly 20 pp below overall in math.

WONDERINGS

English Learners: 25.0% Met/Exceeded (n=8) – a very small group. EL n-size limits interpretation, but the pattern is consistent with ELA results and could be a future point of monitoring.

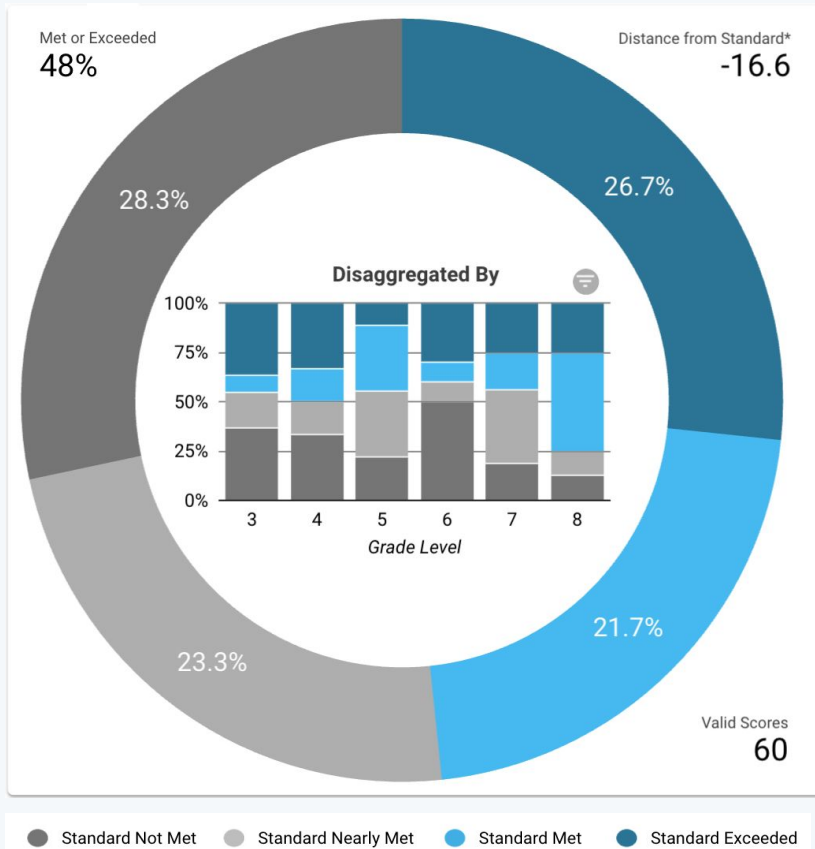
PARSEC SPECIFIC SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: SWD and SED math results are critical to document for the authorizer. Kelly needs context language prepared for the board: SWD growth is partly a population shift, not only a performance decline.

REFLECTION

For SWD students specifically, what does it look like to set realistic growth targets in math for 26-27 that account for both the population change and the new SPED staffing?

Preliminary CAASPP Math by Race and Ethnicity, *hispanic students (25-26)*



WONDERINGS

Performance dips slightly in Math, where 48% of Hispanic students met or exceeded standards with a negative DFS of -16.6. While the data shows positive trends and strong proficiency blocks in 4th and 8th grade, 6th grade highlights a critical gap where the vast majority of students fell into the "Standard Not Met" category, marking it as an urgent priority for targeted math intervention.

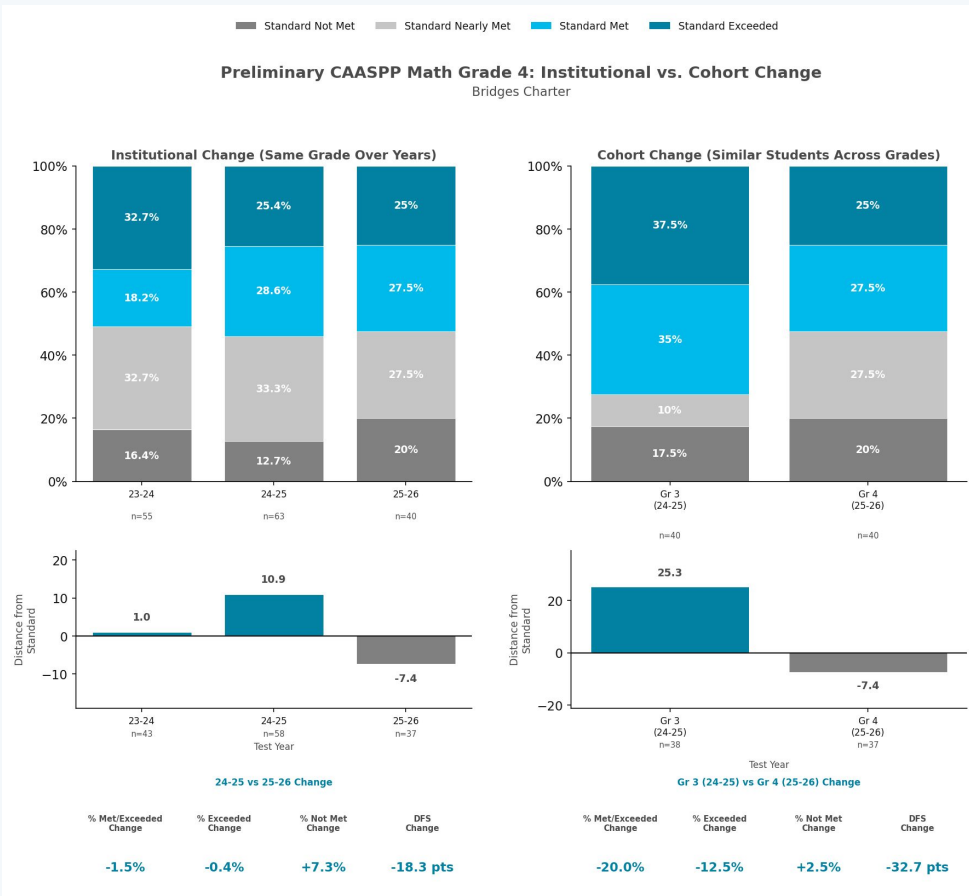
LCAP CONNECTION

LCAP Goal 1: Subgroup ELA data directly maps to the goal of improving achievement for SWD, SED, and Hispanic students – and is the primary evidence base for charter renewal subgroup reporting.

PARSEC SPECIFIC SMART GOALS

Goal 1 – Student Achievement & Charter Renewal Readiness: SWD and SED ELA results are the most critical subgroup data points to be monitoring.

CAASPP Math Grade 4: Institutional vs. Cohort Change



WONDERING

Institutional: Grade 4 math Met/Exceeded declined -1.5 pp (24-25 to 25-26), reaching 52.5%. Not Met rose +7.3 pp to 20%. DFS dropped -18.3 points, moving from positive to slightly negative (-7.4).

WONDERING

Cohort: The Grade 3 cohort (24-25) declined -20.0 pp in Met/Exceeded as they moved to Grade 4 (25-26), with DFS dropping -32.7 points. Students entering Grade 4 are arriving with significantly less math ground covered.

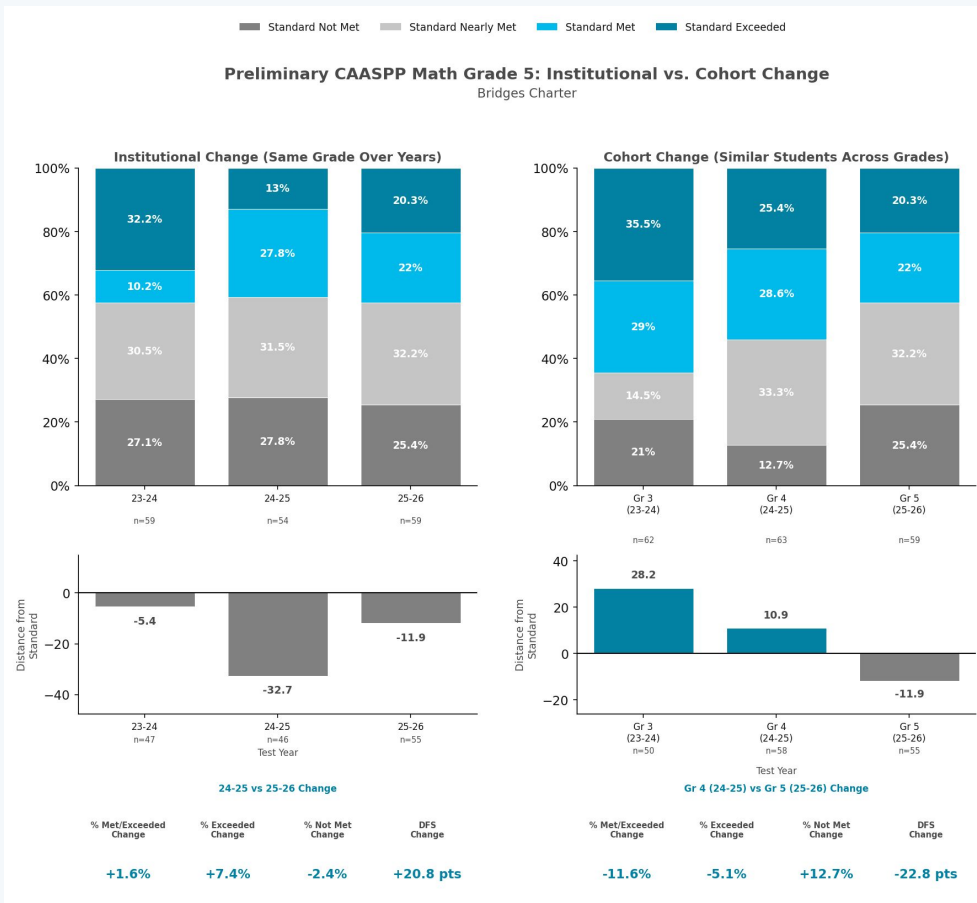
LCAP CONNECTION

LCAP Goal 1: The Grade 3 → 4 cohort decline of -20 pp is the steepest cohort drop in math across the school. It points to a gap in foundational math skills that the curriculum transition may have widened.

REFLECTION

What is the Grade 4 math experience looking like with Amplify – and is there evidence that the mid-year curriculum switch affected Grade 3 students who are now entering Grade 4?

CAASPP Math Grade 5: Institutional vs. Cohort Change



WINS

Institutional: Grade 5 math Met/Exceeded improved +1.6 pp (24-25 to 25-26), reaching 42.3%. Exceeded rose +7.4 pp to 20.3%. DFS gained +20.8 points – the largest institutional DFS recovery in elementary math.

WONDERING

Cohort: The Grade 4 cohort (24-25) declined -11.6 pp in Met/Exceeded as they moved to Grade 5 (25-26), with DFS dropping -22.8 points. Institutional improvement masks a weaker cohort trajectory entering this grade.

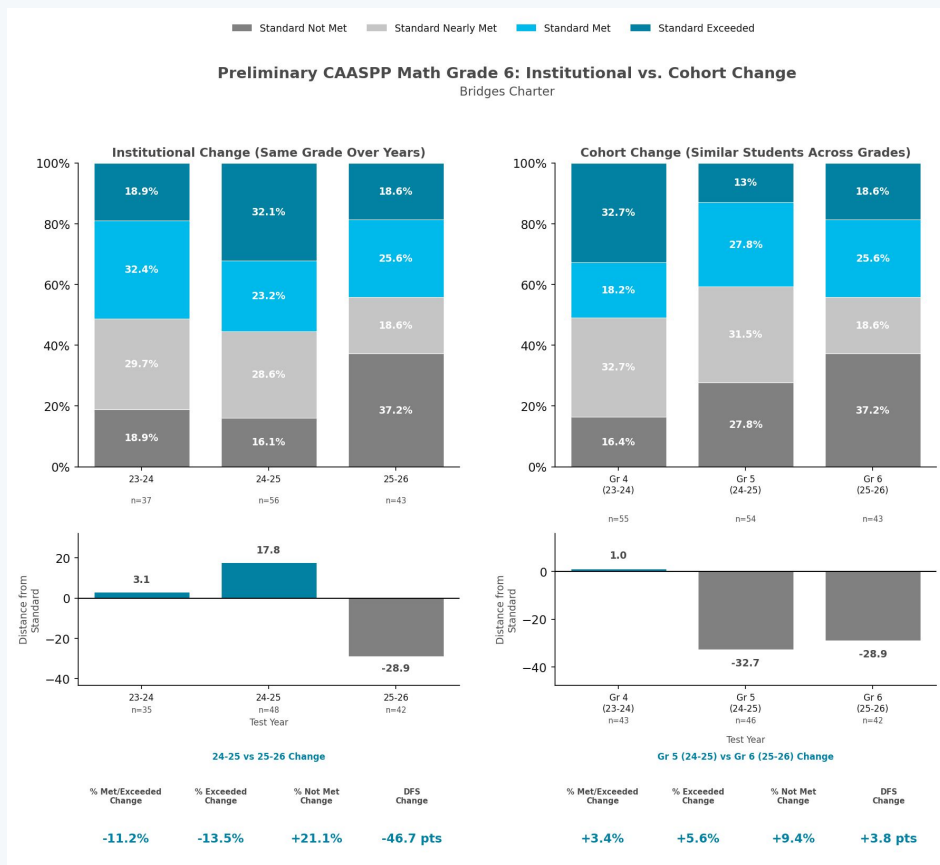
LCAP CONNECTION

LCAP Goal 1: Grade 5 math shows a split story – the grade itself improved year-over-year, but the students moving into it from Grade 4 are arriving below where prior Grade 4 classes ended. Both lenses matter for 26-27 planning.

REFLECTION

Given the Amplify implementation, what does Grade 5 math instruction look like – and what targeted support exists for students who arrived from Grade 4 below standard?

CAASPP Math Grade 6: Institutional vs. Cohort Change



WONDERING

Institutional: Grade 6 math Met/Exceeded declined -11.2 pp (24-25 to 25-26), dropping to 44.2% — the only grade where Met/Exceeded fell below 45%. Not Met rose +21.1 pp to 37.2%. DFS fell to -28.9.

WONDERING

Cohort: The Grade 5 cohort (24-25) saw only +3.4 pp Met/Exceeded growth as they moved to Grade 6. This is a transition point where math struggles are compounding across years.

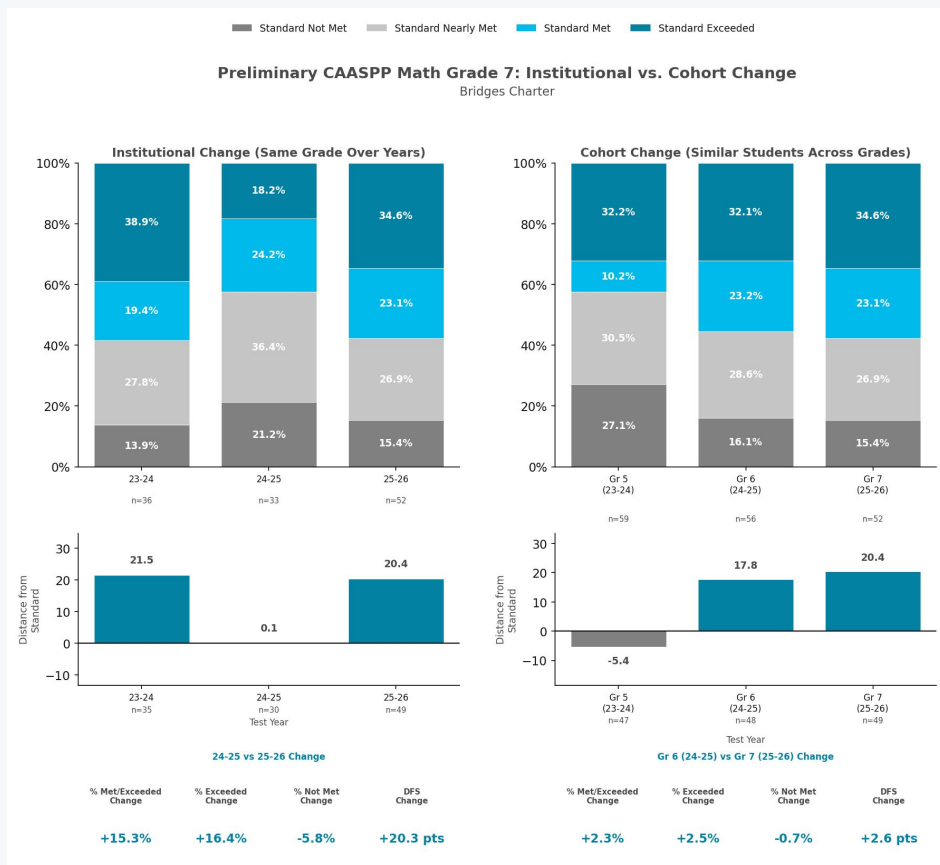
LCAP CONNECTION

LCAP Goal 1: Grade 6 is the highest-priority math grade for improvement — the institutional decline and the large Not Met jump suggest this is where the curriculum transition had its greatest impact.

REFLECTION

Is the Grade 6 math decline connected to the iReady → Amplify curriculum transition — and what does the Grade 6 implementation of Amplify look like for 26-27?

CAASPP Math Grade 7: Institutional vs. Cohort Change



WINS

Institutional: Grade 7 math Met/Exceeded jumped +15.3 pp (24-25 to 25-26), reaching 57.7%.

Exceeded alone rose +16.4 pp. DFS moved to 20.4 — a dramatic recovery from the near-zero DFS in 24-25.

WINS

Cohort: The Grade 6 cohort (24-25) grew +2.3 pp in Met/Exceeded as they entered Grade 7 (25-26), holding relatively steady with a positive DFS trajectory.

LCAP CONNECTION

LCAP Goal 1: Grade 7 math improvement of +15.3 pp is the strongest single-year grade-level gain in math across the school — a concrete data point to share with the board.

REFLECTION

What changed in Grade 7 math this year? Was this a curriculum effect, a cohort effect, or an instructional change — and can the conditions be identified and replicated?

CAASPP:

Year-Over-Year Student Movement

Student Movement Bridges - Introduction

Analyzing the movement of students in CAASPP achievement bands from one year to the next helps school leaders **look past static test scores and see the actual trajectory of student growth** over time. By grouping students into **distinct performance pathways**, this analysis shows exactly where **learning is accelerating and where gaps are widening** from one grade level to the next.

Note: the visualizations and tool contain data only for students who had CAASPP scores in both school years.

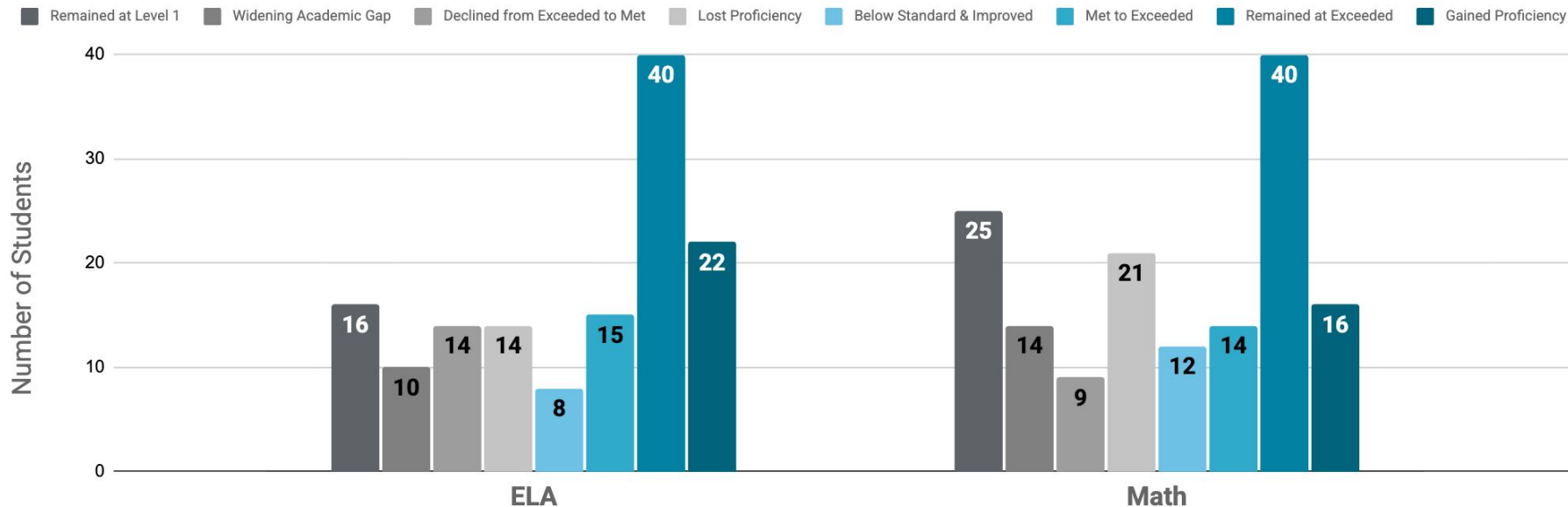
- **Remained at Level 1**
 - These students performed at *Level 1 - Standard Not Met* in 24-25 and remained at that level in 25-26.
- **Widening Academic Gap**
 - These students performed at *Level 2 - Standard Nearly Met* in 24-25 but declined to *Level 1 - Standard Not Met* in 25-26.
- **Declined from Exceeded to Met**
 - These students performed at *Level 4 - Standard Exceeded* in 24-25 but declined to *Level 3 - Standard Met* in 25-26, maintaining grade-level proficiency but demonstrating a downward trajectory.
- **Lost Proficiency**
 - These students performed at *Level 3 - Standard Met* or *Level 4 - Standard Exceeded* in 24-25 but declined to *Standard Not Met* or *Standard Nearly Met* in 25-26.
- **Below Standard & Improved**
 - These students performed at *Level 1 - Standard Not Met* in 24-25 but improved to *Level 2 - Standard Nearly Met* in 25-26, demonstrating an upward trajectory though not yet meeting grade-level standards.
- **Met to Exceeded**
 - These students performed at *Level 3 - Standard Met* in 24-25 and improved to *Level 4 - Standard Exceeded* in 25-26.
- **Remained at Exceeded**
 - These students performed at *Level 4 - Standard Exceeded* in 24-25 and maintained that level in 25-26.
- **Gained Proficiency**
 - These students performed at *Level 1 - Standard Not Met* or *Level 2 - Standard Nearly Met* in 24-25 but improved to *Standard Met* or *Standard Exceeded* in 25-26.

[Link to CAASPP Bridges Sheet](#)

Powered by BoardOnTrack

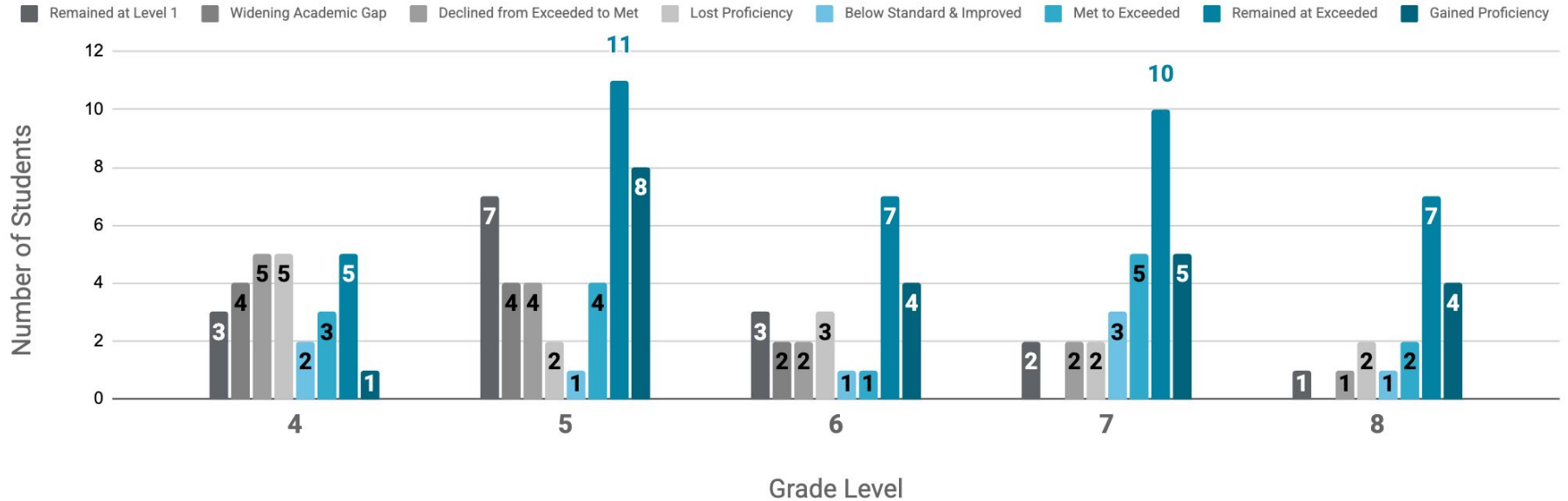
Note: due to data security practices, access to the spreadsheet is limited.

Year over Year CAASPP Movement by Subject



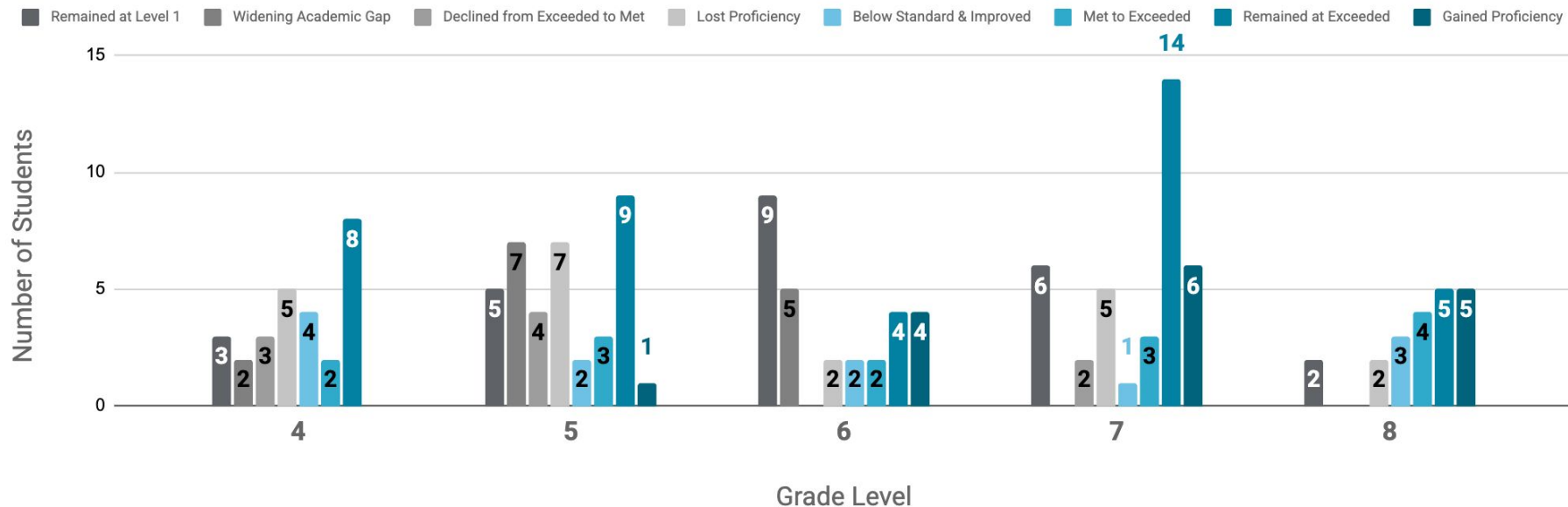
In ELA, the vast majority of our students are **showing strong positive momentum, with 40 remaining at Exceeded and 22 successfully gaining proficiency**. **Math**, however, shows a much heavier concentration of students in lower-performing or declining categories. In fact, the largest single group in **Math** is the **25 students who remained at Level 1, followed closely by 21 who lost proficiency**.

Year over Year ELA CAASPP Movement by Grade



While younger grades show more mixed movement, ELA performance stabilizes beautifully in the upper grade levels. Fifth grade leads the school with 11 students who **Remained at Exceeded** and 8 who **Gained Proficiency**. By 7th and 8th grade, downward trends shrink significantly as positive growth and sustained excellence take over.

Year over Year Math CAASPP Movement by Grade



In Math, we see a heavier concentration of **students facing challenges in the middle grades**, particularly in 5th and 6th grade where a significant number of students experienced a widening academic gap (7 and 9, respectively) or lost proficiency. However, 7th grade stands out as a major bright spot, where a school-wide high of 14 students **Remained at Exceeded** and another 6 **Gained Proficiency**.

We'd love your feedback!

Bridges Charter School - Board Meeting - Agenda - Monday, June 15, 2026 at 6:15 PM

<https://forms.gle/TFrAEh4yqQQhWXjv5>



1. What service did you participate in?
Analytics Insights Meeting (Dashboards)
2. Who was the Parsec Team Lead at your Session?
Liana Pellegrino
3. What organization /district/school/system are you from?
Bridges Charter

Coversheet

Local Control and Accountability Plan and Local Indicators

Section: II. Presentations
Item: C. Local Control and Accountability Plan and Local Indicators
Purpose: Vote
Submitted by:
Related Material:
Local Indicators 2026 - Google Docs.pdf
2026_Local_Control_and_Accountability_Plan_Bridges_Charter_School_20260612.pdf

California Department of Education

Bridges Charter School Local Performance Indicators

June 15, 2026

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

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 (TAMO) data is available at <https://www.cde.ca.gov/ds/ad/tamo.asp>. Based on the most recent DataQuest Dashboard data, Bridges had 19.3 total teaching FTE. Of those, 94.6% held clear credentials, 2.6% were deemed ineffective based on credential status, and 2.8% had incomplete credentialing information. No teachers were assigned out-of-field or in intern status. Bridges compares favorably to county, regional, and state benchmarks — Ventura County Office of Education reported 62.7% clear credentials and the statewide average was 82.5%.

Notably, all teachers in core academic subject areas — including Self-Contained Classes (12.8 FTE), Mathematics, Science, and Art — hold 100% clear credentials. The two subject areas reflecting ineffective status are Media Arts (0.1 FTE) and Physical Education (0.2 FTE), which together represent a small portion of total instructional assignments. Bridges will continue to monitor credentialing compliance and prioritize fully cleared placements in all subject areas for 2026–27.

Priority 2: Implementation of State Academic Standards

Bridges is fully implementing all state academic standards across all required subject areas for TK–8. We use multiple measures to track student progress and the implementation of standards across all content areas, providing a broad view of student achievement and informing instructional adaptation.

In 2025–26, CAASPP results show that 65% of students met or exceeded standards in ELA and 51% in Math. For our English Learner students, ELPAC and local EL Plans continue to guide individualized

language development. NWEA Map Growth data indicates that 70% of students are meeting or exceeding benchmarks in ELA and 59% in Math. Dibels mClass is used to monitor reading and dyslexia screening for our youngest learners. Science, History-Social Science, Health, PE, and Visual/Performing Arts standards are assessed through a combination of local assessments, CAST, and the Physical Fitness Test (PFT).

Bridges annually measures progress implementing state standards through the LCAP process. The Charter Excellence Committee reviews schoolwide learning data and reports results to the governing board at a regularly scheduled meeting. Results are also reported to stakeholders and the public through the California School Dashboard.

Priority 3: Parent and Family Engagement

Bridges annually measures progress in (1) seeking input from parents in decision-making and (2) promoting parental participation in programs, and reports results to the governing board at a regularly scheduled meeting and to stakeholders and the public through the Dashboard. We actively solicit feedback from families of individuals with exceptional needs and families of underrepresented students through evening parent education nights, board committee meetings, schoolwide social events, family satisfaction surveys, and end-of-year feedback surveys. ParentSquare is used to communicate with families in both English and Spanish.

In 2025–26, 82% of parent survey respondents agreed or strongly agreed that Bridges provides meaningful opportunities for parent involvement. A total of 333 families participated in Volunteer Orientations, reflecting strong and growing community engagement. The rate of regular classroom volunteering was 48% and the rate of participation in school leadership activities was 30%. Bridges will continue to focus on deepening family involvement in school governance and increasing classroom volunteer rates in 2026–27.

Section 1: Building Relationships Between School Staff and Families

Practice	Rating
Developing staff capacity to build trusting and respectful relationships with families	5
Creating welcoming environments for all families	5
Supporting staff to learn about each family's strengths, cultures, languages, and goals	4
Developing multiple opportunities for two-way communication in accessible language	4

Section 2: Building Partnerships for Student Outcomes

Practice	Rating
<i>Professional learning and support to improve school capacity to partner with families</i>	4
<i>Providing families with information and resources to support student learning at home</i>	4
<i>Implementing policies/programs for teachers to meet with families to discuss student progress</i>	4
<i>Supporting families to understand and exercise their legal rights</i>	5

Section 3: Seeking Input for Decision-Making

Practice	Rating
<i>Building capacity of principals and staff to engage families in advisory/decision-making</i>	4
<i>Building capacity of family members to engage in advisory groups and decision-making</i>	4
<i>Providing all families opportunities to give input on policies and programs</i>	4
<i>Creating opportunities for families, teachers, and administrators to plan and evaluate engagement activities together</i>	4

Priority 6: School Climate

Prompt 1 (DATA): Bridges administers the California Healthy Kids Survey (CHKS) annually and a local climate survey twice per year for students in grades 3–8. The local climate survey provides a valid measure of perceptions of school safety and connectedness disaggregated by grade span. Our local social-emotional wellness surveys are strength-based tools adapted from UC Santa Barbara's Covitality Lab. The SEHS for grades 3–5 measures Covitality via Gratitude, Zest, Optimism, and Persistence. The SEHS for grades 6–8 measures Covitality via Belief in Self, Belief in Others, Emotional Competence, and Engaged Living. Results are reported to the governing board and Charter Excellence Committee at regularly scheduled meetings, and to stakeholders and the public through the Dashboard.

In 2025–26, CHKS results for 5th grade show strong school safety and climate perceptions: 100% of students reported feeling safe at school; 98% reported that grownups treat students with respect; 98%

reported that students know the rules; 98% reported that the school teaches empathy and perspective-taking; 95% reported that the school helps students feel responsible for their actions; and 98% reported that the school teaches students to respect and care for one another. For 7th grade: 88% feel safe at school; 86% report the school is clean and tidy; 90% report that teachers communicate with parents about learning expectations; 90% report that staff takes parent concerns seriously; 95% report that they try hard to do well at school; 91% report that there is an adult at school who cares about them; and 93% report that there is an adult who believes they will be successful.

Family satisfaction survey data shows that 92% of respondents agreed or strongly agreed that Bridges provides a healthy and safe school climate, and 96% agreed or strongly agreed that the school supports social-emotional learning and conflict resolution skill development. The suspension rate for 2025–26 was 2.1% overall.

Prompt 2 (MEANING): In Spring 2025–26, elementary students averaged a Covitality composite score of 4.5 out of 5 (surpassing the High Bar of 4.5), and middle school students averaged 3.6 (meeting the High Bar of 3.6). Both scores reflect growth and/or maintenance from the prior year. Elementary students continue to score highest in Persistence, while middle school students score highest in Gratitude. Bridges will continue monitoring the areas of Zest (elementary) and Self-Control (middle school), where students historically score lower. English Learners continue to be monitored for Peer and School Support scores, and targeted small group SEL support will be maintained for this subgroup.

Prompt 3 (USE): Based on this year's data, Bridges will continue implementing research-based SEL curriculum in whole-class and small breakout group settings targeting specific areas of growth. We will sustain our expanded school counselor hours and continue building out our Director of Student Services position, which oversees MTSS program implementation and coordinates universal screening data review. Covitality and CHKS data will continue to inform programmatic decisions in 2026–27, particularly for English Learner subgroup support and middle school engagement programming.

Priority 7: Access to a Broad Course of Study

Bridges annually measures progress in the extent to which all students have access to and are enrolled in a broad course of study consistent with the California Education Code for Grades 1–6 and 7–8, including programs and services developed for unduplicated students and individuals with exceptional needs. Results are reported to the governing board at a regularly scheduled meeting and to stakeholders and the public through the Dashboard.

In 2025–26, all TK–8 students had access to and were enrolled in a full course of study including ELA, Mathematics, Science (NGSS-aligned), History-Social Science, Physical Education, Visual and Performing Arts (including a new formal music partnership with Burch Studio Collective), Health, World Language, and Career Technical Education exploration. 100% of students participated in service learning projects. Unduplicated students and students with exceptional needs received additional individualized programs and services through the MTSS framework, including targeted intervention, EL support, and special education services.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Bridges Charter School

CDS Code: 56-10561-0121756

School Year: 2026-27

LEA contact information:

Kelly Simon, PhD

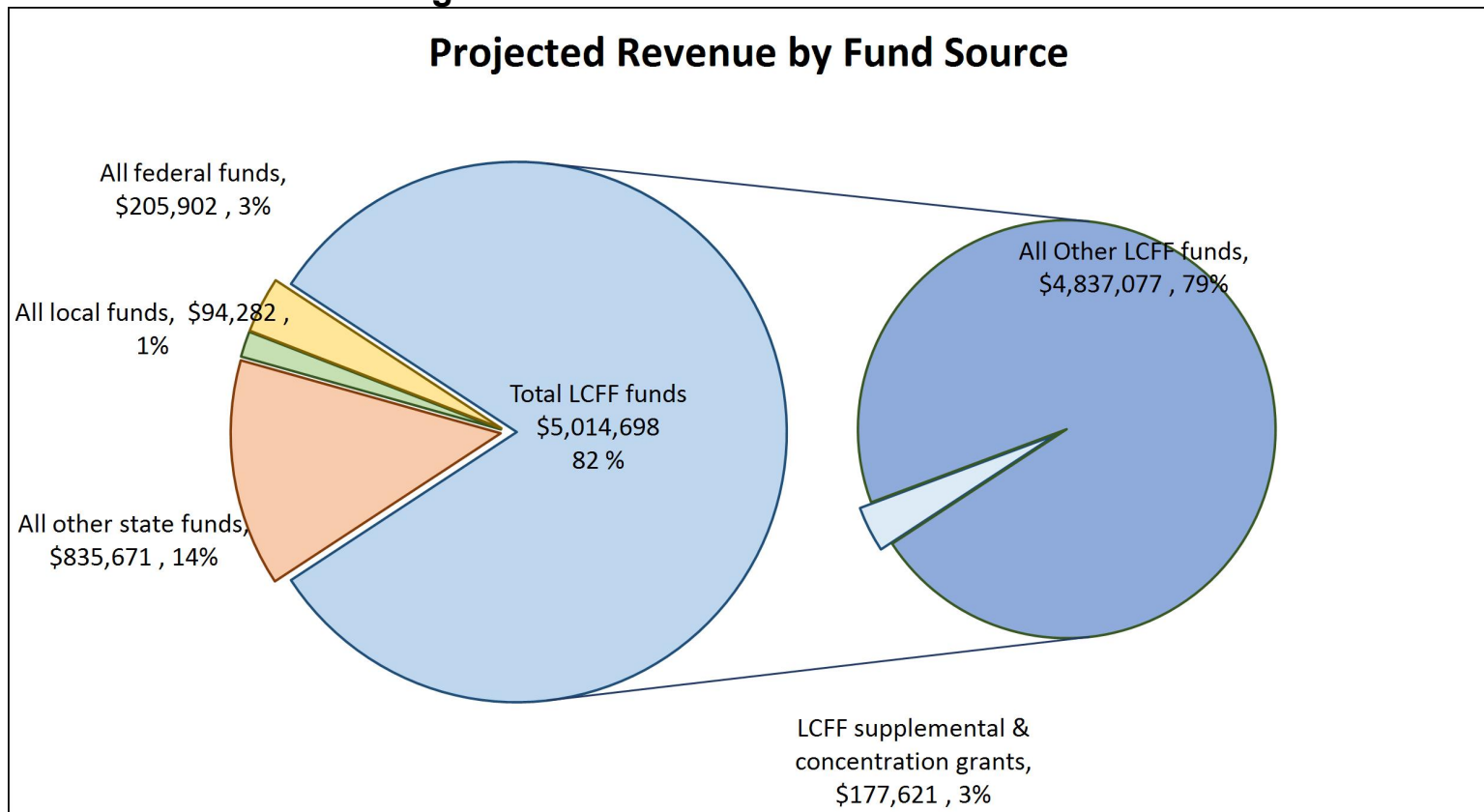
Executive Director

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 2026-27 School Year

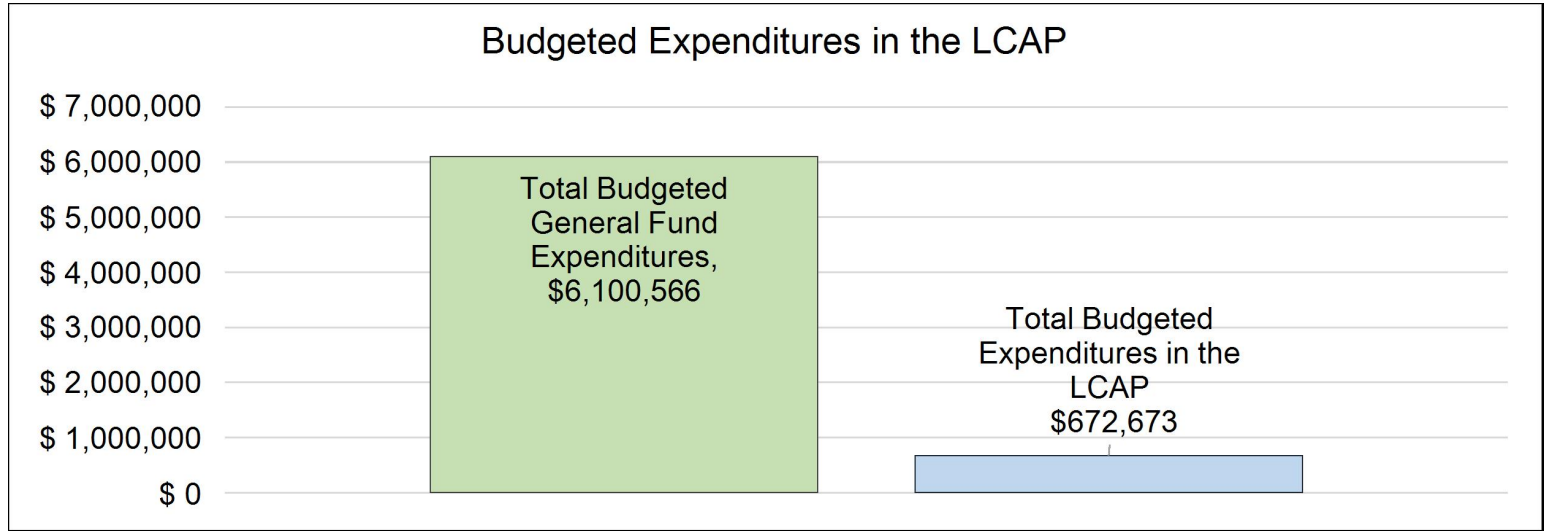


This chart shows the total general purpose revenue Bridges Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Bridges Charter School is \$6,150,553, of which \$5,014,698 is Local Control Funding Formula (LCFF), \$835,671 is other state funds, \$94,282 is local funds, and \$205,902 is federal funds. Of the \$5,014,698 in LCFF Funds, \$177,621 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 2026-27. 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 \$6,100,566 for the 2026-27 school year. Of that amount, \$672,673 is tied to actions/services in the LCAP and \$5,427,893 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

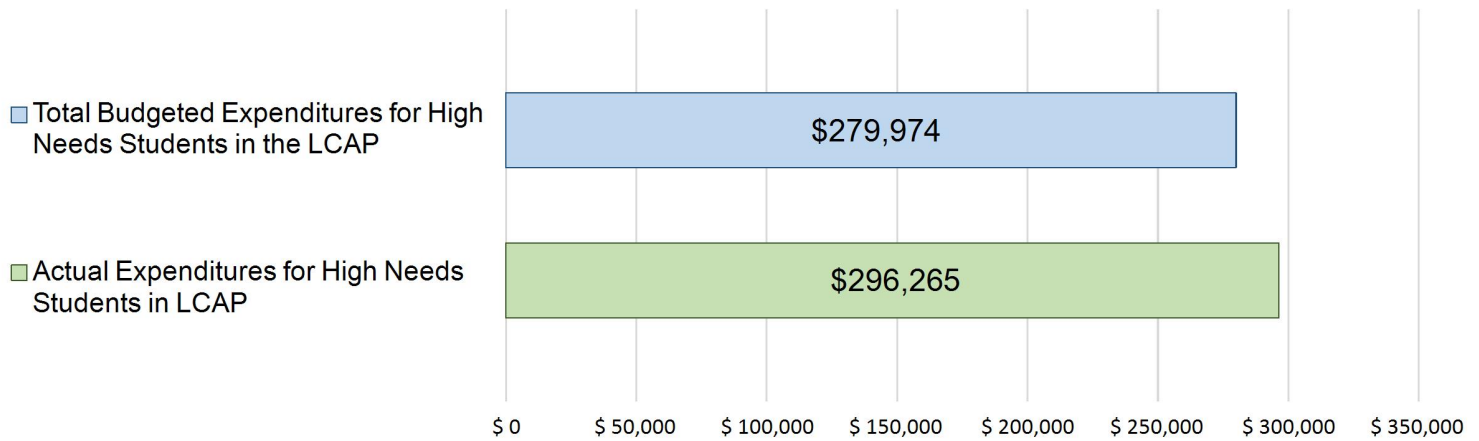
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Bridges Charter School is projecting it will receive \$177,621 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 \$275,251 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 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 2025-26, Bridges Charter School's LCAP budgeted \$279,974 for planned actions to increase or improve services for high needs students. Bridges Charter School actually spent \$296,265 for actions to increase or improve services for high needs students in 2025-26.



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, PhD Executive Director	kelly.simon@bridgescharter.org 805-492-3569

Plan Summary [2026-27]

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 entering our 17th 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.

Bridges has always been committed to providing an academically rigorous curriculum so that all students and subgroups can reach their full academic potential. In 2025-26, 65% of students met or exceeded standards in ELA and 51% in Math on the CAASPP assessment. While these results reflect a slight dip from our 2024-25 outcomes (68% ELA, 56% Math), they represent sustained growth above our 2022-23 baseline of 62% ELA and 50% Math. Notably, our Hispanic students showed continued positive momentum, with 56% meeting or exceeding in ELA and 48% in Math. Our socioeconomically disadvantaged students reached 46% in ELA and 31% in Math. We continue to see a persistent achievement gap for students with disabilities, with 21% meeting or exceeding in ELA and 15% in Math, and this remains a priority area for targeted intervention and professional development in 2026-27.

Our Tier II intervention program continues to show meaningful results. In 2025-26, 69% of K-2 students receiving reading intervention made one year or more of growth, and 100% of students in grades 3-5 receiving intervention made one year or more of growth. Combined, 79% of K-5 intervention students made a year or more of reading growth, and 74% are now reading on or above grade level. In middle school, 70% or more of students exited intervention for both reading and math. These outcomes reflect the effectiveness of our CKLA Amplify adoption in grades TK-5 and our mClass Dibels screening, and the Science of Reading expertise our teachers have developed through sustained professional learning communities.

Our NWEA MAP Growth data shows that 70% of students are meeting or exceeding benchmarks in ELA and 59% in Math. We have a small percentage of English Language Learners who continue to make progress on language development with Direct and Indirect services. While we noted growth in the summative ELPAC scores for all of our Language Learners, 27% of our English Learners advanced one performance level or were reclassified during 2025-26 with one additional student awaiting reclassification.

We have consistently met our goal of 40 hours of professional development annually for each teacher focused on Common Core State Standards and Next Generation Science Standards. This year, 61% of full-time credentialed teachers participated on a curriculum committee,

a decline from 84% in 2024-25 that we attribute to staffing transitions and will prioritize rebuilding in 2026-27. Math and literacy committees continued to meet regularly, with the math committee completing its curriculum pilot process; the elementary teachers will continue another cycle of math curriculum piloting, so this committee will remain committed to aligning instruction to the state's updated math framework.

Whole child learning remains a foundational philosophy of our school. We recognize that children can only reach their full potential when their school setting feels safe and when they have supportive adults they can trust. In 2025-26, our Covitality universal screening results reflect that elementary students averaged a composite score of 4.5 out of 5, meeting our High Bar, and middle school students averaged 3.6, also meeting our High Bar. Both results reflect sustained or improved trends from the prior year.

Bridges families continue to express high levels of satisfaction with our school. In our 2025-26 parent survey, 95% of respondents agreed or strongly agreed that Bridges provides strong student instruction, engagement, and challenge with learning; 96% affirmed our social-emotional learning and conflict resolution skill development; and 92% reported a healthy and safe school climate — an 18-point gain above our 2022-23 baseline. Parent involvement in meaningful ways held steady at 82%, and communication, organization, and administration reached 93%. We fell short of our goals in classroom volunteering (48%, down from 66% baseline) and school leadership participation (30%, down from 43% baseline), and we will focus intentional outreach and restructured volunteer pathways in 2026-27 to rebuild family engagement following post-pandemic shifts.

Our suspension rate in 2025-26 was 2.1%, reflecting continued improvement from our 3.8% rate in 2022-23, though slightly above the 1.9% rate in 2024-25. We will continue our partnership with evidence-based SEL curriculum and targeted counseling supports to sustain a rate below 2%.

Our CHKS data from 2025-26 reflects strong and largely improving trends. Among 7th grade students, 88% feel safe at school (up from 82% baseline), 91% report having an adult at school who cares about them (up 21 points from baseline), and 95% report trying hard to do well at school. Among 5th grade students, 100% report feeling safe at school, and 98% report that grownups treat students with respect and that the school teaches empathy and care. We continue to use Covitality and CHKS data together to identify at-risk students and assign targeted interventions including counseling check-ins, SEL small groups, and increased adult monitoring.

We have continued our contract with Parsec as a data management platform that helps us triangulate multiple sources of data — including social-emotional, academic, and intervention data — to support more comprehensive discussions with educational partners about program successes and areas for improvement. This platform has been particularly valuable for disaggregating data by student subgroup and tracking individual student progress over time.

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	curriculum committee meetings, surveys, whole staff meetings, board committee meetings, grade level meetings
Parents	Parent satisfaction surveys, parent information nights, board committee meetings, volunteer orientations, board meetings
Students	Healthy kids surveys, universal monitoring surveys, board committee meetings, student leadership meetings, wellness committee meeting
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	Percent of Proficiency in 2025: Overall ELA: 66% ELA SED: 51% ELA SWD: 24% ELA Hispanic: 62% Overall Math: 54% Math SED: 39% Math SWD: 22% Math Hispanic: 46%	Percent of Proficiency in 2026: Overall ELA: 65% ELA SED: 46% ELA SWD: 21% ELA Hispanic: 56% Overall Math: 51% Math SED: 31% Math SWD: 15% Math Hispanic: 48%	ELA: 67% Math: 53%	Percent of Proficiency in 2023: Overall ELA: +3% ELA SED: +4% ELA SWD: -12% ELA Hispanic: +1% Overall Math: +1% Math SED: 0% Math SWD: -16% Math Hispanic: +11%

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.	27% of our English Learners advanced one level or were reclassified during the 2025-2026 school year.	Advancing one performance level or reclassifying: 29%	-15%
1.3	As measured on the Bridges Common	75% of students receiving intervention in	78% of students in grades TK-5 exited	In 2025-26, 79% of students in grades	Grades TK-5: 81%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>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>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>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>K-5 made one year or more of reading growth through the intervention program. 74% of K-5 intervention students are now reading on or above grade level. Specifically, 69% of K-2 students made one year or more of growth, and 100% of students in grades 3-5 met grade level reading standards and exited the intervention program. In middle school, 70% or more of students exited intervention for both reading and math.</p>		
1.4	<p>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</p>	<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: 55%, Achievement: 68% Math Growth: 55%, Achievement: 67%</p>	<p>ELA Growth:57%, Achievement: 70% Math Growth: 57%, Achievement: 69%</p>	<p>ELA Growth: -9%, Achievement: -2% Math Growth: - 10%, Achievement: +8%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increase by 2% year over year.					

Goal Analysis [2025-26]

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	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	\$4,308.00	Yes

Action #	Title	Description	Total Funds	Contributing
	times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.	track the progress of students achieving above grade level in order to provide differentiated instruction.		
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>	\$97,474.00	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.	\$8,106.00	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.	\$206,873.00	Yes
1.5	Coordinate and provide supplemental intervention services	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	\$196,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	for students with disabilities.	skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.		
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.	\$6,227.00	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.	\$12,375.00	Yes
1.9	Pilot California Reveal for Math in elementary grades	75% of the elementary teachers will pilot California Reveal math curriculum.	\$13,103.00	No
1.10	Adoption of Reflex	Reflex math curriculum will support math fluency for students in grades 4-5	\$2,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Adoption of CKLA Amplify	Teachers in grades 1-5 will implement CKLA Amplify for Reading and Language Arts.	\$3,316.00	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).	\$22,401.00	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.	73%	75%	-2%
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.	The math committee met 6 times and the literacy committee met twice. We also initiated a teacher salary schedule committee which met 6 times.	13 committee meetings	+1

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.	Teachers met at least three times annually in grade spans focusing on student learning data.		

Goal Analysis [2025-26]

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.	\$3,566.44	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.	\$27,900.00	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.	\$1,861.81	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.	\$16,802.00	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.	\$2,568.00	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.	\$1,789.00	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%	94.8%	95%	+ .41%
3.2	Suspension/expulsion rates will be less than 3% of enrollment annually.	2023: 3.8%	2.4%	2% (not confirmed)	Less than 2%	-1.8%
3.3	Parent satisfaction survey will indicate that at least 70% of respondents "agree" and "strongly agree" that Bridges is effective in the following areas:	2023: Student Instruction, Engagement, Support, and Challenge with Learning: 84%	2025: Instruction, Support, Engagement with Learning: 93%	2026: Instruction, Support, Engagement with Learning: 95%	Maintain 70% or higher across targeted categories	Instruction, Support, Engagement with Learning: 95% (+11%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-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) <ul style="list-style-type: none"> parent involvement in meaningful ways (Q 3,4,14,15, 18, 22) communication, organization and administration (Q 1,2,16,17,,29, 30,31) 	Social-Emotional Learning and Conflict Resolution Skill Development: 84% Healthy and Safe School Climate: 74% Parent Involvement in Meaningful Ways: 82% Communication, Organization, and Administration: 79%	Social-Emotional Learning: 92% Healthy and Safe School Climate: 88% Parent Involvement in Meaningful Ways: 89% Communication, Organization, and Administration: 92%	Social-Emotional Learning: 96% Healthy and Safe School Climate: 92% Parent Involvement in Meaningful Ways: 82% Communication, Organization, and Administration: 93%		Social-Emotional Learning: 96% (+12%) Healthy and Safe School Climate: 92% (+18%) Parent Involvement in Meaningful Ways: 82% (0%) Communication, Organization, and Administration: 93% (+14%)
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%	48%	60%+	-18%
3.5	At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC,	43% involved in school leadership	42%	30%	40%+	-13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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>	<p>We hosted the following whole school events:</p> <p>Harvest Festival Open House/Art Night Be the Change Fair+Passion Project Fair Nation of Immigrants Fair Art History Festival 10 Fresh Friday events</p>	3 School wide events	+2
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 neutral, agree or strongly agree across target categories increasing year over year until we</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 students are expected to learn: 94%</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 parents about what students are expected to learn: 87%</p>	<p>7th Grade CHKS 2025-26:</p> <p>I feel safe at this school: 88%</p> <p>My school is usually clean and tidy: 86%</p> <p>Teachers at this school communicate with parents about what students are expected to learn: 90%</p>	82%+ across all categories	<p>7th Grade CHKS — 2025-26 vs. 2023 Baseline: I feel safe at this school: 88% (+6%)</p> <p>My school is usually clean and tidy: 86% (+9%)</p> <p>Teachers at this school communicate with parents about what students are expected to learn: 90% (-4%)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reach and maintain at least 82%	<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>School teaches students how to understand how other</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: 100%</p>	<p>School staff takes parent concerns seriously: 90%</p> <p>I try hard to make sure I am good at my schoolwork: 95%</p> <p>There is a teacher or another adult at school who really cares about me: 91%</p> <p>There are high expectations of adults at my school: — (not recorded in 2025-26 dashboard)</p> <p>5th Grade CHKS 2025-26:</p> <p>School Environment (Feel safe at school): 100%</p> <p>Grownups at the School Treat students with Respect: 98%</p>		<p>School staff takes parent concerns seriously: 90% (-4%)</p> <p>I try hard to make sure I am good at my schoolwork: 95% (+1%)</p> <p>There is a teacher or another adult at school who really cares about me: 91% (+21%)</p> <p>5th Grade CHKS — 2025-26 vs. 2023 Baseline: School Environment (Feel safe at school): 100% (0%)</p> <p>Grownups at the School Treat students with Respect: 98% (-2%)</p> <p>Students know what the rules are: 98% (-2%)</p> <p>School teaches students how to</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students think and feel: 100%	Students know what the rules are: 100%	Students know what the rules are: 98%		understand how other students think and feel: 98% (-2%)
		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 teaches students how to understand how other students think and feel: 98%		School helps students feel responsible for the way that they act: 95% (-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 helps students feel responsible for the way that they act: 95%		School teaches students to respect and care for one another: 98% (-2%)
			School teaches students to respect and care for one another: 94%	School teaches students to respect and care for one another: 98%		

Goal Analysis [2025-26]

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		\$26,500.00	Yes
3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.		\$1,702.70	Yes
3.4	Provide social skills development skills for		\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	all students and subgroups.			
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

Goal Analysis [2025-26]

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

Goal Analysis [2025-26]

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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$177,621	\$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
3.672%	0.000%	\$0.00	3.672%

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>	<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</p>	

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>Scope: LEA-wide</p>	<p>decisions that support differentiated instruction and improve outcomes for all students.</p>	
<p>1.2</p>	<p>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.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>1.5</p>	<p>Action: Coordinate and provide supplemental intervention services for students with disabilities.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>1.8</p>	<p>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.</p>	<p>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</p>	

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>	<p>and growth of English Learners and other student subgroups.</p>	
<p>1.10</p>	<p>Action: Adoption of Reflex</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>1.11</p>	<p>Action: Adoption of CKLA Amplify</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>2.3</p>	<p>Action: Analyze data from benchmark assessments and NWEA assessments at least two times annually</p>	<p>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,</p>	

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>	<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.</p>	
<p>2.4</p>	<p>Action: Implement Universal Monitoring by administering surveys at least two times per year.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<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.</p>	
<p>2.5</p>	<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>	<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.</p>	
<p>2.7</p>	<p>Action: Implement ant-bias training for teachers and staff</p> <p>Need:</p>	<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</p>	

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>Scope: LEA-wide</p>	<p>recognize and address bias in their interactions and instructional practices, fostering respect and understanding among all students.</p>	
<p>2.8</p>	<p>Action: Implement McKinney Vento Training for all teachers</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>3.2</p>	<p>Action: Offer enrichment activities for all students and subgroups</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>3.3</p>	<p>Action: Monitor implementation of social-emotional learning curriculum (SEL) and track progress.</p> <p>Need:</p>	<p>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.</p>	

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>Scope: LEA-wide</p>		
<p>3.4</p>	<p>Action: Provide social skills development skills for all students and subgroups.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>3.5</p>	<p>Action: Provide professional development for teachers and staff in conflict resolution and whole child learning.</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>3.6</p>	<p>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.</p> <p>Need:</p> <p>Scope:</p>	<p>eliminating this action</p>	

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
<p>1.3</p>	<p>Action: Monitor implementation of Express Readers and mClass.</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<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.</p>	<p>percentage of unduplicated students meeting or exceeding grade-level benchmarks on literacy assessments over time.</p>
<p>1.4</p>	<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>	<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.</p>	<p>ELPAC Scores</p>
<p>2.6</p>	<p>Action: On-site professional development will be provided with a focus on instructional practices for targeted subgroups.</p>	<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</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	

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	

2026-27 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	\$4,837,076	177,621	3.672%	0.000%	3.672%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$332,047.25	\$309,225.70	\$26,000.00	\$5,400.00	\$672,672.95	\$596,481.95	\$76,191.00

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	1.1	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	\$4,308.00	\$4,308.00				\$4,308.00	
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	\$97,474.00	\$0.00	\$49,870.00	\$47,604.00			\$97,474.00	
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	\$8,106.00	\$8,106.00				\$8,106.00	
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	\$206,873.00	\$0.00	\$112,085.00	\$94,788.00			\$206,873.00	
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	\$196,000.00	\$0.00	\$81,000.00	\$115,000.00			\$196,000.00	
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	All	No			All Schools	2024-25 thru 2026-27 School Year	\$0.00	\$6,227.00	\$6,227.00				\$6,227.00	

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
		communication methods. Uphold expectations for consistent weekly communication from teachers.														
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	\$12,375.00	\$6,200.00	\$6,175.00			\$12,375.00	
1	1.9	Pilot California Reveal for Math in elementary grades	All	No			All Schools	2024-25 thru 2026-27 School Year	\$10,000.00	\$3,103.00	\$13,103.00				\$13,103.00	
1	1.10	Adoption of Reflex	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	\$2,400.00	\$2,400.00				\$2,400.00	
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	\$3,316.00	\$0.00		\$3,316.00			\$3,316.00	
1	1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	All	No					\$22,401.00	\$0.00		\$22,401.00			\$22,401.00	
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	\$3,566.44	\$0.00	\$3,566.44				\$3,566.44	
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	\$26,300.00	\$1,600.00	\$27,900.00				\$27,900.00	
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	\$1,861.81	\$0.00	\$1,861.81				\$1,861.81	
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	\$16,802.00	\$0.00		\$16,802.00			\$16,802.00	
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	\$5,000.00			\$5,000.00	\$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	\$2,568.00	\$0.00	\$1,744.00	\$824.00			\$2,568.00	

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
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	\$1,789.00	\$0.00	\$1,004.00	\$785.00			\$1,789.00	
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	\$26,500.00	\$500.00		\$26,000.00		\$26,500.00	
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	\$1,000.00	\$1,000.00				\$1,000.00	
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 lawn of our school to encourage community connection.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27 School Year								

2026-27 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
\$4,837,076	177,621	3.672%	0.000%	3.672%	\$275,250.81	0.000%	5.690 %	Total:	\$275,250.81
								LEA-wide Total:	\$153,315.81
								Limited Total:	\$121,935.00
								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		\$4,308.00	
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	\$49,870.00	
1	1.3	Monitor implementation of Express Readers and mClass.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$8,106.00	

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		\$112,085.00	
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$81,000.00	
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	\$6,200.00	
1	1.10	Adoption of Reflex	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,400.00	
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	\$1,861.81	
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	\$5,000.00	
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		\$1,744.00	

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 (%)
2	2.7	Implement ant-bias training for teachers and staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$1,004.00	
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		\$1,000.00	
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		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$611,815.90	\$574,407.56

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	\$5,450.22
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	74,874.46	\$71,844.00
1	1.3	Monitor implementation of Express Readers and mClass.	Yes	7,800.00	\$11,175.00
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	116,310.20	\$117,505.00
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	272,028.00	\$196,000.00
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	\$6,227.00

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	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	7,500.00	\$17,600.00
1	1.9	Develop new Math Curriculum for Middle School; Pilot new math curriculum for elementary	No	6,751.74	\$18,849.00
1	1.10	Adoption of Reflex	Yes	6,327.00	\$2,400.00
1	1.11	Adoption of CKLA Amplify	Yes	2,500.00	\$3,316.40
1	1.12	Provide Tier I and Tier II Math Intervention to Students in Grades 3-8	No	18,000.00	18,191.53
2	2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS.	No	3,613.22	\$3,395.63
2	2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level.	No	25,228.00	\$36,808.00
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	1,668.76	\$1,861.81
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes	16,378.40	\$15,240.00
2	2.5	Committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	10,000.00	\$10,000.00
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	2,571.96	\$2,215.00

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)
2	2.7	Implement ant-bias training for teachers and staff	Yes	1,425.46	\$1,827.00
2	2.8	Implement McKinney Vento Training for all teachers	Yes	400.00	\$400.00
3	3.1	Provide ongoing parent education	No	6,000.00	\$7,386.71
3	3.2	Offer enrichment activities for all students and subgroups	Yes	20,500.00	\$23,845.00
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	1,702.70	\$1,870.26
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	500.00	\$1,000.00
3	3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	0.00	\$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	\$0,00

2025-26 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)
\$178,761.00	\$279,974.48	\$296,265.03	(\$16,290.55)	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	\$5,450.22		
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	\$48,362.00	\$49,870.00		
1	1.3	Monitor implementation of Express Readers and mClass.	Yes	\$7,800.00	\$8,106.00		
1	1.4	Provide in-classroom differentiation to address student needs, including English Learners.	Yes	\$108,121.00	\$112,085.00		
1	1.5	Coordinate and provide supplemental intervention services for students with disabilities.	Yes	\$88,023.00	\$81,000.00		
1	1.8	Implement data tracking system for housing data, tracking progress of students. This system allows us to	Yes	\$7,500.00	\$8,800.00		

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)
		analyze progress of English Learners and other sub populations of students.					
1	1.10	Adoption of Reflex	Yes	\$6,327.00	\$18,849.00		
1	1.11	Adoption of CKLA Amplify	Yes				
2	2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually	Yes	\$1,668.76	\$1,861.81		
2	2.4	Implement Universal Monitoring by administering surveys at least two times per year.	Yes				
2	2.5	Committees will meet regularly to analyze student data, and to discuss and implement research based instruction.	Yes	\$5,226.00	\$5,000.00		
2	2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups.	Yes	\$1,806.61	\$1,744.00		
2	2.7	Implement ant-bias training for teachers and staff	Yes	\$660.11	\$1,827.00		
2	2.8	Implement McKinney Vento Training for all teachers	Yes				
3	3.2	Offer enrichment activities for all students and subgroups	Yes	\$500.00	\$500.00		
3	3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	\$172.00	\$172.00		
3	3.4	Provide social skills development skills for all students and subgroups.	Yes	\$500.00	\$1,000.00		
3	3.5	Provide professional development for teachers and	Yes				

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)
		staff in conflict resolution and whole child learning.					
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				

2025-26 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)
\$4,539,687.00	\$178,761.00	0	3.938%	\$296,265.03	0.000%	6.526%	\$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

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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:

- 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

Consent Items

Section: V. Consent Items
Item: A. Consent Items
Purpose: Vote
Submitted by:
Related Material: 6.1.1. 2026-05 Bridges Charter Check & Credit Card Registers.pdf
6.1.2. 2026-05 Bridges Charter Board Financial Binder.pdf
6.1.3. 2026-05 Bridges Charter Purchase Orders.pdf
6.1.4. 2026-05 Bridges Charter Amazon Payments.pdf
6.2. FY25-26 Bridges Charter Position Control as of 06.12.2026.pdf
K_Simon_Workflow_through June.xlsx

**BRIDGES CHARTER SCHOOL
Check Register
05/01/2026-05/31/2026**

Check #	Vendor Name	Date	Description	Amount	Void Status
EFT05/01/26-PLICM	PRINCIPAL LIFE INSURANCE COMPANY	05/01/26	05/26 - HEALTH PREMIUM	2,762.44	
1065	EMPLOYEE	05/04/26	VOID - \$2,841.48 - VOID	0.00	
1066	EMPLOYEE	05/04/26	04/30/26 - SEVERANCE CHECK - 392	2,841.48	
A031441	CANON FINANCIAL SERVICES, INC.	05/07/26	05/26 - COPIER LEASE, INSURANCE - SN:35V07067 & SN:3LN02508	3,068.20	
A031442	LAUREN C DELLIBOVI	05/07/26	REIM: FY25-26 - CORE CURRICULUM	9.85	
A031443	VITALIZE OCCUPATIONAL THERAPY	05/07/26	04/13/26-04/30/26 - SPED SERVICES - OT	7,449.50	
A031444	KHANH TRAN	05/07/26	REIM: 04/09/26 - MILEAGE REIMBURSEMENT - GREEN RIBBON AWARD	451.28	
A031445	MARA BECK	05/07/26	04/26 - SPED SERVICES - SPEECH THERAPY	8,174.25	
E028065	DOCUPRODUCTS	05/07/26	01/26/26-04/25/26 - COPIER LEASE OVERAGE - SN:35V07067, SN:3LN02508, SN:3CE08985	760.72	
E028066	HOUSE SANITARY SUPPLY	05/07/26	FY25-26 - JANITORIAL SUPPLIES	183.12	
E028067	STATE INDUSTRIAL PROD CORP	05/07/26	FY25-26 - JANITORIAL SUPPLIES	181.86	
P091057	AMAZON	05/07/26	FY25-26 - CLASSROOM, ELOP, ADMIN, & JANITORIAL SUPPLIES	2,338.74	
P091058	COUNTY OF VENTURA	05/07/26	FY25-26 - HEALTH INSPECTION FEE	764.00	
P091059	ERIN ABEL	05/07/26	05/26 - BRIDGES MONTHLY MARKETING RETAINER	1,550.00	
P091060	MARTHA JOHNSON	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES - ELOP	56.97	
P091061	REBEKAH A SCHLETEWITZ	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES - MAKERSPACE ELECTIVE CLASS	428.02	
P091062	SLATER STRATEGIES LLC	05/07/26	05/26 - WEBSITE HOSTING - 2 STAR PACKAGE	1,500.00	
P091063	MARSI A GORE	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES	637.14	
P091064	CARMEN T HOLDER	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES	1,798.56	
P091065	CONEJO VALLEY UNIFIED SCHOOL DISTRICT/FISCAL SERVICES	05/07/26	05/26 - PRO-RATA SHARE OF FACILITY COSTS - CVUSD	16,811.42	
P091066	VERIZON	05/07/26	03/20/26-04/19/26 - CELL PHONE SERVICE - #805-217-4555	165.30	
P091067	AMAZON	05/07/26	FY25-26 - (2) DESK & CHAIR SET, CLASSROOM SUPPLIES, ETC	2,015.66	
P091068	RYAN M SMITH	05/07/26	FY25-26 - CLASSROOM SUPPLIES	235.95	
P091069	ALANNA RUSCONI-PECCHI	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES	192.46	
P091070	MICHELLE BERGMAN	05/07/26	REIM: FY25-26 - CTEL EXAM #3 FEE - CULTURE & INCLUSION - PD	99.00	
P091071	TRACY M VILLALPANDO	05/07/26	REIM: FY25-26 - CLASSROOM SUPPLIES	764.57	
P091072	KELLY R SIMON	05/07/26	REIM: 04/27/26-04/29/26 - MILEAGE REIMBURSEMENT	55.24	
P091140	MYSTERY SCIENCE INC	05/07/26	FY26-27 - MYSTERY SCIENCE DISTRICT MEMBERSHIP	1,799.00	
P091141	YOUNG, MINNEY & CORR, LLP	05/07/26	04/26 - LEGAL FEES	979.50	
P091142	AMAZON	05/07/26	FY25-26 - HOMESCHOOL SUPPLIES	248.93	
E028181	CALIFORNIA CHARTER SCHOOLS ASSOCIATION	05/12/26	FY26-27 - CCSA MEMBERSHIP DUES	6,946.50	
P091418	EDD	05/12/26	01/01/26-03/31/26 - SEF LOCAL EXPERIENCE CHARGE ACCT #942-6315-9	811.00	
P091419	MANEUVERING THE MIDDLE, LLC	05/12/26	FY25-26 - CCSA TEACHER LICENSES - SINGLE GRADE	1,040.00	
P091420	VENTURA COUNTY OFFICE OF EDUCATION	05/12/26	FY25-26 - Q3 - STRS & PERS RETIREMENT BILLING	4,313.95	
A031755	CANON FINANCIAL SERVICES, INC.	05/16/26	06/26 - COPIER LEASE, INSURANCE - SN:35V07067 & SN:3LN02508	1,465.69	
A031756	KHANH TRAN	05/16/26	REIM: FY25-26 - CLASSROOM SUPPLIES - CDFA	122.49	
E028306	SAFE AND SOUND SECURITY INC.	05/16/26	05/26 - CAMERA SERVICE AND SENSORS	47.99	
E028307	HOUSE SANITARY SUPPLY	05/16/26	FY25-26 - JANITORIAL SUPPLIES	75.64	
P091788	AMAZON	05/16/26	FY25-26 - PE SUPPLIES	658.46	
P091789	CVUSD CHILD NUTRITION SERVICES	05/16/26	04/26 - AFTER SCHOOL SNACKS	656.25	
P091790	JENNIFER TRUJILLO	05/16/26	REIM: FY25-26 - (1) CHILD ADMISSION - SPRING FAMILY FUN FUNDRAISER	35.00	
P091791	MARSI A GORE	05/16/26	REIM: FY25-26 - CLASSROOM SUPPLIES	287.74	
E028418	HOUSE SANITARY SUPPLY	05/22/26	FY25-26 - JANITORIAL SUPPLIES	592.11	
P092132	DIRECT URGENT CARE, INC (CARBON HEALTH)	05/22/26	FY25-26 - EMPLOYEE TB TESTS	260.00	
P092133	AMAZON	05/22/26	FY25-26 - CLASSROOM SUPPLIES, (1) GARDEN HOSE REEL - CDFA	1,838.83	
P092134	CAROLYN RODRIGUEZ	05/22/26	02/26-04/26 - SPED SERVICES - SCHOOL NURSE	1,320.00	

**BRIDGES CHARTER SCHOOL
Check Register
05/01/2026-05/31/2026**

Check #	Vendor Name	Date	Description	Amount	Void Status
P092135	U.S. BANK - SS	05/22/26	CREDIT CARD ENDING 8243 (SS)	500.00	
P092136	CVUSD CHILD NUTRITION SERVICES	05/22/26	04/26 - STUDENT MEALS - BREAKFAST, LUNCH	15,107.80	
P092137	VENTURA COUNTY OFFICE OF EDUCATION	05/22/26	FY25-26 - 05/08/26 - NCPI REFRESHER TRAINING REGISTRATION - C. HARDISTY	80.00	
P092138	U.S. BANK - CM	05/22/26	CREDIT CARD ENDING 7019 (CM)	1,373.13	
P092139	EXCELLENT EDUCATION DEVELOPMENT	05/22/26	04/26 - MANAGEMENT CONTRACT FEE	9,687.17	
E028499	FRONTIER COMMUNICATIONS	05/27/26	05/19/26-06/18/26 - INTERNET SERVICES - #209-179-6321-112513-5	154.97	
E028500	CALIFORNIA WEEKLY EXPLORER	05/27/26	03/08/27 - (2) AMERICAN REVOLUTION PRESENTATIONS	1,009.84	
E028501	EDPUZZLE, INC.	05/27/26	FY26-27 - EDPUZZLE PRO SCHOOL-WIDE SUBSCRIPTION	1,786.50	
P092348	AMAZON	05/27/26	FY25-26 - CLASSROOM SUPPLIES - CDFA	66.93	
P092359	AMAZON	05/27/26	FY25-26 - ADMIN SUPPLIES	36.96	
P092360	AMAZON	05/27/26	FY25-26 - CLASSROOM SUPPLIES, (1) WHITEBOARD	2,391.20	
P092361	DOCUMENT TRACKING SERVICE, LLC	05/27/26	04/26 - DOCUMENT TRANSLATION SERVICES	3,160.99	
P092362	RYAN M SMITH	05/27/26	FY25-26 - CLASSROOM SUPPLIES - EOY TROPHIES	117.97	
P092363	NICHOLE HOLZ	05/27/26	REIM: FY25-26 - EMPLOYEE FINGERPRINTING FEE	67.00	
P092364	U.S. BANK - RD	05/27/26	CREDIT CARD ENDING 3792 (RD)	1,757.41	
EFT05/28/26-ABCM	ANTHEM BLUE CROSS	05/28/26	06/26 - HEALTH PREMIUM	22,489.28	
GRAND TOTAL				138,580.96	

**BRIDGES CHARTER SCHOOL
CREDIT CARD EXPENSES
05/01/2026-05/31/2026**

Obj Code	Object Title	Name	Document Number	Line Description	Document Date	Debit	Credit	Notes
4399	All Other Supplies	U.S. BANK - CM	STD05/07/26-7019	TUFF SHED - REPLACEMENT HINGES	5/7/2026	\$ 225.23		
4411	Non Capitalized Equipment	U.S. BANK - CM	STD05/07/26-7019	STS EDUCATION - (2) DELL COMPUTERS	5/7/2026	\$ 1,134.71		
5861	Non Instructional Software	U.S. BANK - CM	STD05/07/26-7019	GOOGLE - 04/26 - GOOGLE WORKSPACE SUBSCRIPTION	5/7/2026	\$ 13.19		
4351	Office Supplies	U.S. BANK - KS	STD05/07/26-4135	AMAZON - ADMIN SUPPLIES	5/7/2026	\$ 87.25		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	TACO BELL - FOOD - ELOP	5/7/2026	\$ 14.00		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	MCDONALDS - FOOD - ELOP	5/7/2026	\$ 15.84		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	DOMINOS - FOOD - ELOP	5/7/2026	\$ 29.81		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	GELSONS MARKET - FOOD - CLASS PARTY	5/7/2026	\$ 35.04		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	PANDA EXPRESS - FOOD - ELOP	5/7/2026	\$ 67.00		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	CHICK FIL A - FOOD - ELOP	5/7/2026	\$ 26.50		
4391	Food (Non Nutrition Program)	U.S. BANK - KS	STD05/07/26-4135	JERSEY MIKES - FOOD - ELOP	5/7/2026	\$ 44.57		
5861	Non Instructional Software	U.S. BANK - KS	STD05/07/26-4135	SURVEY MONKEY - 04/30/26-06/30/26 - ADVANTAGE PLAN	5/7/2026	\$ 79.50		
5861	Non Instructional Software	U.S. BANK - KS	STD05/07/26-4135	ANTHROPIC - 04/21/26-05/21/26 - CLAUDE PRO AI SUBSCRIPTION	5/7/2026	\$ 20.00		
9332	Prepaid Expenses	U.S. BANK - KS	STD05/07/26-4135	SURVEY MONKEY - 07/01/26-04/29/27 - ADVANTAGE PLAN	5/7/2026	\$ 388.50		
4311	Student Materials	U.S. BANK - RD	STD05/07/26-3792	MATILIJIA NURSERY - CLASSROOM SUPPLIES - PAC	5/7/2026	\$ 64.35		
4311	Student Materials	U.S. BANK - RD	STD05/07/26-3792	WEST PAC DESIGN - CLASSROOM SUPPLIES - MS ELECTIVE	5/7/2026	\$ 363.73		
4311	Student Materials	U.S. BANK - RD	STD05/07/26-3792	CVS PHARMACY - CLASSROOM SUPPLIES - MS ELECTIVE	5/7/2026	\$ 9.96		
4311	Student Materials	U.S. BANK - RD	STD05/07/26-3792	TARGET - CLASSROOM SUPPLIES - MS ELECTIVE	5/7/2026	\$ 32.93		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	UNDERWOOD FAMILY FARM - FOOD - CDFA	5/7/2026	\$ 6.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	HARRY'S BERRIES - FOOD - CDFA	5/7/2026	\$ 82.40		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	RALPHS - FOOD - CDFA	5/7/2026	\$ 338.66		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	AMAZON - FOOD - MS ELECTIVE	5/7/2026	\$ 66.76		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	RALPHS - FOOD - MS ELECTIVE	5/7/2026	\$ 9.20		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	YAO CHENG - FOOD - CDFA	5/7/2026	\$ 22.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	SEAFOOD CITY SUPERMARKET - FOOD - CDFA	5/7/2026	\$ 51.91		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	SMART AND FINAL - FOOD - CDFA	5/7/2026	\$ 254.94		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	THOUSAND OAKS FARMERS MARKET - FOOD - CDFA	5/7/2026	\$ 88.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	VONS - FOOD - CDFA	5/7/2026	\$ 57.50		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	GOLDEN VALLEY RANCH - FOOD - CDFA	5/7/2026	\$ 133.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	A-Z RANCH - FOOD - CDFA	5/7/2026	\$ 60.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	VONS - FOOD - MS ELECTIVE	5/7/2026	\$ 9.95		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	ESPINOZA FARM - FOOD - CDFA	5/7/2026	\$ 78.00		
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	REFUND: AMAZON - FOOD - MS ELECTIVE	5/7/2026		\$ 13.95	
4391	Food (Non Nutrition Program)	U.S. BANK - RD	STD05/07/26-3792	AMAZON - FOOD - MS ELECTIVE - CDFA	5/7/2026	\$ 42.07		
5211	Travel & Conferences	U.S. BANK - SS	STD05/07/26-8243	UCLA ONLINE - 06/10/26-06/12/26 - REGISTRATION - SEMEL PEERS TRAINING SEMINAR - M. MORGAN	5/7/2026	\$ 500.00		
SUBTOTAL						\$ 4,452.50	\$ 13.95	
GRAND TOTAL						\$ 4,438.55		

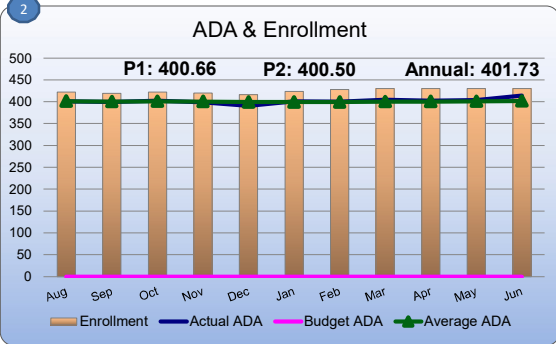
BRIDGES CHARTER SCHOOL - Financial Dashboard (May 2026)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●

KEY POINTS

Enrollment through month 11 (Annual P3 to be Certified) was 5 students above budget, with an Average ADA of 401.73, 1.13 lower than budget, which would normally result in a decrease in LCFF; however, Bridges is seeing a \$67K increase in LCFF Revenue due to the increase of the TK Add-On rate from \$3148/ADA to \$5545/ADA.



Forecast includes \$49K of restricted one-time funds (SSPDBG & LRBG). An additional \$82K remains available to spend through FY27/28 (SSPDBG).

NOTABLE VARIANCES FROM ORIGINAL BUDGET:

REVENUE: (+\$291K)

- + \$67K - LCFF higher than budget (TK Add-On +67K with an increase in TK ADA from prior year)
- + \$67K - OTHER FEDERAL higher than budget (CDFA Grant Revenue)
- + \$91K - OTHER STATE higher than budget (Increased ELOP plus SSPD Grant)
- \$16K - OTHER LOCAL lower than budget (Lower Child Care revenue projected)
- + \$81K - GRANTS/FUNDRAISING higher than budget (Wellness & Sprouts Grant)

EXPENSES: (-\$25K)

- + \$6K - SALARIES & BENEFITS
- + 4K - SUPPLIES
- 85K - OPERATING SERVICES

NET INCOME (LOSS):

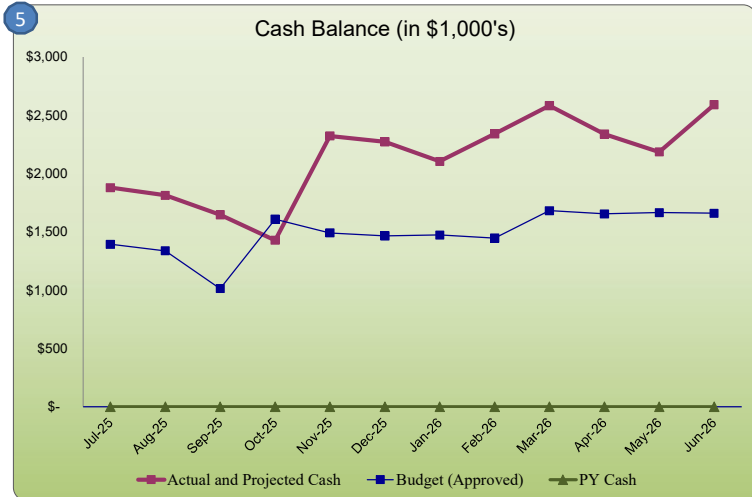
- \$79K which is +\$316K better than budget [Budget expected (-\$237K) loss].

3 Attendance Analysis

	Actual through Month 11	Actual P2	Budget P2	Budget Variance B/(W)	FY 24-25
Enrollment	430	430	425	5	0
Attendance %	94.51%	94.57%	94.79%	-0.22%	95.28%
Avg Daily Attendance (ADA)	401.73	400.50	402.86	(2.36)	394.45

4 Income Statement

	Actual through 05/31/26	Forecast as of 05/31/26	FY 25-26 Budget	Budget Variance B/(W)	FY 24-25
Local Control Funding Formula	3,570,365	4,718,448	4,651,319	67,129	4,429,424
Federal Revenue	118,110	262,924	195,799	67,125	265,885
State Revenue	451,552	537,236	446,959	90,277	468,321
Other Local Revenue	255,449	317,328	317,290	38	760,098
Grants/Fundraising	119,001	164,000	97,400	66,600	87,171
TOTAL REVENUE	4,514,476	5,999,936	5,708,767	291,169	6,010,899
Certificated Salaries	2,247,317	2,463,589	2,336,930	(126,659)	2,272,318
Classified Salaries	706,501	744,034	766,020	21,986	736,044
Benefits	1,065,594	1,167,922	1,216,418	48,496	1,073,518
Student Supplies	344,100	426,964	423,137	(3,827)	376,631
Operating Expenses	918,875	1,098,656	1,183,667	85,011	1,236,469
Other	16,912	19,549	19,549	0	20,820
TOTAL EXPENSES	5,299,299	5,920,715	5,945,721	25,006	5,715,798
NET INCOME / (LOSS)	(784,823)	79,220	(236,954)	316,174	295,101



Year-End Cash Balance

Projected	Budget	Variance
2,592,399	1,707,843	884,555

6 Balance Sheet

	6/30/2025	4/30/2026	5/31/2026	6/30/2026
Assets				
Cash, Operating	1,613,830	2,338,924	2,186,573	2,592,399
Cash, Restricted	0	0	0	0
Accounts Receivable	566,294	37,149	37,149	778,618
Due From Others	370,400	19	19	19
Deposits/Prepays	2,571	26,753	43,341	43,341
Net Fixed Assets	184,664	170,177	184,959	197,322
Lease Assets	42,953	21,046	21,046	19,840
Other Assets	0	0	0	0
Total Assets	2,780,712	2,594,068	2,473,088	3,631,539
Liabilities				
A/P & Payroll	225,746	202,138	292,621	288,026
Due to Others	20,476	0	0	300,209
Deferred Revenue	0	0	0	0
Lease Liabilities	42,953	21,046	21,046	19,840
Other Liabilities	0	0	0	0
Total Debt	0	0	0	0
Total Liabilities	289,175	223,184	313,667	608,075
Equity				
Beginning Fund Bal.	2,196,436	2,491,537	2,491,537	2,491,537
Net Income/(Loss)	295,101	(573,359)	(784,823)	79,220
Total Equity	2,491,537	1,918,178	1,706,714	2,570,758
Total Liabilities & Equity	2,780,712	2,141,362	2,020,381	3,178,833

	6/30/2025	4/30/2026	5/31/2026	6/30/2026
Available Line of Credit				
Days Cash on Hand	103	144	135	160
Cash Reserve %	28.3%	39.5%	37.1%	43.9%





Bridges Charter School Financial Analysis May 2026

Bridges Charter School is projected to have a net income \$79K in FY25-26 compared to (-\$237K loss) in the board-approved budget. Reasons for this positive variance of \$316K are explained below in the Income Statement section of this analysis.

Balance Sheet

As of May 31, 2026, the unrestricted cash balance was \$2.19M. By June 30, 2026, the unrestricted cash balance is projected to be \$2.59M, which represents a 44% reserve.

As of May 31, 2026, the Accounts Receivable balance was \$37K compared to \$37K in the prior month pending revenue receipts from FY24/25.

As of May 31, 2026, the Accounts Payable balance, including payroll liabilities, totaled \$293K, compared to \$202K in the prior month.

Income Statement

Revenue

Total revenue for FY25-26 is projected to be \$6.00M, which is \$291K or 5.1% over budgeted revenue of \$5.71M. The forecast included the following significant revenue variances:

- **LCFF Revenue (8011-8098) \$67K increase** due to an increase in the TK Add-On rate from \$3148/ADA to \$5545/ADA along with higher than projected TK ADA.
- **All Other Federal Revenue (8299) \$63K increase** due to the CDFR Reimbursement grant revenue not in the original budget.
- **Expanded Learning Opportunity Program (8595) \$29K increase** due to an increase in the ELOP rate to \$1575/ADA
- **State Revenue - Other (8599) \$49K increase** due to the addition of the new Student Support and Professional Development Discretionary Block Grant (SSPDD) from the state along with additional Learning Recovery Emergency Block Grant (LREBG) funds.
- **Childcare & Enrichment Program Fees (8682) \$16K decrease** due to a lower estimated total than originally budgeted.
- **Grants (8692) \$81K increase** due to the newly procured Wellness Grant along with the 10K Sprouts Grant as of January 2026.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.



Expenses

Total expenses for FY25-26 are projected to be \$5.92M, which is \$25K or 0.4% under budgeted expenditures of \$5.95M. The forecast included the following significant expense variances:

- **Salaries & Benefits (1000-3999) \$56K increase as follows:**
 - +\$56K due to a one-time 2% increase for all staff in November 2025
- **Operating Services (5000-5999) \$85K decrease as follows:**
 - **Other Student Instructional Services (5849) \$24K under**
 - **Special Education Services (5842) \$19K under**
 - **All Other Consultants & Services (5859) \$50K under**

ADA

Budget P2 ADA was 402.86 based on enrollment of 425 and a 94.8% attendance rate.

Month 11 ADA was 414.44 with a 96.4% ADA rate.

Forecasted and P2 Certified ADA is 400.50 with an ending enrollment estimate of 430 and a 94.6% attendance rate.

This report will discuss revenue and expenditure variances from the Board-approved budget that are above \$20,000 and 10%.

BRIDGES CHARTER SCHOOL
 2025-26 Cash Flow Forecast
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Actuals as of 5/31/2026

	2025-26 Budget	2025-26 Trend	# of months remaining in FY												Actuals as of Jun-26	Accrual	FORECAST Jul-25 - Jun-26	Budget Variance													
			12		11		10		9		8		7					6		5		4		3		2		1		Better / (Worse)	% Better / (Worse)
			State Schedule: PY P-2	District Schedule: PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2				PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1		
ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL					
			Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual		Jul-25 - Jun-26														
Apportionment Schedule, June Deferral Only, Paid on a Lag			0%	5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	20%																
1 - District Apportionment Schedule, Paid on Time			6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	0																
# of School Days in Month	175	175	0	8	21	21	13	15	18	18	21	16	19	5		175															
Enrollment	425	430														430	5.00	1%													
Unduplicated Pupil Percentage	21%	18.5%														18.5%	(0.02)	-12%													
ADA	402.86	400.50														400.50	(2.36)	-1%													
ADA Rate	94.79%	94.57%														94.57%	(0.00)	0%													
Income																															
8011-8098 - Local Control Funding Formula Sources																															
8011 Local Control Funding Formula	1,187,088	1,231,983	-	56,590	56,590	101,862	101,862	203,724	-	101,862	122,291	122,291	122,291	122,291	120,329	1,231,983	44,895	4%													
8012 Education Protection Account	80,750	80,100	-	-	-	19,723	-	19,722	-	-	-	20,595	-	-	20,060	80,100	(650)	-1%													
8019 Local Control Funding Formula - Prior Year	-	164,131	-	-	-	-	-	-	-	-	32,826	32,826	32,826	32,829	32,824	164,131	164,131	100%													
8096 In Lieu of Property Taxes	3,383,481	3,406,365	-	-	-	-	1,143,951	-	269,165	538,330	471,038	-	-	706,560	277,321	3,406,365	22,884	1%													
8098 In Lieu of Property Taxes, Prior Year	-	(164,131)	-	-	-	-	-	-	-	-	-	-	-	-	(164,131)	(164,131)	(164,131)	100%													
Total 8011-8098 - Local Control Funding Form	4,651,319	4,718,448	-	56,590	56,590	121,585	1,245,813	223,446	269,165	640,192	626,155	175,712	155,117	861,680	286,403	4,718,448	67,129	1%													
8100-8299 - Federal Revenue																															
8181 Special Education - Federal (IDEA)	99,973	99,973	-	-	-	-	-	-	-	-	-	-	-	-	99,973	99,973	-	-													
8221 Child Nutrition - Federal	58,229	58,229	-	-	-	-	-	2,086	12,590	-	8,958	-	12,144	7,143	15,307	58,229	(0)	0%													
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8291 Title I	22,474	26,345	-	-	-	-	-	-	-	-	-	6,895	5,177	-	14,273	26,345	3,871	17%													
8292 Title II	5,123	5,816	-	-	-	-	-	2,525	-	-	-	-	2,673	-	618	5,816	693	14%													
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8295 Title IV, SSAE	10,000	10,000	-	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	-	-													
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8299 All Other Federal Revenue	-	62,561	-	-	-	36,552	-	-	14,025	-	11,984	-	2,500	-	(2,500)	62,561	62,561	100%													
Total 8100-8299 - Other Federal Income	195,799	262,924	-	-	-	36,552	-	4,611	26,615	-	8,958	18,879	22,494	7,143	137,671	262,924	67,125	34%													
8300-8599 - Other State Revenue																															
8520 Child Nutrition - State	173,411	173,411	-	-	-	-	-	6,103	35,935	-	25,558	-	33,127	20,015	52,673	173,411	0	0%													
8550 Mandate Block Grant	7,913	8,189	-	-	-	-	-	8,094	-	-	-	-	-	-	95	8,189	276	3%													
8561 State Lottery - Non Prop 20	80,365	79,722	-	-	-	-	-	-	-	32,823	-	22,604	-	-	24,296	79,722	(643)	-1%													
8562 State Lottery - Prop 20	34,502	34,406	-	-	-	-	-	-	-	-	-	11,561	-	-	22,845	34,406	(96)	0%													
8560 Lottery Revenue	114,867	114,129	-	-	-	-	-	-	-	-	-	-	-	-	47,141	114,129	(738)	-1%													
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8591 SB740	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8592 State Mental Health	32,971	33,942	-	1,674	1,674	3,013	3,013	6,026	-	3,013	3,109	3,109	-	3,109	6,202	33,942	971	3%													
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8595 Expanded Learning Opportunity Program	71,484	100,000	-	5,000	5,000	9,000	9,000	18,000	-	9,000	9,000	9,000	-	9,000	18,000	100,000	28,516	40%													
8596 Prop 28 Arts & Music	46,313	58,841	-	2,944	2,944	5,299	5,299	10,598	-	5,299	5,307	5,307	-	5,307	10,537	58,841	12,528	27%													
8599 State Revenue - Other	-	48,724	-	-	-	-	92,621	7,559	-	-	34,938	-	-	-	(86,394)	48,724	48,724	100%													
Total 8300-8599 - Other State Income	446,959	537,236	-	9,618	9,618	17,312	109,933	56,380	35,935	50,135	77,912	51,581	33,127	37,431	48,254	537,236	90,277	20%													
8600-8799 - Other Local Revenue																															
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8660 Interest & Dividend Income	-	6,343	41	48	50	48	35	12	-	2,689	0	2,689	-	730	-	6,343.26	6,343	100%													
8662 Net Increase (Decrease) in Fair Value of Inv	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8682 Childcare & Enrichment Program Fees	25,000	9,160	-	-	378	2,730	150	598	1,201	1,468	827	1,430	-	378	-	9,160.09	(15,840)	-63%													
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													
8692 Grants	-	81,000	-	-	10,000	-	-	-	-	-	-	-	-	-	32,768	81,000	81,000	100%													
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-													

BRIDGES CHARTER SCHOOL
2025-26 Cash Flow Forecast

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Actuals as of 5/31/2026

			# of months remaining in FY																
			12	11	10	9	8	7	6	5	4	3	2	1					
	State Schedule:	District Schedule:	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	Actual	Accrual	FORECAST	Budget Variance
	2025-26 Budget	2025-26 Trend	Actual Jul-25	Actual Aug-25	Actual Sep-25	Actual Oct-25	Actual Nov-25	Actual Dec-25	Actual Jan-26	Actual Feb-26	Actual Mar-26	Actual Apr-26	Actual May-26	Actual Jun-26	Actual Accrual	Forecast Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)	
8695 Contributions & Events	93,000	83,000	-	1,802	9,991	12,167	15,353	10,659	15,692	6,976	909	2,031	653	6,767	-	83,000	(10,000)	-11%	
8696 Other Fundraising	4,400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(4,400)	-100%	
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8699 All Other Local Revenue	-	1,008	1,612	(1,612)	322	-	33	362	34.00	10	247	-	-	0.01	-	1,008	1,008	100%	
8792 Transfers of Apportionments - Special Educ	292,290	292,290	-	15,877	15,877	28,579	28,579	57,158	-	28,579	28,435	28,435	-	28,435	32,336	292,290	-	-	
Total 8600-8799 - Other Income-Local	414,690	472,801	1,653	16,114	36,618	43,524	44,150	68,789	16,927	39,722	30,418	34,585	33,421	74,542	32,336	472,801	58,111	14%	
Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8999 Other Prior Year Adjustment	-	8,527	-	-	-	-	-	1,249	-	7,278	-	-	-	-	-	8,527	8,527	100%	
Total Prior Year Adjustments	-	8,527	-	-	-	-	-	1,249	-	7,278	-	-	-	-	-	8,527	8,527	100%	
TOTAL INCOME	5,708,767	5,999,936	1,653	82,322	102,826	218,973	1,399,896	354,476	348,643	737,327	743,444	280,757	244,158	980,796	504,664	5,999,936	291,169	5%	
Expense																			
1000 - Certificated Salaries																			
1110 Teachers' Salaries	1,755,100	1,348,926	-	121,999	123,038	116,629	149,998	120,616	120,512	113,836	120,886	120,609	125,010	115,792	-	1,348,926	406,174	23%	
1120 Teachers' Hourly	-	481,466	-	16,914	46,228	49,956	52,684	34,321	50,955	50,380	51,281	46,312	44,492	37,942	-	481,466	(481,466)	100%	
1170 Teachers' Salaries - Substitute	57,905	66,466	-	220	12,378	11,296	3,332	3,571	2,065	9,372	7,508	1,907	5,627	9,191	-	66,466	(8,561)	-15%	
1175 Teachers' Salaries - Stipend/Extra Duty	47,900	53,150	-	6,318	9,842	1,917	11,761	1,850	333	2,666	9,166	2,133	867	6,298	-	53,150	(5,250)	-11%	
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1213 Certificated Pupil Support - Guidance & Cou	72,313	103,675	-	6,519	7,898	10,617	10,889	13,557	7,514	8,376	7,950	8,150	8,586	13,620	-	103,675	(31,362)	-43%	
1215 Certificated Pupil Support - Psychologist	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1299 Certificated Pupil Support - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1300 Certificated Supervisors' & Administrators' S	403,712	409,907	33,430	33,430	33,430	33,430	41,424	33,587	33,430	33,430	34,030	33,430	33,430	33,430	-	409,907	(6,195)	-2%	
1900 Other Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total 1000 - Certificated Salaries	2,336,930	2,463,589	33,430	185,400	232,814	223,844	270,088	207,502	214,808	218,060	230,820	212,541	218,011	216,273	-	2,463,589	(126,659)	-5%	
2000 - Classified Salaries																			
2111 Instructional Aide & Other Salaries	443,024	373,262	-	15,560	45,726	40,822	47,567	29,182	36,266	37,254	40,225	35,809	38,448	6,402	-	373,262	69,762	16%	
2121 After School Staff Salaries	-	59,929	-	1,084	5,855	6,264	7,620	5,787	5,556	5,765	6,168	5,629	5,808	4,393	-	59,929	(59,929)	100%	
2131 Classified Teacher Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2200 Classified Support Salaries	122,338	138,054	2,435	6,685	13,063	13,394	14,802	12,036	12,297	12,180	13,882	12,992	12,871	11,416	-	138,054	(15,716)	-13%	
2300 Classified Supervisors' & Administrators' Sal	-	77,274	6,031	6,515	6,273	6,273	7,771	6,273	6,273	6,273	6,273	6,273	6,273	6,772	-	77,274	(77,274)	100%	
2400 Classified Office Staff Salaries	177,658	95,516	-	7,556	9,770	9,964	10,223	7,615	7,573	8,872	9,531	7,447	8,413	8,550	-	95,516	82,142	46%	
2900 Other Classified Salaries	23,000	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	23,000	100%	
Total 2000 - Classified Salaries	766,020	744,034	8,465	37,401	80,687	76,718	87,983	60,893	67,965	70,345	76,080	68,150	71,814	37,533	-	744,034	21,986	3%	
Total 1000-2000 - Salaries	3,102,950	3,207,624	41,895	222,801	313,501	300,562	358,071	268,395	282,772	288,404	306,900	280,692	289,825	253,806	-	3,207,624	(104,674)	-3%	
3000 - Employee Benefits																			
3111 STRS - State Teachers Retirement System	441,584	470,546	6,362	35,533	41,353	42,117	37,382	41,159	40,470	40,222	42,369	38,248	40,237	65,092	-	470,546	(28,962)	-7%	
3212 PERS - Public Employee Retirement System	177,583	164,853	2,256	7,556	18,982	17,051	16,738	11,286	13,693	14,483	15,220	13,321	14,283	19,983	-	164,853	12,730	7%	
3311 OASDI - Social Security	53,371	46,130	525	2,297	5,106	4,648	5,485	3,728	3,949	4,121	4,362	3,930	4,453	3,526	-	46,130	7,241	14%	
3331 MED - Medicare	35,708	46,511	607	3,231	4,480	4,280	5,116	3,801	4,015	4,098	4,363	3,983	4,113	4,424	-	46,511	(10,803)	-30%	
3401 H&W - Health & Welfare	471,700	400,000	45	70,950	55,413	48,010	32,167	32,799	29,385	31,366	30,465	30,985	30,828	7,586	-	400,000	71,700	15%	
3501 SUI - State Unemployment Insurance	1,564	2,889	29	111	577	174	148	174	139	142	151	138	142	877	-	2,889	(1,325)	-85%	
3601 Workers' Compensation Insurance	34,908	34,908	44,328	(30,475)	3,692	2,771	2,771	2,771	2,771	2,771	5,538	-	-	741	-	34,908	0	0%	
3902 Other Benefits	-	2,087	-	-	64	-	90	873	50	50	860	-	-	100	-	2,086.54	(2,087)	100%	
Total 3000 - Employee Benefits	1,216,418	1,167,922	54,153	89,203	129,603	119,090	99,833	95,896	95,295	94,483	102,517	91,465	94,056	102,328	-	1,167,922	48,496	4%	
Total 1000-3000 - Salaries & Benefits	4,319,368	4,375,546	96,048	312,004	443,104	419,652	457,904	364,291	378,067	382,887	409,417	372,157	383,882	356,134	-	4,375,546	(56,178)	-1%	
4000 - Supplies																			
4111 Core Curricula Materials	19,685	9,685	4,007	132	1,620	9	-	298	812	63	91	1,050	3,103	(1,500)	-	9,685	10,000	51%	
4211 Books & Other Reference Materials	2,000	2,000	-	387	520	78	-	-	91	218	395	-	-	310	-	2,000	(0)	-	
4311 Student Materials	73,231	120,040	5,268	32,666	19,748	3,551	3,300	4,620	6,637	14,512	6,144	9,978	7,148	6,469	-	120,040	(46,809)	-64%	
4351 Office Supplies	17,537	17,537	-	2,536	1,408	2,709	1,990	306	1,790	788	902	1,931	848	2,329	-	17,537	-	-	
4371 Custodial Supplies	11,203	20,000	2,151	3,975	1,297	1,887	209	-	1,326	2,401	988	1,365	668	3,733	-	20,000	(8,797)	-79%	
4391 Food (Non Nutrition Program)	6,372	13,978	285	-	1,683	1,237	1,030	2,670	1,990	975	1,140	968	1,519	481	-	13,978	(7,606)	-119%	
4392 Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4393 PE & Sports Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

BRIDGES CHARTER SCHOOL
2025-26 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2025 ExED

Actuals as of 5/31/2026

	# of months remaining in FY														Actuals as of	5/31/2026	FORECAST	Budget Variance														
	2025-26		12		11		10		9		8		7					6		5		4		3		2		1		Jul-25 - Jun-26	Better / (Worse)	% Better / (Worse)
	Budget	Trend	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL				ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL			
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1								
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1								
Beginning Cash Balance		2,066,536	2,066,536	1,879,527	1,814,390	1,647,810	1,428,602	2,323,783	2,272,623	2,105,161	2,342,007	2,584,732	2,338,924	2,186,573	2,592,399											2,066,536						
Cash Flow from Operating Activities			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Net Income		79,220	(316,928)	(293,520)	(495,494)	(325,983)	851,094	(89,163)	(159,722)	248,108	242,240	(233,991)	(211,464)	428,217	435,826											79,220			5,901,166			
Change in Accounts Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Prior Year Accounts Receivable		936,694	28,826	395,236	252,279	71,150	20,667	126,576	-	4,811	(0)	-	-	16,219												915,765						
Current Year Accounts Receivable		(757,689)	-	-	-	-	-	-	-	-	-	-	-	-	(757,689)											(757,689)						
Change in Due from		-	-	-	(15)	-	(24,196)	20,382	3,410	400	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(19)						
Change in Accounts Payable		69,175	84,769	(203,319)	49,386	28,286	13,013	(52,838)	(29,209)	(23,495)	(3,576)	(5,641)	3,892	186,255	21,653											69,175						
Change in Due to		279,733	-	(20,476)	-	-	-	-	-	-	-	-	-	-	300,209											279,733						
Change in Current Lease Payable		644	(11,290)	(1,162)	(1,167)	(1,171)	(1,175)	(1,180)	(1,184)	(1,188)	(1,193)	(1,197)	-	(1,206)	14,827											(8,286)						
Change in Lease Assets		14,183	11,290	1,162	1,167	1,171	1,175	1,180	1,184	1,188	1,193	1,197	-	1,206												23,113						
Change in Accrued Vacation		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Change in Payroll Liabilities		(6,896)	12,358	55,631	27,994	6,471	8,726	(10,762)	7,014	5,474	7,663	(1,553)	86,591	(212,503)												(6,896)						
Change in Prepaid Expenditures		(40,770)	2,232	(423)	-	(797)	-	(2,457)	(7,607)	(3,143)	(5,682)	(6,303)	(16,588)	-												(40,770)						
Change in Deposits		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Change in Deferred Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Change in OPEB / Net Pension Liability		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Change in Long Term Lease Liabilities		(14,827)	-	-	-	-	-	-	-	-	-	-	-	-	(14,827)											(14,827)						
Change in Other Long Term Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Change in Other Long Term Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Depreciation Expense		19,549	1,735	1,735	1,680	1,680	1,680	1,680	1,680	1,680	1,680	1,680	-	2,637												19,549						
Cash Flow from Investing Activities			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Capital Expenditures		(32,207)	-	-	(2,425)	-	-	-	-	-	-	-	(14,782)	(15,000)												(32,207)						
Cash Flow from Financing Activities			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-							
Source - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Use - Sale of Receivables		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Source - Loans		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Use - Loans		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-						
Ending Cash Balance		2,592,418	1,879,527	1,814,390	1,647,810	1,428,602	2,323,783	2,272,623	2,105,161	2,342,007	2,584,732	2,338,924	2,186,573	2,592,399	2,592,399											2,592,399						

Purchase Order Detail with Split Reference Codes

Account Name	Vendor Name	Vendor External Id	Release Date	Order Id	Orderer	Order Date	PO Number	PO Amount	Unit Price	Quantity	Extended Price	Reference Code	Short Description
Bridges Charter School	EDPUZZLE, INC.	V0035901	5/5/2026 03:16:37 PM	2959551	Kami Brown	5/5/2026 02:59:09 PM	10084	\$1786.50	\$1,786.50	1	\$1,786.50	4111-BCS1-0000-0-0	school wide edpuzzle pro-starter plan
Bridges Charter School	MYSTERY SCIENCE INC	V000089	5/5/2026 06:18:00 PM	2959107	Kami Brown	5/4/2026 02:17:41 PM	10082	\$1799.00	\$1,799.00	1	\$1,799.00	4111-BCS1-0000-0-0	1 year subscription FY26-27 MYSTERY SCIENCE DISTRICT MEMBERSHIP JULY 1-JUNE 30TH 2027
Bridges Charter School	DURHAM SCHOOL SERVICES	V000050	5/5/2026 06:19:33 PM	2959457	Kami Brown	5/5/2026 01:07:44 PM	10083	\$1365.66	\$1,365.66	1	\$1,365.66	5812-BCS1-0000-0-0	ROUNTRIP BUS FROM BRIDGES TO TOPA INSTITUTE
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$737.49	1	\$737.49	4111-BCS1-0000-0-0	reveal math grade 4
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$209.76	1	\$209.76	4111-BCS1-0000-0-0	tax
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$567.30	1	\$567.30	4111-BCS1-0000-0-0	reveal math grade 1
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$548.39	1	\$548.39	4111-BCS1-0000-0-0	reveal math grade 2
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$472.75	1	\$472.75	4111-BCS1-0000-0-0	reveal math grade 3
Bridges Charter School	MCGRAW-HILL	V000082	5/6/2026 02:25:56 PM	2959908	Kami Brown	5/6/2026 02:05:18 PM	10085	\$3102.99	\$567.30	1	\$567.30	4111-BCS1-0000-0-0	reveal math grade 5
Bridges Charter School	FENCE FACTORY	V0035881	5/7/2026 11:14:14 AM	2959967	Kami Brown	5/6/2026 03:56:00 PM	10086	\$14782.10	\$14,782.10	1	\$14,782.10	5899-BCS1-0000-0-0	install and supply galvanized fence/gates to TK area
Bridges Charter School	LIMINEX, INC.	V000077	5/20/2026 12:29:54 PM	2963326	Kami Brown	5/19/2026 01:24:21 PM	10089	\$3083.90	\$500.00	1	\$500.00	9332-BCS1-0000-0-0	ProServ- PT1Y- 000001 Professional Product Training: One- hour, live virtual overview of product functionality for Admin users or teacher users. Commonly used for train-the- trainer programs. 12/15/2026 12/14/2027
Bridges Charter School	LIMINEX, INC.	V000077	5/20/2026 12:29:54 PM	2963326	Kami Brown	5/19/2026 01:24:21 PM	10089	\$3083.90	\$13.05	198	\$2,583.90	9332-BCS1-0000-0-0	GG- TCR1Y- 000001 GoGuardian Teacher with Video Conferencing 12/15/2026 12/14/2027
Bridges Charter School	LAZEL INC.	V0035949	5/20/2026 12:32:23 PM	2961426	Kami Brown	5/12/2026 03:15:01 PM	10087	\$1760.00	\$40.00	44	\$1,760.00	4111-BCS1-0000-0-0	REFLEX SEAT LICENSE FOR 12 MONTHS
Bridges Charter School	COMPANION CORPORATION	V000031	5/20/2026 12:34:08 PM	2963240	Kami Brown	5/19/2026 11:54:54 AM	10088	\$1574.00	\$157.00	1	\$157.00	5861-BCS1-0000-0-0	S5799 7134918 Online Services Integration
Bridges Charter School	COMPANION CORPORATION	V000031	5/20/2026 12:34:08 PM	2963240	Kami Brown	5/19/2026 11:54:54 AM	10088	\$1574.00	\$1,417.00	1	\$1,417.00	5861-BCS1-0000-0-0	SA7809 7059185 Alexandria N09
Bridges Charter School	VENTRIS LEARNING LLC	V0033308	5/20/2026 02:31:46 PM	2963738	Kami Brown	5/20/2026 02:30:37 PM	10090	\$325.00	\$25.00	2	\$50.00	4311-BCS1-0000-0-HOMESCH	Word Origins Level 1: Printed Morpheme Tiles SKU: 000000
Bridges Charter School	VENTRIS LEARNING LLC	V0033308	5/20/2026 02:31:46 PM	2963738	Kami Brown	5/20/2026 02:30:37 PM	10090	\$325.00	\$275.00	1	\$275.00	4311-BCS1-0000-0-HOMESCH	Word Origins Level 1: Spiral Bound Teacher Manuals SKU: WOL12026
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$1,399.00	1	\$1,399.00	4411-BCS1-0000-0-0	Samsung 75" WAF Android Interactive Flat Panel Display. 5 Year Standard Warranty - P/N: WA75F
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$1,399.00	2	\$2,798.00	4411-BCS1-0000-0-0	Samsung 75" WAF Android Interactive Flat Panel Display. 5 Year Standard Warranty - P/N: WA75F
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$6.00	1	\$6.00	4411-BCS1-0000-0-0	CA Environmental Electronic Waste Fee - Collected
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$70.00	2	\$140.00	4411-BCS1-0000-0-0	35+" - \$6 per unit Btech XL Universal Flat Screen Wall Mount. Accommodates large 55"+ displays, mounting patterns up to 900mm x 600mm and up to 220lbs - P/N: BT0001
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$6.00	2	\$12.00	4411-BCS1-0000-0-0	CA Environmental Electronic Waste Fee - Collected
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$299.00	1	\$299.00	4411-BCS1-0000-0-0	35+" - \$6 per unit BalanceBox® Mobile Stand Base Use as "Fixed height" mobile cart (3 height positions). - P/N: 481A98001
Bridges Charter School	PACIFIC ONE SOURCE INC	V000102	5/21/2026 03:32:38 PM	2964094	Kami Brown	5/21/2026 01:44:15 PM	10091	\$4899.00	\$245.00	1	\$245.00	4411-BCS1-0000-0-0	Local Delivery Service
Bridges Charter School	EVERWAY HOLDCO, LLC	V0031739	5/28/2026 02:46:53 PM	2964751	Kami Brown	5/26/2026 11:46:45 AM	10092	\$1225.71	\$897.97	1	\$897.97	4311-BCS1-0000-0-0	Unique Learning System® start date 7/1/26 thru 6/30/27
Bridges Charter School	EVERWAY HOLDCO, LLC	V0031739	5/28/2026 02:46:53 PM	2964751	Kami Brown	5/26/2026 11:46:45 AM	10092	\$1225.71	\$280.99	1	\$280.99	4311-BCS1-0000-0-0	News2you™ start date 7/1/26 thru 6/30/27
Bridges Charter School	EVERWAY HOLDCO, LLC	V0031739	5/28/2026 02:46:53 PM	2964751	Kami Brown	5/26/2026 11:46:45 AM	10092	\$1225.71	\$46.75	1	\$46.75	4311-BCS1-0000-0-0	Unique Learning System® start date 6/12/26 thru 6/30/26

Check #	Vendor Name	Date	Description	Amount
P091057	AMAZON	5/7/2026	FY25-26 - CLASSROOM, ELOP, ADMIN, & JANITORIAL SUPPLIES	2,338.74
P091067	AMAZON	5/7/2026	FY25-26 - (2) DESK & CHAIR SET, CLASSROOM SUPPLIES, ETC	2,015.66
P091142	AMAZON	5/7/2026	FY25-26 - HOMESCHOOL SUPPLIES	248.93
P091788	AMAZON	5/16/2026	FY25-26 - PE SUPPLIES	658.46
P092133	AMAZON	5/22/2026	FY25-26 - CLASSROOM SUPPLIES, (1) GARDEN HOSE REEL - CDFA	1,838.83
P092348	AMAZON	5/27/2026	FY25-26 - CLASSROOM SUPPLIES - CDFA	66.93
P092359	AMAZON	5/27/2026	FY25-26 - ADMIN SUPPLIES	36.96
P092360	AMAZON	5/27/2026	FY25-26 - CLASSROOM SUPPLIES, (1) WHITEBOARD	2,391.20
				9,595.71

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 6/12/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/POSITION/CHANGE
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
#01	Simon, Kelly R	Director - Executive	Salary	Certificated	1.00000	07/01/17	CE214/DR/09
#02	McCarthy, Cindy A	Director - Daily Operations	Salary	Certificated	1.00000	08/18/11	01/CL2/ 9
#03	Stifel, Skye	Director - Student Support Services	Salary	Certificated	1.00000	08/24/20	AD214/AD05
#04	Ornstein, Laura M	Teacher - Art	Salary	Certificated	1.00000	10/17/13	01/CL4/ 12
#05	Frazier, Jill M	Teacher - Homeschool Lead	Salary	Certificated	1.00000	08/15/24	01/HSLT/10
#06	Able, Nissa	Teacher - TK	Salary	Certificated	1.00000	08/15/24	01/CL3/8
#07	Villalpando, Tracy M	Teacher - TK/K	Salary	Certificated	1.00000	09/30/21	01/CL3/ 7
#08	Holder, Carmen T	Teacher - K	Salary	Certificated	1.00000	04/11/14	01/CL5/ 14
#09	Gore, Marsi A	Teacher - 1A	Salary	Certificated	1.00000	09/02/10	01/CL5/15
#10	Moss, Dendee L	Teacher - 1B	Salary	Certificated	1.00000	08/12/22	01/CL5/11
#11	Chisum, Megan P	Teacher - 2	Salary	Certificated	1.00000	08/17/17	01/CL2/17
#12	Boyle, Stephanie A	Hourly Teacher - 3	Hourly	Certificated	0.72500	02/28/23	01/CL2/8
#13	Rusconi-Pecchi, Alanna	Teacher - 3	Salary	Certificated	1.00000	08/23/13	01/CL5/17
#14	McGivern, Kathleen J	Teacher - 4	Salary	Certificated	1.00000	08/15/24	01/CL2/9
#16	Kernochan, Chelsea L	Teacher - 5	Salary	Certificated	1.00000	10/24/22	01/CL4/ 9
#17	Dellibovi, Lauren C	Teacher - MS	Salary	Certificated	1.00000	08/15/24	01/CL5/6
#18	Bergman, Michelle	Teacher - RTI Coordinator	Salary	Certificated	1.00000	01/27/25	RTIC/01/10
#20	Bradley, Tanner	Teacher - Resource	Salary	Certificated	1.00000	08/08/25	01/CL2/9
#21	Hardisty, Courtney A	Teacher - Resource	Salary	Certificated	1.00000	03/07/25	01/CL3/11
#22	Pollard, Summer L	Hourly Teacher - RTI Liaison	Hourly	Certificated	0.35000	08/17/23	6/5/2004
#23	Cayce, Katherine I	Hourly Teacher - Independent HS	Hourly	Certificated	0.20000	09/13/21	HSH/004/1
#25	Dempster, Rian R	Hourly Teacher - Middle School (.0625 FTE Env.Ed)	Hourly	Certificated	0.70000	08/15/24	01/CL1/1 (39.01)
#26	Thatcher, Susan	Hourly Teacher - Music	Hourly	Certificated	0.32500	08/20/25	02H/CL5/11
#27	Heim, Jessica A	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	12/09/24	HSST/11
#28	Kazmirche, Kelly	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	08/20/25	ST/11
#29	Ouerbacker, Darcie L	Hourly Teacher - Supervising Independent Study	Hourly	Certificated	0.70000	08/25/14	ST/10
#30	Samuel, Benjamin Y	School Counselor	Hourly	Certificated	0.10000	04/27/22	Counsel 1/1
#40	Morgan, Michelle R	School Counselor	Salary	Certificated	0.87500	09/09/20	COUNSEL 1/3
#41	Brown, Kami M	Administrative Coordinator	Salary	Classified	1.00000	12/01/21	AC225/AC/10
#42	Douglas, Hafiza R	Attendance & Health Tech	Hourly	Classified	0.87500	08/02/21	02H/O /007
#44	Pryor, Abigail C	Child Care Lead	Hourly	Classified	0.24375	08/21/24	02H/I/009
#45	Gonzalez, Arlyne	Child Care Assistant	Hourly	Classified	0.19375	08/05/25	02H/H/008
#46	Hultgren, Rochelle	Child Care Assistant	Hourly	Classified	0.26250	08/18/25	02H/H/007
#47	Paredes, Susana	Child Care Assistant	Hourly	Classified	0.23125	08/18/25	02H/H/008

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 6/12/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/POSITION/CHANGE
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
#48	Johnson, Marty	Child Care Assistant	Hourly	Classified	0.25000	10/20/25	02H/H/008
#49	Paz, Juliana	Custodian	Hourly	Classified	0.87500	01/08/18	02H/B/009
#50	Rendon-Natividad, Jose A	Custodian	Hourly	Classified	0.71875	01/15/25	02H/B /008
#51	Lyden, Amy R	Food Services Supervisor	Hourly	Classified	0.72500	08/10/23	02H/L /009
#52	Cayce, Katherine I	Instructional Aide	Hourly	Classified	0.30000	09/13/21	02H/F/009
#52	Gonzalez, Morlyn	Food Services Assistant	Hourly	Classified	0.71875	08/19/25	02H/M/006
#53	Fogg, Joni L	Instructional Aide - SPED	Hourly	Classified	0.72500	01/11/24	02H/F/011
#54	Gonzalez, Arlyne	Instructional Aide	Hourly	Classified	0.51875	08/19/25	02H/F/008
#55	Marcinko, McKenzie J	Instructional Aide	Hourly	Classified	0.54125	10/06/22	02H/F/026
#56	Paredes, Susana	Instructional Aide - SPED	Hourly	Classified	0.46250	08/18/25	02H/F/009
#57	Pryor, Abigail C	Instructional Aide	Hourly	Classified	0.75625	08/21/24	02H/F/009
#58	Rose, Julianna	Instructional Aide - SPED	Hourly	Classified	0.53125	08/21/25	02H/F/026
#59	Ryan, Colleen M	Instructional Aide - SPED	Hourly	Classified	0.68750	09/09/14	02H/F /011
#60	Van Horn, Darla D	Instructional Aide - SPED	Hourly	Classified	0.68750	09/16/24	02H/F/027
#61	Cortez, Valerie	Instructional Aide	Hourly	Classified	0.51875	08/26/25	02H/F/008
#62	Paredes, Veronica L	Office Assistant	Hourly	Classified	0.70000	10/31/22	02H/D/008
#63	Schletewitz, Rebekah A	Specialist - Art/Librarian	Hourly	Classified	1.00000	08/29/12	SPC HRLY/AS05
#64	Petty, Ellen L	Specialist - Environ Ed & Nutrition	Hourly	Classified	0.36230	10/21/24	SPC HRLY/EEN/ 05
#65	Tran, Khanh	Specialist - Environ Ed & Nutrition	Hourly	Classified	0.27500	02/05/24	SPC HRLY/EEN04
#66	Tran, Khanh	Specialist - Homeschool	Hourly	Classified	0.07500	02/05/24	SPC HRLY/HS/05
#67	Evans, Cody M	Specialist - Information Technology	Hourly	Classified	0.31250	01/01/23	SPC HRLY/ITS/06
#69	Rose, Julianna	Specialist - Music	Hourly	Classified	0.18125	08/21/25	SPC HRLY/AS01
#70	Samuel, Benjamin Y	Specialist - Phys Ed	Hourly	Classified	0.90000	04/27/22	SPC HRLY/PES05
#71	Garcia, Nick	Specialist - ELOP Electives	Hourly	Classified	0.08125	10/16/25	SPC HRLY/AS05
#72	Smith, Laurene	Specialist - Intervention	Hourly	Certificated	0.60000	01/07/26	CL5/11
#73	Beard, Lindsay T	Instructional Aide	Hourly	Classified	0.46875	02/02/26	02H/F/031
#74	Dugatkin Roszkin, Laura	Teacher - EL	Hourly	Certificated	0.01000	01/29/26	02H/F/031
#75	Garcia, Dawn E	Specialist - Music	Hourly	Classified	0.32500	03/12/26	SPC HRLY/MS04
#76	Servera, Emma	Learning Center Coordinator	Salary	Certificated	1.00000	04/17/26	LCC01/02
#77	Fernandez, Olivia	Teacher K 8	Salary	Certificated	1.00000	05/04/26	01/CL5/15
#78	Holz, Nichole	Teacher K 8	Salary	Certificated	1.00000	05/12/26	01/CL5/13
#79	Stolper, Libby	Instructional Aide	Hourly	Classified	0.43750	05/12/26	02H/F/027
#80	Yevmenkin, Aleksey	Instructional Aide / Child Care	Hourly	Classified	0.64375	08/13/26	02H/F/006
TOTAL FTE:					44.57		

BRIDGES CHARTER SCHOOL

FY25/26 POSITION CONTROL

(as of 6/12/2026)

FAMILY MEMBERS ON STAFF:		
Cindy McCarthy	Lindsay Beard	Mother/Daughter
Dr. Kelly Simon	Darla Van Horn	Mother/Daughter
Veronica Paredes	Susie Paredes	Mother/Daughter
Arlyne Gomez	Morlyn Gonzalez	Sisters

NEW HIRE/POSITION/CHANGE
TERMINATED
OPEN POSITION
SUBSTITUTE

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
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SUBSTITUTES

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Scale
SUB01	Sharts, Michele J	Substitute	Hourly	Certificated	Varies	09/02/14	SUBSTITUTE
SUB02	Nelson, Jeanette	Substitute (Food Supervisor)	Hourly	Certificated	Varies	08/20/19	SUBSTITUTE
SUB03	Lynn, Suzanne W	Substitute	Hourly	Certificated	Varies	11/18/24	SUBSTITUTE
SUB04	Chapman, Mitchell A	Substitute	Hourly	Certificated	Varies	02/21/25	SUBSTITUTE
SUB05	Smollin, Leah	Substitute	Hourly	Certificated	Varies	03/17/25	SUBSTITUTE
SUB08	Todesco, Danielle M	Substitute	Hourly	Certificated	Varies	08/21/25	SUBSTITUTE
SUB09	Resznecky, Christina	Substitute	Hourly	Certificated	Varies	08/28/25	SUBSTITUTE
SUB10	Hession, Ashley	Substitute	Hourly	Certificated	Varies	09/17/25	SUBSTITUTE
SUB12	Thompson, Timothy	Substitute	Hourly	Certificated	Varies	02/10/26	SUBSTITUTE
SUB13	Garcia, Dawn E	Substitute	Hourly	Certificated	Varies	02/17/26	SUBSTITUTE

TERMINATED

Position #	Last Name / First Name	Position	Salary / Hourly	Certificated / Classified	FTE	Hire Date	Termed
#17	Delgado, Norma	Teacher	Salary	Certificated	1.00000	07/24/10	07/21/25
#54	Koski, Courtney	Instructional Aide	Hourly	Classified	0.62500	08/18/22	08/13/25
SUB07	Fenske, Stephen	Substitute	Hourly	Certificated	Varies	08/14/25	11/17/25
#16SUB	Foster, Alana	Teacher - 5 (Long-Term Sub)	Daily	Certificated	SUB TERMED	08/11/25	10/17/25
#15	Kingsley, Alan C	Teacher - 4/5	Salary	Certificated	1.00000	08/15/24	10/16/25
#68	Beard, Lindsay T	Specialist - Intervention	Hourly	Classified	1.00000	08/25/14	02/01/26
#26	Thatcher, Susan	Hourly Teacher - Music	Hourly	Certificated	01/00/00	08/20/25	03/11/26
SUB11	Walker, Lance	Substitute	Hourly	Certificated	Varies	09/30/25	5/13/2026
SUB06	Zamora, Carla C	Substitute	Hourly	Certificated	Varies	03/20/25	5/13/2026
#24	Campbell, Amy M	Hourly Teacher - Mentor	Hourly	Certificated	up to 100 HRS	08/07/25	6/3/2026
#12	Isaacson, Katherine M	Hourly Teacher - 2/3	Hourly	Certificated	0.55000	08/17/17	6/10/2026
#15	Foster, Alana	Teacher - 5	Salary	Certificated	1.00000	10/17/25	6/9/2026
#19	Fisher, Jessica C	Teacher - RTI Coordinator	Salary	Certificated	1.00000	08/01/23	6/9/2026
#43	Hinricher, Justyn R	Child Care Supervisor	Hourly	Classified	0.71250	11/29/21	6/5/2026

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](#):

K_Simon_Workflow_through June.xlsx

Coversheet

BP 9300: Dissolution of School (new)

Section: VII. Charter Policies
Item: A. BP 9300: Dissolution of School (new)
Purpose: Vote
Submitted by:
Related Material: BP 9300 -- Dissolution of School - Google Docs.pdf

Bridges Charter School 	Board Policy- Dissolution of School	
Policy Number: 9300	Adopted: 6/15/2026	Revised:

School Closure: If the School’s charter is revoked, not renewed or the School’s governing board passes a resolution closing the charter school, the following closure procedures will be implemented.

Designated Entity to Conduct Closure Activities: The Bridges Charter School Corporation will be the entity responsible for conducting closure related activities.

Closure Notice: The Bridges Charter School Corporation shall send a notice to the following entities/individuals:

- Parents/guardians of charter school pupils
- The entity that granted the charter
- The county office of education
- The special education local plan area in which the school participates
- The retirement systems in which the school’s employees participate (e.g., PERS, STRS, federal social security)
- California Department of Education

The notice to the above entities will contain the following information:

- The effective date of the school closure
- The name(s) of and contact information for persons to whom reasonable inquiries may be made regarding the closure
- The manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements

Other Closure Activities:

- The School will provide a list of pupils in each grade level and the classes they have completed, together with information on the pupil's district of residence, to the Ventura County Office of Education.

The School will transfer and maintain all pupil records, all state assessment results and any special education records to the custody of the Ventura County Office of Education, except for records and/or assessment results that the charter may require to be transferred to a different entity.

The School will transfer and the Ventura County Office of Education will maintain personnel records in accordance with applicable law.

The Ventura County Office of Education will ensure the completion of an independent final audit within six months after the closure of the School. This audit may function as the annual audit required by the Charter Schools Act. The audit must include, at a minimum, the following:

- An accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value;
- An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation;
- An assessment of the disposition of any restricted funds received by or due to the charter school.

The Bridges Charter School Corporation shall dispose of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed, including but not limited to, the following:

- The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports;
- The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

The Bridges Charter School Corporation will complete and file any annual reports

required by Education Code section 47604.33.

Paying for Closure Activities: The Bridges Charter School Corporation will pay for the closure activities with reserves set aside for such activities.

Dissolution: If the School's charter is revoked or not renewed and the School(s) closes, the Board may elect voluntarily to wind up and dissolve Bridges Charter School Corporation by passing a resolution approved by a majority of the Board. The Board shall continue to act as a board and shall have full powers to wind up and settle its affairs, both before and after filing the Certificate of Dissolution. The Bridges Charter School Corporation shall cease to conduct its activities except to the extent necessary to wind up, and except during such period as the Board deems necessary to preserve the Bridges Charter School Corporation's goodwill or going concern value pending a sale or disposition of its assets, or both, in whole or part.


Certificate of Dissolution: After the Board approves the resolution to wind up and dissolve the Bridges Charter School Corporation, the Board shall file with the Secretary of State a certificate evidencing that election and a copy shall be filed with the Attorney General.

Notice of Dissolution: Once the Board has passed the resolution to wind up and dissolve, it shall provide written notice of the winding up to all known creditors and claimants whose addresses appear on the records of the Bridges Charter School Corporation and to the Attorney General.

Coversheet

BP 3220: Investment Policy (new), 2nd Read

Section: VII. Charter Policies
Item: B. BP 3220: Investment Policy (new), 2nd Read
Purpose: Vote
Submitted by:
Related Material: BP 3320 Investment Policy .pdf

Bridges Charter School 	Board Policy- <i>Investments</i>	
Policy Number: BP 3320	Adopted: 6/15/2026	Revised:

I. Investment Authority

A. Delegation of Authority to Invest

From time-to-time, Bridges Charter School has assets in excess of its anticipated near-term needs. This policy governs the investment of such funds determined to be in excess of near-term needs. If applicable state or federal law conflicts with this policy, the applicable state or federal laws shall prevail.

The Board of Directors of Bridges Charter School (“**Board**”) authorizes the Executive Director to invest assets in accord with this policy, to purchase and sell investments and instruments, allow wire transfers, and execute documents necessary to implement this policy.

B. Controls and Oversight of Investments: The Executive Director shall ensure that written internal controls policies and procedures are developed and implemented to ensure that investments are made in accord with this policy, that prevent losses of assets that may arise from fraud, error, misrepresentation, or imprudent action and that investments avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation’s capital.

The Board shall receive and review information on investment balances, allocations, and returns at least quarterly, and the Board shall review a summary report at a public board meeting at least every 6 months.

The officers and employees involved in the investment process shall refrain from any conflicts of interest in the management of the school’s investments and shall have no interest in, nor receive any compensation nor inducements from any of the school’s investments nor those involved in selling or managing those investments. All investment activity shall be in accordance with applicable laws governing conflicts of interest and the organization’s Conflict-of-Interest Policies

II. Maintaining Liquidity

Board Policy 3320
 Adopted/Ratified: 6/15/2026
 Revision Date:
 PAGE 1 OF 4

Board of Trustees Elections

A. Estimating Future Liquidity Needs

The Executive Director shall annually, or more frequently as needed, prepare or cause to be prepared cash flow projections that anticipate Bridges Charter School's near-term cash position. Bridges Charter School will keep at least 6 months of operating cash on hand. The projections shall identify the amounts of cash and other assets needed to ensure that Bridges maintains available cash reserves in alignment with levels specified in budgeting and financial policies, debt covenants, agreements with the charter authorizing agency, or other binding commitments. These shall be held on deposit in cash or cash-equivalent operating accounts at all times while also remaining current on all accounts payable and other obligations.

B. Amounts Available for Investment

Amounts in excess of those needed to remain liquidity may be invested in longer-term investments identified below so as to meet the objectives listed below.

III. Objectives

The objectives of this investment policy include the following:

1. Safety of Principal – Funds should be invested to preserve the principal in the overall portfolio.
2. Liquidity – Funds should be invested to ensure that the school can meet its anticipated cash liquidity needs based on reasonably detailed cash flow projections.
3. Return on Investments – Funds should be invested to attain the highest market returns relative to risk constraints, with a goal of achieving a maximum rate of return relative to the market at that the time of the investment and while ensuring liquidity.
4. Maintaining the Public's Trust – Funds should be invested so as to act as responsible custodians of public funds and avoid transactions that would undermine public confidence in the school, its board, officers, and employees. Investments of donated assets shall conform to any related instrument or agreement pursuant to which the assets were donated to Bridges Charter School.

IV. Investment Standards and Approved Investment Instruments

Individuals responsible shall manage and invest in good faith and with the care that an ordinary and prudent person would exercise under similar circumstances. Bridges Charter School may only incur costs that are reasonable in relation to the assets being managed, considering the skills and expertise available to the school, and shall make a reasonable effort to verify facts relevant to the management and investment of assets.

Individuals responsible for managing and investing assets must consider the following:

- General economic conditions,
- The possible effects of inflation or deflation,
- Expected tax consequences, if any,
- The role that each investment or course of action plays relative to Bridges Charter School's overall investments,
- The expected total return from income and appreciation of investments,
- The needs of Bridges Charter School to make distributions and preserve capital, and
- An asset's special relationship or special value, if any, to the charitable purposes of Bridges Charter School.

In alignment with this policy, Bridges Charter School may invest in the following forms of investment instruments in alignment with the objectives listed above and to the extent allowed by applicable law:

- Bonds, notes, and treasury bills and other securities issued by and backed by the full faith and credit of the United States of America and its agencies.
- Interest-bearing savings accounts, checking accounts, cash management accounts, and certificates of deposit that are insured by the Federal Deposit Insurance Corporation.

Note: *The instruments listed above are among the most conservative and near risk-free investments available on the market. They also generally generate the lowest investment returns. Some schools/organizations with more substantial assets and cash reserves are in a position to incur higher levels of risk, and presumably generate more substantial returns by investing in other instruments including corporate bonds, certificates of deposit from foreign banks, stocks/equities, etc. Schools/organizations doing so presumably may want to obtain professional advice and expand this sample policy to list the specific approved instruments. It presumably is also a good practice to set specific percentage or dollar limits on the percentage or amounts of the organization's funds that may be invested in such higher risk instruments.*

All investments shall be made in the name of Bridges Charter School.

Adopted:

Board Policy 3320
Adopted/Ratified: 6/15/2026
Revision Date:
PAGE 3 OF 4

Board of Trustees Elections

Amended:

Board Policy 3320
Adopted/Ratified: 6/15/2026
Revision Date:
PAGE 4 OF 4

Board of Trustees Elections

Coversheet

FY 26-27 EPA Spending Plan

Section: IX. Business and Operations
Item: A. FY 26-27 EPA Spending Plan
Purpose: Vote
Submitted by:
Related Material: Bridges Charter FY26-27 EPA Spending Plan.pdf



Bridges Charter School

FY 2026-27 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*. Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018 but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes is deposited into the EPA and distributed to districts and charter schools every quarter.

While funds from the EPA are part of a district's or charter school's general-purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must annually determine the use of EPA funds at an open public meeting.**

Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools open before FY13/14, EPA funds are estimated to roughly equal 49% of a school's FY12/13 funding rate multiplied by the current year Average Daily Attendance.

For Bridges Charter School, this equates to 82,720.

Funds will be used to support teacher salaries and benefits.

Coversheet

Resolution: Authorization to Open Investment Account with Westlake Private Wealth Management

Section: IX. Business and Operations

Item: B. Resolution: Authorization to Open Investment Account with Westlake
Private Wealth Management

Purpose: Vote

Submitted by:

Related Material:

Resolution_of_the_Board_of_Directors_of_Bridges_Charter_School_Authorization_to_Open_Inves
tment_Account_-_Google_Docs.pdf

Keys_to_a_Successful_Relationship.pdf

Stephen_Meli_Bio.pdf

Associated_Person_Information.pdf

Who_We_Are.pdf

What_We_Do.pdf



1335 Calle Bouganvilla Thousand Oaks, California 91360 805.492.3569 www.bridgescharter.org

Resolution of the Board of Directors of Bridges Charter School Authorization to Open Investment Account

WHEREAS, the Board of Directors of Bridges Charter School ("the School") has determined it to be in the best financial interest of the School to establish an investment account with Westlake Private Wealth Management, an independent advisory practice operating through Wells Fargo Advisors Financial Network, LLC (WFAFN), Member SIPC; and

WHEREAS, the Board has reviewed the services, investment tiers, and fee structure offered by Westlake Private Wealth Management and finds them appropriate for the School's financial needs and investment objectives; and

WHEREAS, the Board wishes to designate authorized signers and establish the scope of authority for management of said account;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Bridges Charter School hereby:

1. **Authorizes** the opening of an investment account with Westlake Private Wealth Management / Wells Fargo Advisors Financial Network, LLC, on behalf of Bridges Charter School;
2. **Designates** the following individuals as authorized signers on the account:
 - Kelly Simon, Executive Director
 - Cindy McCarthy, Director of Daily Operations
 - Katerina Yevmenkina, Board President
 - Nikki Hashemi, Board Vice President
3. **Requires** that transactions exceeding \$10,000 require the signature or approval of two authorized signers;
4. **Authorizes** the designated signers to execute all account opening documents, including but not limited to the Associated Person Information form and any related Wells Fargo Advisors Financial Network account agreements, on behalf of the School;
5. **Acknowledges** that the Board has reviewed the applicable fee schedule and advisory disclosure documents provided by Westlake Private Wealth Management; and

6. **Directs** the [Executive Director / Business Manager] to maintain copies of all executed account documents on file and to report account activity to the Board no less than [quarterly / annually].

BE IT FURTHER RESOLVED that this authorization shall remain in effect until rescinded or modified by action of the Board of Directors.

Adopted by the Board of Directors of Bridges Charter School at a duly noticed public meeting held on May 18th, 2026.

Ayes: ____ Noes: ____ Abstentions: ____

_____ *Board President Signature*

_____ *Board Secretary Signature*

It's not the *wind*. It's the set of the *sails*.

KEYS TO A SUCCESSFUL RELATIONSHIP

We provide comprehensive investment planning. If we develop a successful working relationship, we will work together to help achieve your goals.

WHAT YOU CAN EXPECT FROM US

You can trust that we will responsibly perform all requested services.

We will:

- Treat you with respect, honesty and dignity
- Act as your advisor, putting your interests first
- Strive to acquire a complete and accurate understanding of your goals, your tolerance for investment risk and your time frame
- Explain the implications of the strategies we propose
- Update you by email, mail and phone
- Be prompt and prepared for our meetings
- Meet with you to review your investment planning needs
- Respect your confidential information

WHAT WE CAN EXPECT FROM YOU

Effective communication and mutual respect are essential to a successful relationship, so we expect:

- Trust
- Honesty and full disclosure
- Respect
- Responsiveness to requests
- Sincerity
- Commitment to our process

We expect you to understand that our recommendations are always based on your best interests. As our client, you need to know that all investment advice will be based on the information you provide to us. We expect you to be fully engaged in the investment planning process.

MUTUAL RESPONSIBILITIES

We believe working together is essential to effective investment planning. To this end, we both need to make your investment strategies a priority. We will agree to:

- Keep each other informed of any new developments that might affect these strategies.
- Meet to review your investment plan and be prompt and prepared for those meetings

Together, we can build an effective, long-term working relationship.



200 N. Westlake Blvd., Suite 202 • Westlake Village, CA 91362 • 818.436.6800 • www.WestlakePWM.com

Investment products and services are offered through Wells Fargo Advisors Financial Network, LLC(WFAFN), Member SIPC. Westlake Private Wealth Management is a separate entity from WFAFN.



STEPHEN MELI, CRPC® Managing Partner



CONTACT

818.436.6801

stephen.meli@westlakepwm.com

After completing business school, I began a career journey that first led me to Morgan Stanley as a Financial Advisor. My entry into this role was marked by a profound twist of fate, as I had just graduated on September 7th, 2001 in New York City. Little did I know that the World Trade Center, where I had received my training, would soon become the epicenter of the tragic events of September 11th. The confluence of this life-altering experience, coupled with the volatile financial landscape resulting from the dot-com bubble burst, Enron's corporate malfeasance, the 2002 market crash, the sub-prime housing bubble

and subsequent crisis, and the far-reaching 2007 global financial recession, all etched their impact on my character and molded my commitment to stewarding my clients' wealth with utmost responsibility.

Following my tenure at Morgan Stanley, I began a new chapter with Banc of America Investments, later becoming Bank of America / Merrill Lynch. Over eight transformative years, I advanced to the position of Senior Vice President/Resident Director and undertook the management of the Westlake Village branch. At the same time, I also earned the designations of Chartered Retirement Planning Counselor (CRPC®) and Portfolio Manager, solidifying my expertise.

In 2012, a pivotal moment unfolded when my co-founder and I collectively aspired for a more independent and liberated environment that would allow us to provide our clients with a more holistic approach to helping them realize their aspirations. This vision culminated in the establishment of Westlake Private Wealth Management, where our dedication to fostering genuine relationships and facilitating comprehensive strategies takes precedence.

Today, I work with a diverse and discerning clientele: from affluent families and individuals of the entertainment industry to corporate leaders and people within the LGBTQIA+ community. Through personalized consultations, I collaborate with each client to help identify tangible objectives, then design and execute tailor-made investment plans utilizing a blend of financial instruments, from traditional stocks, bonds, and mutual funds to innovative ETFs and socially conscious investments.

I am proud to be recognized as a Forbes Best-in-State Wealth Advisor in 2025. I believe this recognition highlights my commitment to delivering exceptional investment guidance, personalized service, and strategic planning to my clients.

I live in Rancho Dos Vientos, CA, where I share my life with my beautiful wife, Lisa, with whom I've shared 27 remarkable years, and our three children—Camryn, Ethan, and Owen. I am a fervent sports enthusiast, whether on the high school baseball fields cheering on my son, or at the many LA sports venues rooting for the Dodgers, Lakers and Chargers. I am an avid cinema aficionado, ever improving skier and golfer, all while pursuing my passion for global travel and embracing new horizons.

2025 Forbes Best-in-State Wealth Advisors; Awarded April 2025. Data compiled by SHOOK Research LLC based on the time period from 6/30/23 - 6/30/24 (Source: Forbes.com). The Forbes Best-in-State Wealth Advisors rating algorithm is based on the previous year's industry experience, interviews, compliance records, assets under management, revenue and other criteria by SHOOK Research, LLC. Investment performance is not a criterion. Self-completed survey was used for rating. This rating is not related to the quality of the investment advice and based solely on the disclosed criteria. Fee paid for use of marketing materials.



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Westlake Private Wealth Management and Wells Fargo Advisors Financial Network do not provide tax or legal advice. Investment products and services are offered through Wells Fargo Advisors Financial Network, LLC (WFAFN), Member SIPC. Westlake Private Wealth Management is a separate entity from WFAFN. PM 12162026-8079095.1.1

Powered by BoardOnTrack

Associated Person Information



Sub Firm #	BR Code	FA Code	Account Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<i>(Office Use Only)</i>			

New
 Update

Associated Person Information

<input type="checkbox"/> Individual <input type="checkbox"/> Non-Personal				
Name (First, Middle, Last)				
Legal Address - Cannot be a P.O. Box				
City			State	ZIP
Home Phone	Business Phone	Fax Number	Other Number	
SSN/Tax ID	Birth Date	Occupation Description	Other Description <i>(required)</i>	
Country of Citizenship/Registration	State of Registration	Permanent U.S. Resident? <input type="checkbox"/> Yes <input type="checkbox"/> No	Email Address	
Government ID Type	Government ID Number	Government ID Place of Issue	Date of Issue	Expiration Date
FINRA Information	Is Client, Client's Spouse, or immediate relative employed by Wells Fargo Advisors or another FINRA Member or any other financial services company?	<input type="checkbox"/> Yes <input type="checkbox"/> No	If "Yes," enter Class Code (Definitions on page 3).	Class Code <input type="text"/>
If Class Code "W," indicate name of other registered broker-dealer firm _____				
RULE 144: Is authorized person, or member of their immediate family a director, policymaking officer, or 10% stockholder in any publicly traded company?		<input type="checkbox"/> Yes <input type="checkbox"/> No	If "Yes," indicate company ticker symbol or name. _____	

Non-Individual Account Owner

Is legal entity publicly traded? <input type="checkbox"/> No <input type="checkbox"/> Yes		Is the legal entity regulated by Federal Regulator? <input type="checkbox"/> No <input type="checkbox"/> Yes	
Exchange Name	Country of Exchange	Exchange Description	
Sales Market	Sales Market State(s)	Sales Market Country(ies)	
Business Type: <input type="checkbox"/> Corporation <input type="checkbox"/> Govt. Unit or Agency <input type="checkbox"/> Indian Tribal Govt. <input type="checkbox"/> Limited Liability Co. <input type="checkbox"/> Limited Partnership <input type="checkbox"/> Limited Liability Partnership <input type="checkbox"/> Partnership <input type="checkbox"/> Sole Proprietor <input type="checkbox"/> Trust Co. <input type="checkbox"/> Unicorp Assn./Social/Rec/Civic Group/Non-Profit		Business Subtype: <input type="checkbox"/> Business Trust <input type="checkbox"/> Multinational Corp. <input type="checkbox"/> Corporation <input type="checkbox"/> Domestic <input type="checkbox"/> Federal <input type="checkbox"/> Foreign <input type="checkbox"/> General Partnership <input type="checkbox"/> Joint Venture Partnership <input type="checkbox"/> Limited Liability Partnership <input type="checkbox"/> Local <input type="checkbox"/> Professional Corp. <input type="checkbox"/> Professional Limited Liability Partnership <input type="checkbox"/> State	
NAIC Industry (Select up to 3): <input type="checkbox"/> Agriculture, Forestry, Fishing, and Hunting <input type="checkbox"/> Mining <input type="checkbox"/> Utilities <input type="checkbox"/> Construction <input type="checkbox"/> Food/Textile Manufacturing <input type="checkbox"/> Wood/Plastic/Glass/Chemical Manufacturing <input type="checkbox"/> Metal/Machinery Manufacturing <input type="checkbox"/> Wholesale Trade <input type="checkbox"/> Durable Goods/Housewares/Clothing/Food <input type="checkbox"/> Department Stores/General Merchandise Stores <input type="checkbox"/> Transportation <input type="checkbox"/> Warehousing and Storage <input type="checkbox"/> Information <input type="checkbox"/> Finance and Insurance <input type="checkbox"/> Real Estate Rental and Leasing <input type="checkbox"/> Professional, Scientific, and Technical Services <input type="checkbox"/> Management of Companies and Enterprises <input type="checkbox"/> Administrative and Support and Waste Management and Remediation Services <input type="checkbox"/> Educational Services <input type="checkbox"/> Health Care and Social Assistance <input type="checkbox"/> Arts, Entertainment, and Recreation <input type="checkbox"/> Accommodation and Food Services <input type="checkbox"/> Other Services (except Public Administration) <input type="checkbox"/> Public Administration			

Investment products and services are offered through Wells Fargo Advisors Financial Network, LLC (WFAFN). Accounts are carried by Wells Fargo Clearing Services, LLC (WFCS). Wells Fargo Advisors is a trade name used by WFAFN and WFCS, Members SIPC, separate registered broker-dealers and non-bank affiliates of Wells Fargo & Company.

NAIC Sub-Industry (1)*
NAIC Sub-Industry (2)*
NAIC Sub-Industry (3)*
<p><i>*For information regarding NAICS Industry Codes, please visit the following website https://www.census.gov/naics and use the 2022 NAICS Search feature to locate potential industry code descriptions.</i></p> <p>NAIC (North American Industry Classification System) - Required for non-individual clients. NAICS codes are a standard used by federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.</p>

Person of Interest/High Risk Indicators				
U.S. Non-Individual (Select up to 5 indicators that apply to this account owner.)	<input type="checkbox"/> CASINO (5B)	<input type="checkbox"/> GUN DLR/FIREARMS (5E)	<input type="checkbox"/> FOREIGN NGO (5F)	<input type="checkbox"/> TRAVEL AGENT (5A)
	<input type="checkbox"/> GEM/PREC MTL DLRS (5C)	<input type="checkbox"/> MONEY SERVICE BUS (5D)	<input type="checkbox"/> PEP-FOREIGN (5G)	<input type="checkbox"/> NOT APPLICABLE (00)
U.S. Individual (Select all that apply.)	<input type="checkbox"/> PEP (3A) <input type="checkbox"/> NOT APPLICABLE (00)			
Foreign Non-Individual (Select up to 5 indicators that apply to this account owner.)	<input type="checkbox"/> CASINO (6B)	<input type="checkbox"/> FOR PERS INV/HOLDING CO (6H)		
	<input type="checkbox"/> FFI (6L)	<input type="checkbox"/> FOREIGN TRUST (6I)	<input type="checkbox"/> MONEY SERVICE BUS (6D)	
	<input type="checkbox"/> FOR FIN INTERMEDIARY (6M)	<input type="checkbox"/> GEM/PREC MTL DLRS (6C)	<input type="checkbox"/> FOREIGN NGO (6K)	<input type="checkbox"/> TRAVEL AGENT (6A)
	<input type="checkbox"/> FOR OPERATING CO (6G)	<input type="checkbox"/> GUN DLR/FIREARMS (6F)	<input type="checkbox"/> PEP-FOREIGN (6N)	<input type="checkbox"/> NOT APPLICABLE (00)
Foreign Individual (Select all that apply.)	<input type="checkbox"/> FOR FIN INTERMEDIARY (3B)	<input type="checkbox"/> PEP (3A)	<input type="checkbox"/> NON-RESIDENT ALIEN (3C)	<input type="checkbox"/> NOT APPLICABLE (00)

Authorized Signature			
<i>I have read the above information and confirm that it is accurate to the best of my knowledge.</i>			
Associated Person Signature			Date
Internal Use	Financial Advisor Signature		FA Code
	Principal Approver Signature		Principal Rep Code Date

For the categories of personal data that Wells Fargo may collect and how we use it, see the Wells Fargo California Consumer Privacy Act Notice at Collection at <https://www.wellsfargo.com/privacy-security/notice-of-data-collection/>. See additional Wells Fargo privacy notices at <https://www.wellsfargo.com/privacy-security/>.

Government ID Description		
AI Articles of Incorporation AO Articles of Organization (LLC) AR Adoption Record BC Birth Certificate BD Border Crossing Card* BL Business License BV B1B2 Visa CD Court Document CE Cedula CI Consular ID Card DL Driver's License EA Employment Authorization Card	EC Employer ID Card ED Estate/Court Documents FD Foreign Issued ID - Non-Driver FL Foreign Driver's License* HC Health Insurance Card (No Medicare Card) LP Life Insurance Policy MD Marriage or Divorce Record MR Armed Forces ND Non-Documentary NI National ID Card OA Operating Agreement PA Partnership Agreement	PC Permanent Resident Card PP Passport RA Resident Alien ID Card (Green Card) SC School ID Card ST State ID Card TI Tribal ID TP Trustee Certification of Investment Powers TR Trust Document <p><i>* If Border Crossing Card or Foreign Driver's License is selected, both Border Crossing Card and Foreign Driver's License forms of ID are required.</i></p>

Class Codes Descriptions (Do not enter "N" for "No" in the Class Code field • please leave blank.)

- U Employees of Wells Fargo Advisors, their spouse, dependent children, or any other person** who is supported directly or indirectly to a material extent by the employee. Also included are accounts in which any of these individuals has a financial or beneficial control or interest such as guardian, custodian, trustee, executor, corporate or legal officer or agent, investment clubs, joint accounts, or partnerships.
- V Non-dependent immediate family members of an employee of Wells Fargo Advisors, which include:** non-dependent children, parents, parents-in-law, brothers or sisters, brothers-in-law or sisters-in-law, sons-in-law or daughters-in-law, children or other persons supported directly or indirectly to a material extent by any of these individuals, and any accounts in which they have a financial or beneficial control or interest such as guardian, custodian, trustee, executor, corporate or legal officer or agent, investment clubs, joint accounts, or partnerships.
- W Employees or brokers of other security firms,** their dependent accounts and accounts in which they have a financial or beneficial control or interest, such as guardian, custodian, trustee, executor, corporate or legal officer or agent, investment clubs, joint accounts, or partnerships. You understand that if you are associated with another member or member organization, WFA may notify your employer in writing of your intention to open and/or maintain an account. We will transmit duplicate copies of confirmations and statements or other similar information with respect to the account to your employing member as required by regulation.
- Y Associates of Wells Fargo & Company, their spouse, dependent children, or any other person** who is supported directly or indirectly to a material extent by the associate. Also included are accounts in which any of these individuals has a financial or beneficial control or interest such as guardian, custodian, trustee, executor, corporate or legal officer or agent, investment clubs, joint accounts, or partnerships.
- Z Non-dependent immediate family members of an associate of Wells Fargo & Company, which include:** non-dependent children, parents, parents-in-law, brothers or sisters, brothers-in-law or sisters-in-law, sons-in-law or daughters-in-law, children or other persons supported directly or indirectly to a material extent by any of these individuals, and any accounts in which they have a financial or beneficial control or interest such as guardian, custodian, trustee, executor, in which they have a financial corporate or legal officer or agent, investment clubs, joint accounts, or partnerships.

Occupation Description

A Proprietor, Professional, Managerial	D Sales	I Education	N Student
B Information Technology Systems	E Administrative, Clerical	J Clergy	P Homemaker
C Craftsman, Skilled Worker	F Public Service	K Other*	* Description is required
	G Personal Service Provider	L Unemployed	
	H Farming, Fishing, Forestry	M Retired	

Person of Interest/High Risk Indicator Descriptions

U.S. Non-Individual:

CASINO (5B) - A domestic or foreign entity licensed as a casino, gambling casino, or gaming establishment under the laws of any U.S. state or foreign jurisdiction or any political subdivision of the foregoing.

GEM/PREC MTL DLRS (5C) - A domestic or foreign person or entity who purchases and sells: jewels; precious metals and stones; and finished goods.

This category includes, but is not limited to, jewelry, coins, and antiques.

GUN DLR/FIREARMS (5E) - A foreign or domestic based business or entity where the primary business involves the sale of guns, weapons, and/or firearms.

MONEY SERVICE BUS (5D) - An agent, agency, branch, or office of any person or entity located within the U.S. doing business in one or more of the following capacities: currency dealer or exchanger; check casher; issuer of traveler's checks, money orders, or electronic cards with a stored monetary value; seller or redeemer of traveler's checks, money orders, or electronic cards with a stored monetary value; money transmitter; and the United States Postal Service (except with respect to the sale of postage or philatelic products); that is **not** 25% or more owned by a Mexican casa de cambio, which is a nonbank financial institution (currency exchanger) that provides a variety of financial services and is regulated by the Mexican government. Exception: Persons or entities (other than money transmitters) who do not exchange currency, cash checks, or issue, sell, or redeem traveler's checks, money orders, or electronic cards with a stored monetary value in an amount greater than \$1,000 to any person or entity on any day in one or more transactions are not MSB(s).

FOREIGN NGO (5F) - A domestic or foreign private, nonprofit organization that pursues activities intended to serve the public good that is not funded 100% by the U.S. government. Includes charities, foundations, religious organizations, and other non-profit organizations. NGOs may provide basic social services, work to relieve suffering, promote the interests of the poor, bring citizen concerns to governments, encourage political participation, protect the environment, or undertake community development to serve the needs of citizens, organizations, or groups in one or more of the communities that the NGO operates.

PEP-FOREIGN (5G) - A current or former senior official in the executive, legislative, administrative, military, or judicial branches of a foreign government (whether elected or not); a senior official of a major foreign political party; a current or former senior executive of a foreign government-owned corporation; an immediate family member of any individual listed above; a "close associate" of a current or former senior foreign political figure who is widely and publicly known (or is actually known by the Firm) to maintain an unusually close relationship with this individual and is a position to conduct substantial domestic and international business. Domestic PEP includes any current or former senior official in the executive, legislative, administrative, military, or judicial branches of the U.S. or state government. Accounts for PEPs with ties to the current Venezuelan government are prohibited.

TRAVEL AGENT (5A) - Any domestic or foreign entity who sells, as an agent, the following travel services: airline or rail tickets; hotel and motel reservations; cruise reservations; and/or some combination of those services.

NOT APPLICABLE (00)

U.S. Individual:

PEP (3A) - Domestic PEP includes any current or former senior official in the executive, legislative, administrative, military, or judicial branches of the U.S. or state government.

NOT APPLICABLE (00)

Foreign Non-Individual:

CASINO (6B) - A domestic or foreign entity licensed as a casino, gambling casino, or gaming establishment under the laws of any U.S. state or foreign jurisdiction or any political subdivision of the foregoing.

FFI (6L) - Any entity that: is organized under the laws of a foreign country; and engages in the business of: banking; securities dealing; brokerage; investment management; or insurance. *Note:* This category includes foreign: banks; mutual funds; hedge funds; futures merchant commissions; broker-dealers; and insurance companies.

FOR FIN INTERMEDIARY (6M) - Includes: a foreign individual that act as a financial liaison for its own clients, includes lawyers, accountants, investment brokers, and other third parties that act as financial liaisons for their clients; or any entity other than a foreign financial institution which: is organized under the laws of a foreign country; and engages in the business of providing investment, tax, or legal advice.

FOR OPERATING CO (6G) - Foreign businesses that are: established in a country other than the United States; are not publicly traded on a recognized U.S. exchange; and are engaged in verifiable business activity.

FOR PERS INV/HOLDING CO (6H) - Includes legal entities: organized under the laws of a country other than the U.S.; and formed to hold client assets and maintain client confidentiality by opening accounts in the name of the PIC or the PHC.

FOREIGN TRUST (6I) - A trust established outside the U.S. that is governed by the laws of a jurisdiction other than the U.S.

GEM/PREC MTL DLRS (6C) - A domestic or foreign person or entity who purchases and sells: jewels; precious metals and stones; and finished goods. This category includes, but is not limited to, jewelry, coins, and antiques.

GUN DLR/FIREARMS (6F) - A foreign or domestic based business or entity where the primary business involves the sale of guns, weapons, and/or firearms.

MONEY SERVICE BUS (6D) - An agent, agency, branch, or office of any person or entity located within the U.S. doing business in one or more of the following capacities: currency dealer or exchanger; check casher; issuer of traveler's checks, money orders, or electronic cards with a stored monetary value; seller or redeemer of traveler's checks, money orders, or electronic cards with a stored monetary value; money transmitter; and the United States Postal Service (except with respect to the sale of postage or philatelic products); that is not 25% or more owned by a Mexican casa de cambio, which is a nonbank financial institution (currency exchanger) that provides a variety of financial services and is regulated by the Mexican government. Exception: persons or entities (other than money transmitters) who do not exchange currency, cash checks, or issue, sell, or redeem traveler's checks, money orders, or electronic cards with a stored monetary value in an amount greater than \$1,000 to any person or entity on any day in one or more transactions are not MSB(s).

FOREIGN NGO (6K) - A domestic or foreign private, nonprofit organization that pursues activities intended to serve the public good that is not funded 100% by the U.S. government. Includes charities, foundations, religious organizations, and other non-profit organizations. NGOs may provide basic social services, work to relieve suffering, promote the interests of the poor, bring citizen concerns to governments, encourage political participation, protect the environment, or undertake community development to serve the needs of citizens, organizations, or groups in one or more of the communities that the NGO operates.

PEP- FOREIGN (6N) - Foreign PEP includes: a current or former senior official in the executive, legislative, administrative, military, or judicial branches of a foreign government (whether elected or not); a senior official of a major foreign political party; a current or former senior executive of a foreign government-owned corporation; an immediate family member of any individual listed above; a "close associate" of a current or former senior foreign political figure who is widely and publicly known (or is actually known by the Firm) to maintain an unusually close relationship with this individual and is in a position to conduct substantial domestic and international business. Accounts for PEPs with ties to the current Venezuelan government are prohibited..

TRAVEL AGENT (6A) - Any domestic or foreign entity who sells, as an agent, the following travel services: airline or rail tickets; hotel and motel reservations; cruise reservations; and/or some combination of those services.

NOT APPLICABLE (00)

Foreign Individual:

FOR FIN INTERMEDIARY (3B) - Includes: a foreign individual that act as a financial liaison for its own clients, includes lawyers, accountants, investment brokers, and other third parties that act as financial liaisons for their clients; or any entity other than a foreign financial institution which is organized under the laws of a foreign country; and engages in the business of providing investment, tax, or legal advice.

PEP (3A) - A PEP includes: a current or former senior official in the executive, legislative, administrative, military, or judicial branches of a foreign government (whether elected or not); a senior official of a major foreign political party; a current or former senior executive of a foreign government-owned corporation; an immediate family member of any individual listed above; a "close associate" of a current or former senior foreign political figure who is widely and publicly known (or is actually known by the Firm) to maintain an unusually close relationship with this individual and is in a position to conduct substantial domestic and international business. Accounts for PEPs with ties to the current Venezuelan government are prohibited.

NON-RESIDENT ALIEN (3C) - An alien is any individual who is not a U.S. citizen or U.S. national.

NOT APPLICABLE (00)

Business Type/Subtype

Business and Business Subtype are required for non-individual clients to classify the entity appropriately. The business formation will determine the business and business subtype category.

Business Type Codes

C Corporation
G Government Unit or Agency
I Indian Tribal Government
L Limited Liability Company
N Limited Partnership
O Limited Liability Partnership
P Partnership
S Sole Proprietor
T Trust Company
U Unicorp Association/Social/Rec/Civic Group/Non-Profit

Business Subtype Codes

BT Business Trust
CM Multinational Corporation
CO Corporation
DM Domestic
FD Federal
FN Foreign
GP General Partnership
JV Joint Venture Partnership
LL Limited Liability Partnership
LO Local
PC Professional Corporation
PL Professional Limited Liability Partnership
ST State

Exchange

For entities that are publicly traded, the exchange where the entity trades must be indicated.

Sales Markets State/Country

All non-individual clients, both foreign and domestic, are required to record the specific market(s) in which they conduct business. For entities conducting business across the U.S., users are required to provide one U.S. state and may provide up to three U.S. states. For entities conducting international business, users are required to provide one country and may provide up to three countries. Certain entities may conduct business in both U.S. and international markets. In this instance, entities will be able to provide up to three U.S. states and three international countries.

- Local
- Regional
- U.S.
- International
- U.S./International

NAIC (North American Industry Classification System)

This is required for non-individual clients. NAICS codes are a standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.

It's not the *wind*. It's the set of the *sails*.

ABOUT OUR PRACTICE

Westlake Private Wealth Management is a boutique wealth advisory practice whose principal members deliver integrated wealth management solutions to select high net worth individuals, multi-generational families, entrepreneurs and small businesses.

Our sole purpose is to build intimate and meaningful lifetime relationships and bring financial confidence to our clients throughout their evolving lives.

WE PURSUE THIS PURPOSE BY STEADFASTLY FOLLOWING THREE CORE PRINCIPLES:

- To provide our clients with the clearest paths to wealth accumulation, preservation and ultimate legacy by designing and implementing thoughtful, dynamic and disciplined investment strategies tailored to their unique goals
- As an independent practice, to deliver clear and objective advice, free from corporate mandates and conflicts of interest.
- To offer thoughtful counsel on all our clients' wealth management issues, and to help organize and simplify our clients' lives by uncovering financial blind spots, enabling them to enjoy their wealth now, and into future generations.



200 N. Westlake Blvd., Suite 202 | Westlake Village, CA 91362 | 818.436.6800 | www.WestlakePWM.com

Westlake Private Wealth Management and Wells Fargo Advisors Financial Network do not provide tax or legal advice. Investment products and services are offered through Wells Fargo Advisors Financial Network, LLC (WFAFN), Member SIPC. Westlake Private Wealth Management is a separate entity from WFAFN.

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OUR PHILOSOPHY AND OUR PROCESS

We believe that wealth management is about much more than just managing money; we believe it requires a panoramic and dynamic approach that evolves over time as our clients' lives inevitably unfold. That is why we have developed and refined a process that uncovers all areas of planning, dynamically evolves, and helps our clients put into place all the pieces of the financial puzzle, allowing them to look to the future with positive anticipation. Our process has seven distinct, yet integrated components:



ASSET MANAGEMENT

Using a disciplined and dynamic process, we manage taxable and tax-exempt wealth.



RISK MANAGEMENT

Helping to ensure that unforeseen blind spots are brought into full view and the preservation of wealth is maintained.



TAX

Tax sensitivity is at the center of every portfolio we manage, yet beyond that, we closely integrate with our clients' tax advisors on everything we do.



ESTATE

We are not estate planning attorneys, yet family legacy, continuity and succession planning are critical to our process.



CASH & DEBT MANAGEMENT

Through our affiliation with Wells Fargo Advisors Financial Network, Westlake Private Wealth Management offers access to a team of professionals with various products and services offered through Wells Fargo Bank



PHILANTHROPY

Planning our clients' giving strategies and their promotion of welfare in others.



VALUE-ADDED

Honoring the value of personal human touch, especially as technology creeps more into our lives.



WESTLAKE
PRIVATE WEALTH MANAGEMENT



WEALTH PLANNING SERVICES & PRICING SCHEDULE

At **Westlake Private Wealth Management**, we are committed to providing you with informed perspectives and tailored approaches to your needs and challenges. As your trusted advisor, we begin with a deep understanding of your financial priorities and then apply appropriate financial solutions to help optimize your wealth. Together, we can explore your needs regarding wealth planning as we work to help you build, manage, preserve and transfer your wealth.



YOUR INVESTMENT PLAN

- Assess your risk tolerance
- Rebalance or reposition assets as needed



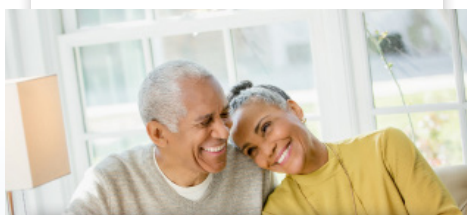
RETIREMENT ASSETS AND COMPANY BENEFITS

- Retirement plan investments
- Stock option grants or restricted stock



PERSONAL RISK/FAMILY SECURITY GENERATION

- Adequate insurance protection
- Management plan for incapacity/disability



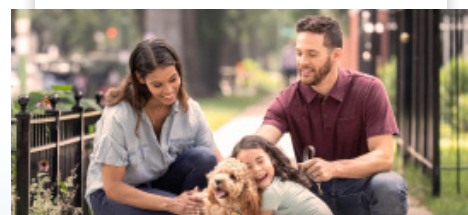
ACCESS TO BANKING AND LENDING SERVICES THROUGH WELLS FARGO AFFILIATES

- Securities-based lines of credit
- Small-business financing
- Credit cards



CASH FLOW/CASH RESERVE

- Emergency funds
- Cash alternatives



EDUCATION PLANNING

- Invest for children or grandchildren
- Identify suitable tax-advantaged investments



CHARITABLE AND COMMUNITY GIVING

- Select suitable charitable techniques
- Instill philanthropic values in the next generation



BUSINESS SUCCESSION PLANNING

- Understand personal and business objectives
- Implement appropriate risk protection tactics



INCOME TAX PLANNING

- Identify tax-efficient portfolio strategies
- Manage capital gains, losses and alternative minimum tax (AMT) exposure

It's not the wind. It's the set of the sails.

INVESTMENT SOLUTIONS

Tier 1: Separately Managed Accounts

Assets Under Management: \$1 million +

Separately Managed Accounts provide our clients with access to institutional money managers and the flexibility to customize their portfolios to personal needs and investment objectives. This solution provides access to investments with the option to own a single portfolio or combine multiple portfolios into one comprehensive, customized account backed by research from our global managers.

Tier 2: Private Investment Management

Assets Under Management: \$300k - \$1 million

Your investment account through the PIM program is structured to let our team make investment decisions on your behalf based on your risk tolerance and financial objectives. When selecting the securities for your portfolio, we conduct a detailed analysis of companies, industries, and overall economic conditions. In managing the account, we take a fiduciary role in constructing a suitable asset allocation strategy based on your personal investment style.

Tier 3: Compass Asset Allocation Strategy

Assets Under Management: \$175k - \$300k

Compass Asset Allocation strategies provide a full range of investable portfolio solutions which combine asset allocation guidance and product research with best practices in risk management. The portfolios range from mid-range solutions to ultra-high-net-worth solutions combining ETFs, mutual funds, alternative investment strategies, customized services and individual stock positions.

Tier 4: Allocation Advisors

Assets Under Management: \$175k and under

Allocation Advisors portfolios combine actively managed mutual funds and passively managed exchange traded funds (ETFs) to blend these management approaches within a single portfolio. The combination of active and passive approaches seeks to offer enhanced portfolio diversification at lower costs.

CLIENT'S PRICING GUIDE PRIVATE INVESTMENT MANAGEMENT (PIM) ASSET LEVEL

\$20 Million +	.50%
\$10 Million- \$19.9 Million	.60%
\$5 Million- \$9.9 Million	.70%
\$2.5 Million- \$4.9 Million	.80%
\$1 Million- \$2.49 Million	1.00%
\$500,000- \$1 Million	1.25%
\$250,000- \$500,000	1.50%

Fees for the PIM program include Advisory services, performance measurement, transaction costs, custody services and trading. Fees are based on the assets in the account and are assessed quarterly. There is a minimum fee of \$250 per calendar quarter to maintain this type of account. The fees do not cover the fees and expenses of any underlying packaged product used in your portfolio. Advisory accounts may not be suitable for all investors. During periods of lower trading activity, your costs might be lower if our compensation was based on commissions. Please carefully review the Wells Fargo Advisors advisory disclosure document for a full description of our services, including fees and expenses. The minimum account size for this program is \$50,000.



Wells Fargo Advisors Financial Network does not provide legal or tax advice.

Lending and other banking services available through Wells Fargo Advisors (NMLS UI 2234) are offered by banking and non-banking subsidiaries of Wells Fargo & Company, including, but not limited to Wells Fargo Bank, N.A. (NMLS ID 399801), Member FDIC, and Wells Fargo Home Mortgage, a division of Wells Fargo Bank, N.A. Certain restrictions apply. Programs, rates, terms, and conditions are subject to change without advance notice. Products are not available in all states. Wells Fargo Advisors is licensed by the Department of Business Oversight under the California Residential Mortgage Lending Act and the Arizona Department of Financial Institutions (NMLS ID 0906158). Wells Fargo Clearing Services, LLC, holds a residential mortgage broker license in Georgia and is licensed as a residential mortgage broker (license number MB2234) in Massachusetts. Financial Advisor NMLS ID, if applicable:

Wells Fargo Bank, N.A. ("the Bank") offers various banking, advisory, fiduciary and custody products and services, including discretionary portfolio management. Wells Fargo affiliates, including Financial Advisors of Wells Fargo Advisors, may be paid an ongoing or one-time referral fee in relation to clients referred to the Bank. In these instances, the Bank is responsible for the day-to-day management of any referred accounts.

Subject to credit approval. Credit Cards issued by Wells Fargo Bank, N.A., an Equal Credit Opportunity Lender. A Business Visa credit card is available for Business Accounts. Contact your Financial Advisor for details.

Insurance products are offered through nonbank insurance agency affiliates of Wells Fargo & Company and are underwritten by unaffiliated insurance companies.

Investment products and services are offered through Wells Fargo Advisors Financial Network, LLC (WFAFN), Member SIPC. Westlake Private Wealth Management is a separate entity from WFAFN.

Coversheet

Local Assignment Option

Section: IX. Business and Operations
Item: C. Local Assignment Option
Purpose: Vote
Submitted by:
Related Material: Local Assignment Options Authorized by Ed Code.pdf

LOCAL ASSIGNMENT OPTIONS (LAO) AUTHORIZED BY EDUCATION CODE SECTIONS

Ed Code	Description	Credential Type Holder	Board Approval Required	Grade Level / Setting	CA ERP Term	CA ERP Authorization
44256(b)	Authorizes the holder of a multiple subject credential or a standard elementary credential to teach any subject in departmentalized classes, below grades 9 (grades 8 & below). REQUIRES: 12 Semester units, or Six upper division units; teacher's consent; and board authorization (can be assigned full-time under this authorization).	Multiple Subject	Yes	Below grades 9	B0	ECB0
44258.2	Authorizes holders of secondary-type credential to be assigned to teach classes in middle school, grades 5-8 . REQUIRES: 12 Semester units or 6 upper division units; teacher's consent; and board authorization (can be assigned full-time under this authorization).	Single Subject	Yes	5th-8th	B1	ECB1
44258.3	Craven - allows local school districts to assign credentialed teachers to teach departmentalized classes in grades K-12, irrespective of the designations on their teaching credentials, as long as the teacher's subject matter competence is verified according to policy and procedures approved by the governing board.	Multiple Subject Single Subject SPED CTE	Yes	TK-12	B2	ECB2
44258.7(b)	Authorizes a full-time teacher who holds a credential in a subject other than physical education to coach a competitive sport for which the students receive physical education credit for one period a day . REQUIRES: 20 clock hours of first-aid instruction appropriate to the specific sport; teacher's consent; and board authorization.	Single Subject	Yes	High School	B4	ECB4
44258.7 (c) & (d)	Authorizes a full-time teacher with special skills and preparation outside of his or her credential authorization to be assigned to teach in the area of his or her special skills for up to a full-time assignment , provided the assignment is: <ul style="list-style-type: none"> ◆ ELECTIVE only ◆ Approved by the local Committee on Assignments (COA) prior to the beginning of the semester in which the assignment will begin <p>Establishment of the committee must be approved by the District Superintendent and Local Board. Plans for making assignments under this Education Code section must be submitted to the County Superintendent of Schools.</p>	Multiple Subject Single Subject SPED CTE	Yes	TK-12	B3	ECB3

44263	Authorizes the holder of a teaching credential to be assigned to teach any Single Subject class (departmentalized). REQUIRES: 18 Semester units, or 9 upper division units, in subject to be taught; teacher's consent; and board authorization (can be assigned full-time under this authorization).	Multiple Subject Single Subject SPED CTE	Yes	High School	B6	ECB6
44263	Authorizes the holder of a teaching credential to be assigned to teach self-contained classroom assignment. REQUIRES: 60 Semester units equally distributed among any four of the following subjects: language studies, literature, mathematics, science, social science, history, humanities, the arts, physical education, and human development (a 3 Semester unit variance in any of the required four areas may be allowed as long as the required 60 Semester units are met);; teacher's consent; and board authorization (can be assigned full-time under this authorization).	Single Subject SPED CTE	Yes	General Education Self - Contained	B5	ECB5
44831	Authorizes an individual who holds a license issued by the Speech-Language Pathology and Audiology Board and has earned a masters degree in communication disorders to provide speech and language services if that individual meets the requirements of Section 44332.6 before employment or execution of the contract.	Master's Degree, Valid COC, Valid DCA SLP License	Yes	SLP	06	EC06
44861	Authorizes a substitute principal holding a valid teacher's credential of the same grade as the school to be administered may be employed without meeting the requirements of Section 44860 to meet an emergency for not more than five months of any school year.	Multiple Subject Single Subject SPED	Yes	Principal / Assistant Principal	07	EC07
44865	Authorizes holder of a valid teaching credential to be assigned to teach any subject at any grade level to students in the following programs: <ul style="list-style-type: none"> ◆ Home Teacher ◆ Classes organized primarily for adults ◆ Hospital Classes ◆ Necessary Small High Schools ◆ Continuation Schools ◆ Alternative Schools ◆ Opportunity Schools ◆ Juvenile Court Schools ◆ County community Schools REQUIRES: <i>teacher's consent</i>	Multiple Subject Single Subject SPED	No	Alternative Education	N/A	N/A

****Assignments authorized under Local Assignment Options are considered out of field for the purpose of CDE's Teacher Assignment Monitoring Outcome (TAMO) Report. 4-Week Letters are required for teachers teaching in a Title I school under a Local Assignment Option.

REV 3.18.25

Coversheet

Declaration of Need

Section: IX. Business and Operations
Item: D. Declaration of Need
Purpose: Vote
Submitted by:
Related Material: Declaration of Need.pdf



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Bridges Charter School District CDS Code: 56-10561-0121756

Name of County: Ventura County CDS Code: 56-1056200000

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06/15/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Kelly Simon _____ Executive Director
Name Signature Title

805-493-5447 _____ 6/15/2026
Fax Number Telephone Number Date

1335 Calle Bouganvillea, Thousand Oaks, CA. 91364
Mailing Address

kelly.simon@bridgescharter.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Kelly Simon	Signature	Executive Director
Name		Title
805-493-5447	805-492-3569	6/15/2026
Fax Number	Telephone Number	Date
1335 Calle Bougainvillea, Thousand Oaks, CA 91360		
Mailing Address		
Kelly.Simon@bridgescharter.org		
EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization:	

Resource Specialist	1
Teacher Librarian Services	1
Emergency Transitional Kindergarten (ETK)	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	2
Single Subject	3
Special Education	1
TOTAL	6

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	1
Art		Music	1
Business		Physical Education	1
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science	1	Science: Physics	
Health		Social Science	
Home Economics		Theater	1
Industrial & Technology Education	1	World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.
it is unusual for Bridges to have a shortage of
qualified teachers

Coversheet

Annual Statement of Need

Section: IX. Business and Operations
Item: E. Annual Statement of Need
Purpose: Vote
Submitted by:
Related Material: Annual Statement of Need.pdf



State of California
Commission on Teacher
Credentialing Certification Division

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

Coversheet

Charter Safe Renewal for SY 26-7

Section: IX. Business and Operations
Item: F. Charter Safe Renewal for SY 26-7
Purpose: Vote
Submitted by:
Related Material: Charter Safe Invoice.pdf
Charter Sfae.pdf

CharterSAFE

BE SAFE • FEEL SAFE

OBJECT
9332

INVOICE

Invoice Date: May 15, 2026

Account Number: 1307

INSURED: **BRIDGES Charter School**

CONTACT: Cindy McCarthy

ADDRESS: 1335 Calle Bouganvilla
Thousand Oaks, CA 91360-5228

Member Contribution for Policy Year 2026-2027

(Choose one option)	Amount	Use ACH	Due Date
<input type="checkbox"/> Payment in Full	\$125,506.00	<input type="checkbox"/>	Due Now

Installment Plan:

Deposit (25%)	\$31,377.00	<input type="checkbox"/>	Due Now
Monthly Installment 9 installments due the 1st of every month	\$10,459.00	<input type="checkbox"/>	August 01, 2026

ACH PAYMENT OPTION!

See attached ACH form if you wish to take advantage of this payment option for Payment in Full, 25% Deposit, Monthly Installment or both 25% Deposit and Monthly Installment payments.

Please Remit All Payments To:

CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:

Pilar Archer
Vice President, Finance and Technology
Email: parcher@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal.

CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.



Policyholder Name: BRIDGES Charter School

Hi Cindy:

We are pleased to provide your CharterSAFE membership renewal proposal for coverage effective July 1, 2026 - July 1, 2027 AM. As always, we are grateful for your continued partnership in keeping charter schools safe and protected.

The risk environment for California charter schools has fundamentally shifted, with rising claim severity, increasing litigation, and tightening insurance markets leading to higher costs and fewer coverage options. As a result, prevention, preparedness, and operational discipline are now as critical as insurance coverage itself. CharterSAFE's collaborative model gives members coverage not always available in the open market, a stronger negotiating position through pooled membership, and a partner working to protect their programs. Strong member practices help strengthen the pool, improve outcomes, and support continued access to quality coverage.

The average Change in rates for the 2026-2027 policy year programs is as follows:

- **Workers' Compensation: 5.12%**
- **Liability Package: 9.04%**
- **Property: -6.37%**
- **All Programs Combined: 6%**

(These are weighted averages across the whole JPA; each member is rated individually.)

Please also review the attached "**Changes to the Memorandum of Coverage**" for a summary of coverage adjustments.

What You Should Do Now

Be sure to read the attached **2026 CharterSAFE Executive Report**. It highlights our financial stability and strategic direction, current loss trends affecting charter schools and what you can do to be a better risk, upcoming risk management initiatives, and more.

Please review your **Member Contribution Proposal** (attached) thoroughly to ensure accuracy in your estimated exposure beginning on page 4 (student count, employee count and payroll, vehicle and property schedules, and other data).

Need to make changes?

Submit updates to your primary member services representative by **June 15, 2026 to ensure your coverage reflects your exposures and member contribution**. Requests after this date will be processed as exposure updates in July, and you will be expected to sign the current proposal to bind coverage.

To Bind Coverage, please complete the following by we will need the following actions completed by June 25, 2026:

- **Sign the Member Contribution Form**
 - Log in at www.chartersafe.org using the PH account

Coversheet

Contract with Burch Music Collective

Section: IX. Business and Operations
Item: G. Contract with Burch Music Collective
Purpose: Vote
Submitted by:
Related Material: Bridges and Burch Studios_Revised Agreement.docx

SERVICE AGREEMENT

Bridges Charter School & Burch Studio Collective

2026–2027 School Year Music Program

This Service Agreement (“Agreement”) is entered into between Bridges Charter School (“School”) and Burch Studio Collective, a Sole Proprietorship (Contractor), for the purpose of providing music instruction, band coaching, music production education, recording services, and student performances during the 2026–2027 school year.

1. PARTIES

School

Bridges Charter School
1335 Calle Bouganvilla
Thousand Oaks, CA 91360

Contractor

Burch Studio Collective / DBA Rock and Roll High
620 Main Street
Ventura, CA 93001
Entity Type: Sole Proprietorship
Primary Contact: Aaron Burch
Email: aaron@burch-studio.com

2. TERM OF AGREEMENT

This Agreement shall begin on August 15, 2026 and conclude on June 15, 2027, unless terminated earlier in accordance with the terms outlined herein. The program is intended to operate throughout the 2026–2027 academic school year based on the School calendar and mutually agreed scheduling.

3. SCOPE OF SERVICES

Burch Studio Collective agrees to provide a music education and production program including, but not limited to:

- Small-group band coaching
- Instrument instruction (guitar, bass, drums, vocals, keyboards)
- Songwriting and arrangement
- Music production education
- Recording and audio engineering instruction
- Rehearsal facilitation

- Student performance preparation
- Collaboration and ensemble-based learning
- Final showcase preparation and coordination
- Student recording deliverables

The program structure is designed around small collaborative groups to maximize engagement, creativity, and individualized instruction. The class sizes will range from 14-31 students. Burch studios will provide two instructors to facilitate the program during the outlined program schedule.

4. PROGRAM SCHEDULE

The anticipated instructional schedule shall be:

- Tuesdays: 8:30 a.m. – 2:45 p.m.
- Wednesdays: 8:30 a.m. – 2:45 p.m.

It is understood that planning, travel time, and any additional preparation necessary for the instruction is included in the compensation package. The schedule will allow for breaks and lunches for the instructors. The School and Contractor may mutually adjust schedules for holidays, assemblies, testing periods, performances, or special events. Two instructors may be present during instructional periods depending on program needs and enrollment.

5. COMPENSATION

Monthly Instructional Fees

The School agrees to compensate Burch Studio Collective according to the approved proposal dated May 11, 2026. The program fee shall be paid in monthly installments beginning in September as follows:

- **Monthly Payment Amount:** \$6,000
- **Number of Installments:** 10
- **Payment Due Date:** 1st of each month

Per-Student Hard Costs

In addition to monthly instructional fees, the School will receive separate invoices for approved hard costs and deliverables. By January 15th of the program year, the parties shall establish the total hard cost amount based on confirmed student enrollment at that time. This amount shall be invoiced and paid in two equal installments, due in February and May.

The per-student fee for such costs shall not exceed \$40 per enrolled student per school year (not per month). This per-student cap covers all of the following, in aggregate:

- Recording and production expenses

- Vinyl or digital media production
- Photography or media documentation
- Showcase/performance expenses
- Merchandise or printed materials
- Equipment or materials approved by the School

It is understood that all planning, travel time, and any additional preparation necessary for the delivery of instruction is included in the compensation described in this section and shall not be billed separately.

Any additional services outside the approved proposal scope must be mutually approved in writing before billing. The School shall not be obligated to pay any invoice that was not pre-approved in writing by an authorized School administrator.

6. INDEPENDENT CONTRACTOR STATUS

Burch Studio Collective and all associated instructors shall operate as independent contractors and not as employees of the School. The School shall not be liable for any payroll taxes, benefits, workers' compensation, or other employment-related obligations of the Contractor.

Contractor shall be solely responsible for:

- Payroll and compensation of all Contractor personnel
- Federal and state tax obligations
- Business licensing and compliance
- Workers' Compensation insurance – Contractor shall maintain workers' compensation insurance as required by California law for all employees and, where applicable, for owner-operators. Contractor shall provide proof of coverage upon request. Compliance with California workers' compensation law is mandatory.

7. BACKGROUND CHECKS, FINGERPRINTING, AND TRAINING

This provision is a material condition of this Agreement.

Prior to any instructor or other Contractor personnel providing services on School campus or having any unsupervised contact with students, Contractor shall ensure that each such individual has satisfied all of the following requirements:

- **DOJ/FBI Fingerprint Clearance:** Each instructor and any other Contractor personnel who will be present on campus or in contact with students must obtain a California Department of Justice (DOJ) and Federal Bureau of Investigation

(FBI) background clearance through the California Department of Education (CDE) or a School-approved Live Scan provider, consistent with Education Code § 45125.1. The background clearance will be conducted and paid for by the School.

- **Sex Offender Registry Check:** Contractor certifies that no personnel with a registration requirement under Penal Code § 290 will be permitted on campus or in contact with students.
- **Mandated Reporter Training:** Each instructor and any other Contractor personnel who will be present on campus or in contact with students must complete mandated reporter training as required under Education Code §44691 and present proof of completion to the School prior to the start of services. Training must have been completed within the prior twelve (12) months or as otherwise required by applicable law.
- **Additional Training:** The school will provide access to training for instructors which must be completed prior to on-campus instruction: Sexual Harassment Prevention Training, Professional Boundaries / Appropriate Touch Training, Suicide Awareness & Prevention, Anti-Bullying / Harassment, Intimidation & Bullying (HIB)
- **Documentation:** Contractor shall provide the School with written verification of clearance for each individual before that individual begins services. The School reserves the right to deny campus access to any individual whose background results are unsatisfactory to the School.
- **Ongoing Obligation:** Contractor shall immediately notify the School if any personnel receive a subsequent arrest, conviction, or other disqualifying event during the term of this Agreement.

Failure to comply with this section is grounds for immediate termination of this Agreement pursuant to Section 12.

8. INSURANCE

Contractor agrees to maintain, at its own expense throughout the term of this Agreement, the following minimum insurance coverages with carriers licensed to do business in California:

- **Commercial General Liability (CGL):** Minimum \$1,000,000 per occurrence and \$2,000,000 aggregate, covering bodily injury, property damage, personal injury, and completed operations arising out of Contractor's services under this Agreement. Coverage shall be written on an occurrence form and shall be primary and non-contributory to any insurance or self-insurance maintained by the School.
- **Sexual Abuse & Molestation (SAM):** Minimum \$1,000,000 per occurrence and \$2,000,000 aggregate. SAM coverage may be provided as an endorsement to the CGL policy or as a standalone policy.

- **Workers' Compensation:** As required by California law (see Section 6), with a Waiver of Subrogation endorsement in favor of Bridges Charter School.
- **Employers' Liability:** Minimum \$1,000,000 per occurrence, per disease (each employee), and per disease (policy limit).
- **Professional Liability / Errors & Omissions:** Minimum \$1,000,000 per claim and \$2,000,000 aggregate, covering claims arising out of negligent acts, errors, or omissions in the performance of professional services under this Agreement.

Prior to the commencement of services and upon each policy renewal, Contractor shall provide the School with:

- A Certificate of Insurance naming Bridges Charter School as Additional Insureds on the Commercial General Liability and Sexual Abuse & Molestation policies
- Evidence that Contractor's CGL coverage is written on a primary and non-contributory basis
- A Waiver of Subrogation endorsement on the Workers' Compensation policy in favor of Bridges Charter School
- Thirty (30) days' prior written notice to the School of any cancellation, material change, or non-renewal of any required policy (ten (10) days for non-payment of premium)

Contractor shall not commence or continue services if any required insurance lapses or is cancelled. Failure to maintain any required insurance coverage is grounds for immediate termination of this Agreement pursuant to Section 17. The School's acceptance of a Certificate of Insurance does not constitute approval of coverage amounts or terms, and does not limit Contractor's liability under this Agreement.

9. FACILITIES & EQUIPMENT

The School agrees to provide:

- Appropriate classroom or rehearsal space
- Access to electrical power and reasonable facility accommodations
- Coordination for student scheduling
- Access to agreed-upon performance spaces

Burch Studio Collective may provide instruments, recording equipment, audio systems, and production equipment as outlined in the approved proposal. Any School-owned equipment used by Contractor shall remain the property of the School. Any Contractor-owned equipment brought onsite shall remain the property of Contractor. Contractor assumes all risk of loss for its own equipment brought onto School property.

10. CAMPUS RULES, SAFETY & COMPLIANCE

As a condition of accessing School campus and working with students, Contractor and all associated personnel agree to:

- **Comply with School Policies:** All Contractor personnel shall comply with Bridges Charter School's campus rules, codes of conduct, visitor/volunteer policies, and administrative directives while on School property.
- **Emergency Procedures:** Contractor personnel shall be familiarized with and comply with the School's emergency procedures, including evacuation, lockdown, and shelter-in-place protocols.
- **Mandatory Reporting:** All Contractor personnel who qualify as mandated reporters under California law (Penal Code § 11164 et seq.) shall comply with mandatory child abuse and neglect reporting obligations.
- **Student Safety:** Contractor shall not leave students unsupervised and shall immediately report any safety concern, injury, or incident to School administration.
- **Professional Conduct:** Contractor personnel shall maintain professional boundaries with students at all times, consistent with the School's child safety and professional conduct standards.
- **Visitor/Volunteer Protocols:** All Contractor personnel shall follow applicable sign-in/sign-out procedures and wear identification as required by School policy.

The School reserves the right to remove any Contractor personnel from campus at any time if, in the School's sole judgment, the individual's presence poses a risk to student safety or well-being.

11. STUDENT SUPERVISION

School administration shall maintain overall responsibility for student discipline, attendance procedures, emergency procedures, and campus supervision requirements. Contractor instructors shall maintain reasonable classroom management during instructional sessions and communicate behavioral concerns to School administration promptly.

12. PERFORMANCES & RECORDINGS

The parties acknowledge that the program may include audio recordings, video recordings, photography, live performances, public showcases, and student-created media. The School is responsible for obtaining any required parent or guardian media releases unless otherwise agreed in writing.

13. INTELLECTUAL PROPERTY & STUDENT WORK

The parties agree as follows regarding ownership of student-created works:

- **Student Ownership:** Original musical compositions, lyrics, recordings, and creative works produced by students as part of the program are the intellectual property of the respective students (or their parents/guardians if the student is a minor), unless the student provides written consent otherwise.

- **School Rights:** The School retains a non-exclusive, royalty-free license to use student recordings, performances, and media produced during the program for educational, promotional, and documentation purposes, subject to applicable media release authorizations.
- **Contractor Rights:** Contractor may not use student recordings, likenesses, or performances for commercial purposes, in promotional materials, on social media, or in any public-facing medium without prior written consent from the School and applicable parental authorization.
- **Program Materials:** Curricula, lesson plans, and instructional materials developed by Contractor remain the property of Contractor. Student-facing deliverables produced under this Agreement (e.g., finished recordings, vinyl, media) shall be delivered to the School and/or students as described in the approved proposal.

14. STUDENT PRIVACY & FERPA COMPLIANCE

Contractor acknowledges that it may have access to student education records and personally identifiable information (“PII”) protected under the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and the California Student Privacy Act. Contractor agrees to the following:

- **School Official Designation:** To the extent Contractor has access to student education records, Contractor shall be treated as a “school official” with a legitimate educational interest, as defined under FERPA.
- **Permitted Use Only:** Contractor shall use student PII solely for the purpose of providing services under this Agreement and for no other purpose.
- **No Disclosure:** Contractor shall not disclose, share, sell, or otherwise disseminate student PII to any third party without prior written authorization from the School or as required by law.
- **Security:** Contractor shall implement reasonable safeguards to protect student PII from unauthorized access, use, or disclosure.
- **Return or Destruction:** Upon termination or expiration of this Agreement, Contractor shall return or destroy all student PII in its possession, as directed by the School.

Breach of this section shall constitute grounds for immediate termination of this Agreement.

15. INDEMNIFICATION & HOLD HARMLESS

Contractor shall defend (with counsel reasonably acceptable to the School), indemnify, and hold harmless Bridges Charter School, its governing board, officers, employees, and agents (collectively, “Indemnified Parties”) from and against any and all claims, demands, actions, damages, losses, costs, and expenses (including reasonable attorneys’ fees) arising out of or related to:

- Any negligent, reckless, or intentional act or omission of Contractor or its personnel
- Contractor's breach of any term of this Agreement
- Any injury to persons or property caused by Contractor, its employees, subcontractors, or equipment
- Any recordings, performances, or media produced by Contractor under this Agreement
- Any claim by Contractor's employees or subcontractors arising from their employment or engagement
- Any violation of applicable law by Contractor

This indemnification obligation shall survive termination or expiration of this Agreement. The School shall notify Contractor promptly of any claim subject to indemnification.

16. CANCELLATIONS & MISSED SESSIONS

If the School cancels a scheduled instructional day due to holidays, campus closures, assemblies, testing, emergencies, or other School-related events, the parties will make reasonable efforts to reschedule when feasible.

If Contractor is unable to provide scheduled services, Contractor will make reasonable efforts to provide qualified substitute instruction or reschedule services. Any substitute instructor must satisfy all background check and fingerprinting requirements of Section 7 prior to providing services on campus.

17. TERMINATION

17.1 Termination for Convenience

Either party may terminate this Agreement for any reason with thirty (30) days' prior written notice to the other party. The School shall remain responsible for payment for services rendered and approved expenses incurred prior to the effective date of termination.

17.2 Immediate Termination by School

Notwithstanding Section 17.1, the School may terminate this Agreement immediately, without prior notice and without further financial obligation beyond amounts owed for services already rendered, upon the occurrence of any of the following:

- Any act of misconduct, abuse, neglect, or inappropriate conduct by Contractor or its personnel toward students or School staff
- Any safety concern, in the School's sole discretion, that poses a risk to the well-being of students, staff, or campus

- Failure by Contractor to maintain any required insurance coverage under Section 8
- Failure by any Contractor personnel to obtain or maintain required background clearance under Section 7
- Contractor's material breach of any provision of this Agreement that is not cured within five (5) business days of written notice
- Contractor's violation of any applicable federal, state, or local law or regulation, including but not limited to education law, child protection law, or labor law
- Contractor's failure to comply with School policies, campus rules, or administrative directives after written notice
- A determination by the School that continued engagement with Contractor is not in the best interests of students

In the event of immediate termination under this section, the School shall have no obligation to provide Contractor with continued campus access, and Contractor's personnel may be removed from campus immediately.

18. NON-DISCRIMINATION

Both parties agree to comply with all applicable federal and state non-discrimination laws and regulations, including but not limited to Title VI, Title IX, the Americans with Disabilities Act, and the California Education Code.

19. GOVERNING LAW & DISPUTE RESOLUTION

This Agreement shall be governed by the laws of the State of California. Any dispute arising under this Agreement shall first be subject to good-faith negotiation between the parties. If unresolved, disputes shall be submitted to mediation in Ventura County before either party may initiate litigation.

20. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the parties and supersedes all prior verbal discussions, correspondence, and representations regarding the services described herein. Any modifications must be made in writing and signed by authorized representatives of both parties.

21. SIGNATURES

BRIDGES CHARTER SCHOOL

Name: Kelly Simon, PhD

Title: Executive Director

Signature: _____

Date: _____

BURCH STUDIO COLLECTIVE / BURCH STUDIO

Name: Aaron Burch

President/Founder

Signature: _____

Date: _____

Coversheet

Revolution Food Services Contract SY 26-27

Section: IX. Business and Operations
Item: H. Revolution Food Services Contract SY 26-27
Purpose: Vote
Submitted by:
Related Material: Bridges Charter x RF Vended Meals Base Year Contract 26-27 (1).pdf



AGREEMENT TO PROVIDE FOOD SERVICE

This Agreement to Provide Meals (“**Agreement**” or “**Contract**”) dated _____ is made by and between Bridges Charter School (“**School Food Authority or Sponsor**”), located at 1335 Calle Bouganvilla Thousand Oaks, CA 91360, and Revolution Foods (“**Vendor**” or “**Revolution Foods**”), located at 5743 Smithway Street #103, Commerce, CA 90040 (collectively referred to as the “**Parties**.”). Wherein, the Parties discussed, negotiated, and agreed to the following:

1. **Services.** Revolution Foods will operate as School Food Authority’s exclusive vendor for the services fully described in the attached Exhibit "A" and incorporated into this Agreement by reference (“**Services**” or “**Statement of Work**” or “**SOW**”).

2. **Term and Termination.**

2.1. This Agreement will begin on **July 1, 2026** and will end on **June 30, 2027** (“**Term**”). Per the Statement of Work, actual meal service will commence on **a date to be determined by the School Food Authority**.

Year	Contract Period	Term
Base Year	July 1, 2026 – June 30, 2027	Year 1 of 5
Renewal Year #1	July 1, 2027 – June 30, 2028	Year 2 of 5
Renewal Year #2	July 1, 2028 – June 30, 2029	Year 3 of 5
Renewal Year #3	July 1, 2029 – June 30, 2030	Year 4 of 5
Renewal Year #4	July 1, 2030 – June 30, 2031	Year 5 of 5

2.2. As allowable per procurement guidelines, contracts may be renewed by a mutual agreement for additional one-year periods following the base year. No term of Base Year or Renewals shall exceed one (1) calendar year unless mutually agreed upon. It is the responsibility of the School Food Authority to verify the validity of the multiyear agreement. The first Term and any subsequent Renewal Term(s) are collectively referred to as the “**Term**” and are subject to the provision for early termination set forth below.

2.2.1. Except as otherwise provided in this Agreement, the Parties agree that Vendor shall, at a minimum, adjust the Pricing in the Statement of Work for each Renewal Term. Pricing for the Renewal Term shall be determined by Vendor and based on changes to market conditions, inflation, any changes to the Scope of Work, regulations or requirements affecting the National School Lunch Program, or other Federal Nutrition Programs.

2.3. Either Party may terminate this Agreement for default as set forth below:

2.3.1. The non-breaching party shall give the breaching party written notice specifying the default, and the breaching party shall have thirty (30) calendar days within which to cure the default. If the default is not cured within that time, the non-breaching party shall have the right to then terminate this Agreement for cause by giving thirty (30) calendar days additional written notice to the breaching party. If the breach is remedied prior to the proposed termination date, the non-breaching party may elect to continue this Agreement.

2.3.2. Immediately upon written notice if the party becomes insolvent or the subject of any other proceeding, receivership, liquidation, or assignment for the benefit of creditors.

2.4. Either party may terminate this Agreement for convenience by giving sixty (60) calendar days written notification to the other party, setting forth the reason and the effective date of termination.

2.5. School Food Authority shall pay Vendor for Services provided through the effective termination date and all outstanding balances, not in dispute, within fifteen (15) calendar days of the Termination Date.

2.6. School Food Authority shall return all equipment owned by Vendor, if any, immediately upon stoppage of service.

3. **Payment Terms.**



- 3.1. Invoices, for all previous month orders, shall be available no later than the 5th day of each month.
- 3.2. It is the School Food Authority's responsibility to download each invoice upon notification of availability.
- 3.3. School Food Authority shall submit payment for all *undisputed* amounts in such form as reasonably requested by Vendor by the last business day of the month. Should any amount of an invoice be disputed, i.e. a specific amount or item for which School Food Authority is challenging, School Food Authority shall notify Vendor in writing of dispute and may deduct such portion from the invoice pending resolution. The remaining undisputed amount shall remain due as set forth herein.
- 3.4. School Food Authority has until 4pm on the 6th of each month to report any invoice discrepancies and receive a corrected invoice for the current month. Any invoice discrepancies and needed adjustments reported after this cutoff will be reflected as credit or debit memos in the immediate subsequent month invoice. School Food Authority's failure to give notice of any invoice dispute within the stated timeframe shall constitute an unqualified waiver of all disputes or claims for the period the invoice covers. Vendor shall retain the right to revise or correct invoices for services provided to School Food Authority during the Term and School Food Authority agrees to pay any difference between the revised or corrected invoice within thirty (30) days of receipt of such revision or correction.

For purposes of this Agreement, a "discrepancy" shall consist of an agreed upon invoice item not reflected or inaccurately reflected in the invoice.

- 3.5. All unpaid invoices, without an active and recognized discrepancy or dispute, will be assessed a 10% penalty fee on the 15th calendar day past the due date (compounded monthly) or the maximum interest rate permitted by law, whichever is lower, on balance(s) not in dispute and left unpaid on any invoice. For avoidance of doubt, failure to pay any invoice, or portion thereof, due on time is considered a material breach of this Agreement.
- 3.6. Revolution Foods agrees to forfeit payment for meals that are spoiled or unwholesome at the time of delivery, or do not otherwise meet the meal requirements contained in this Agreement. However, no deduction will be made unless, School Food Authority provides detailed written notice of spoiled or delivery or fulfillment errors no later than twenty-four (24) hours after the delivery of the meal service for which the deduction is to be made, specifying the number of returned meals for which School Food Authority intends to deduct payment.
 - 3.6.1. School Food Authority shall preserve evidence of meals spoiled or unwholesome at the time of delivery for inspection by Vendor. Evidence may consist of photographs of the spoiled or otherwise damaged meal(s). School Food Authority shall maintain possession of meals that are spoiled or unwholesome until advised by Vendor to destroy or return.
 - 3.6.2. School Food Authority's failure to give written notice of any delivery or fulfillment error within the stated timeframe shall constitute an unqualified waiver of all errors or claims for that period, along with the reasoning why.
- 3.7. Late payments will be assessed a 10% late fee for each 15 days (compounded monthly) that the invoice goes past due.

4. **Compliance with Laws.**

- 4.1. Vendor shall maintain state and local health certifications for the facility where meals are prepared for the Term.
- 4.2. Vendor shall comply with the Buy American Provision for National School Lunch Program (NLSP) and School Breakfast Program (SBP). Vendor will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks in compliance with 7 CFR Sections 210.21(d) and 220.16(d).
- 4.3. School Food Authority shall maintain all appropriate state and local health certifications for each School Food Authority site Vendor provides Services for the Term.
- 4.4. Vendor and School Food Authority will comply with all applicable Federal, State and local statutes and regulations with regard to the preparation and consumption of Meals.



- 4.5. School Food Authority shall maintain responsibility for claiming reimbursement from the appropriate State agency for all meals served to children enrolled in School Food Authority schools.

5. **Monthly Menu Planning.**

5.1. *Meal Orders*

- 5.1.1. Menu offerings may be subject to change with little or no notice based on product availability, supply chain disruptions, or when quality inspections by Vendor deem an offering not acceptable.
- 5.1.2. No later than the 10th of each month, Vendor will provide School Food Authority a monthly menu consisting of all meals offered for the following month. Menus will be emailed to those contacts identified by School Food Authority. School Food Authority is responsible for sharing the menu(s) with its students and families.
- 5.1.3. Preferred meal orders for the following month are due by the 15th of current month.
- If no preferred meal orders are placed by the 21st of the current month, Vendor's Customer Service will place meal orders on behalf of the School Food Authority based on current month average order volumes.

5.2. *Meal Order Modifications*

School Food Authority may change, increase or decrease meal orders up to 4pm each Wednesday for the following week, based on availability, ordering window timelines and product availability

5.3. *Meal Order Decreases and Cancellations; Charges for Late and Emergency Cancellations*

- 5.3.1. Vendor reserves the right to charge a percentage of the full price per meal for any order cancellations or decreases that occur after the ordering cutoff deadline. The applicable percentage charged shall be as follows:
- 100% of meal cost for all cancellations requested within 24 hours of customary delivery time
 - 75% of meal cost for all cancellations requested within 48 hours of customary delivery time
 - 50% of meal cost for all cancellations requested within 72 hours of customary delivery time
 - 25% of meal cost for all cancellations requested within 96 hours of customary delivery time
- 5.3.2. In the event of an emergency school closure due to an Act of God, claimed Force Majeure or ordered closure due to local, state, or federal mandate, Vendor will The applicable percentage charged shall be as follows:
- 75% of meal cost for all cancellations requested within 24 hours of emergency notification.
 - All subsequent cancelled orders related to the same emergency will not be invoiced.

6. **Records and Audit**

- 6.1. School Food Authority shall administer and manage all aspects of the application process for free and reduced-price meals under the applicable Child Nutrition Program for all program participants.
- 6.2. School Food Authority is responsible for all point of service meal counts and completion of all documents required by the applicable Child Nutrition Program, including making claims for reimbursements.
- 6.3. Vendor shall, in the event of an audit or administrative review of School Food Authority's participation in a Child Nutrition Program for which the Vendor has provided Meals, provide audit/administrative review document requisition support to School Food Authority, provided that School Food Authority notifies Vendor of the full and complete scope of the audit or administrative review within three (3) business days of receiving notice of the administrative review or audit.
- 6.4. Vendor shall retain all records pertaining to the nutritional components and quantities of meals provided to School Food Authority during the Term ("Records") for a period of three (3) years after the date of final payment made for Services provided under this Agreement ("Retention Period"). School Food Authority may, upon written request and no later than sixty (60) calendar days prior to the end of the Retention Period request that Vendor retain Records for a reasonable time beyond the Retention Period.



- 6.5. Vendor shall make Records available for inspection by School Food Authority and State and Federal authorities upon written request.
- 6.6. In the event of an audit or Administrative Review by the California Department of Education, Vendor will provide document requisition support to School Food Authority who shall be responsible for notifying Vendor within three (3) days of receiving notice of such audit or Administrative Review.
- 6.7. School Food Authority will be solely responsible for the entire free and reduced-price application process, including the distribution, review, approval, and verification of application for its students. School Food Authority is responsible for all point-of-sale services, meal counts and completion of all required compliance and reimbursement documents.
- 6.8. Vendor, upon request, evidence of daily worksheets that detail Hazard Analysis and Critical Control Point (HACCP) compliance from receipt to delivery of the finished product.
7. **Notices.** All notices or reports permitted or required under this Agreement will be in writing and will be sent by email or personal delivery or reputable expedited delivery service with signature required. All such notices or reports will be deemed given upon receipt. Such notices shall be addressed to the Party concerned at the addresses set forth below.

Notices to School Food Authority shall be sent to:

Bridges Charter School

1335 Calle Bouganvilla

Thousand Oaks, CA 91360

Notices to Vendor shall be sent to:

Revolution Foods, PBC

Attn: SVP of Sales, Marketing & Customer Experience, Drew Helmey
5743 Smithway Street #103, Commerce, CA 90040
sales@revolutionfoods.com

Copy to: Revolution Foods, PBC

Attn: Legal Department
5743 Smithway Street #103
Commerce, CA 90040
Email: legal@revolutionfoods.com

8. **Confidentiality and Rights In Data**

During the Term, Vendor may grant to School Food Authority a nonexclusive right to access Vendor’s confidential information (“Confidential Information”). As used in this Agreement, Vendor’s Confidential Information shall mean all technical and non-technical information disclosed or provided to School Food Authority by or on behalf of Vendor in written, oral, or electronic form in connection with this Agreement. Confidential Information will include, without limitation: trade secrets as defined by law, strategic and product development plans, sales and training methods, financial statements, Service details, project records, employee lists or compensation information, marketing plans, existing and/or contemplated recipes/menus/food development strategies or plans, management and business manuals, handbooks, forms, policies and procedures, ideas, and/or studies not generally made available to the public. Without limiting the foregoing and except for software provided by School Food Authority, School Food Authority specifically agrees that all software used by Vendor to provide Services, including without limitation, menu systems, accounting systems, and other software, are owned by or licensed to Vendor and not to School Food Authority. Furthermore, School Food Authority’s access to or use of such software shall not create any right, title interest, or copyright in such software and School Food Authority shall not retain such software beyond the termination of the Agreement. Any discovery, invention, software, or programs paid for by School Food Authority shall be the property of School Food Authority.

Confidential Information shall not, however, include any information which (i) was publicly known and made



generally available in the public domain prior to Vendor’s disclosure; (ii) becomes publicly known and made generally available after Vendor’s disclosure through no action or inaction of School Food Authority; (iii) is already in School Food Authority’s possession at the time of Vendor’s disclosure as shown by School Food Authority’s files and records immediately prior to Vendor’s disclosure.

School Food Authority shall not use the Confidential Information for any purpose other than performing this Agreement. School Food Authority shall hold the Confidential Information in strict confidence and shall take all reasonable precautions to protect the Confidential Information at all times from unauthorized disclosure, publication, or use, including, without limitation, using at least the same degree of care as it employs to protect its own Confidential Information of like nature (but in any event no less than a reasonable degree of care), acting in a manner consistent with School Food Authority’s obligations under this Agreement.

Unless otherwise required by law, subpoena or court order, School Food Authority shall not disclose any of Vendor’s Confidential Information, directly or indirectly, until such Confidential Information becomes publicly known and made generally available through no action or inaction of School Food Authority. Unless otherwise required by law, subpoena or court order, School Food Authority shall not photocopy or otherwise duplicate any Confidential Information without Vendor’s prior written consent. School Food Authority shall not use any confusingly similar names, marks, systems, insignia, symbols, procedures, and methods to those of Vendor. School Food Authority agrees to notify Vendor immediately in writing as soon as is practicable, upon any loss, misuse, misappropriation, or other unauthorized disclosure of the Confidential Information that comes to School Food Authority’s attention.

This provision shall survive termination of this Agreement. All Confidential Information shall remain the Vendor’s exclusive property and School Food Authority shall return all Confidential Information to Vendor upon termination of this Agreement. In the event of any breach of this provision, Vendor shall be entitled to all remedies, including an injunction or specific performance available at law or in equity.

9. **Force Majeure and Inclement Weather**

9.1. **Force Majeure.**

9.1.1. Neither Party shall be liable to the other for any unforeseeable interruption, delay, or failure to perform any covenant or promise contained in this Agreement caused directly by acts of God, network failures, acts of civil or military authorities, government orders, war, civil disturbances, energy crises, transportation contingencies, interruptions in third-party telecommunications, epidemics, pandemics, quarantines, or other catastrophes or occurrences which are reasonably beyond such Party’s control; provided that any such delay or failure shall be remedied by such Party using commercially reasonable efforts as soon as possible after removal of the cause of such delay or failure. Disruptions to the supply chain that prevent performance by Vendor will be considered a force majeure event.

9.1.2. The Parties shall use reasonable care and its best efforts to protect against the effects of force majeure. The Party seeking relief under this provision shall promptly notify the other Party in writing, citing the details of the force majeure event, inclusive of the manner in which it was affected illustrating the means it attempted to protect against the effects of force majeure, and relief sought, and shall resume performance immediately after the obstacles to performance caused by force majeure have been removed.

9.1.3. Interruption, delay, or failure to perform any covenant or promise contained in this Agreement caused directly by a force majeure event, shall be excused for the period of delay caused solely by the force majeure event. Neither Party shall recover any claim for damages from the other if that claim for damages is caused directly by force majeure.

9.2. **Inclement Weather.**



- 9.2.1. School Food Authority shall contact Vendor's Client Project Manager in writing to report inclement weather-related interruptions to Service, including multiple day events. Inclement weather consists of conditions caused by rain, snow, wind or other systems resulting in the closure of service site(s).
- 9.2.2. For meals properly cancelled due to inclement weather by 10 a.m., the day preceding the scheduled day of delivery, Vendor shall credit School Food Authority for all meals cancelled. Vendor shall assume that Service will occur as scheduled if it is not cancelled.
- 9.2.3. For meals cancelled after 10am, the day preceding the scheduled day of delivery, School Food Authority will be charged according to Section 5.3.2.
- 9.2.4. Vendor may, in the interest of safety, alter routes, delivery times, and menus at Vendor's discretion during Inclement Weather.
- 9.2.5. School Food Authority shall pay the full value of orders impacted by Inclement Weather not canceled.

10. **Indemnity and Limitation of Liability**

- 10.1. **School Food Authority.** School Food Authority shall defend, indemnify and hold harmless Vendor, its directors, officers, employees, suppliers, successors, and assigns from and against all liabilities, losses, damages, expenses, charges and fees (including reasonable attorney's fees) sustained or incurred by Vendor in connection with third-party claims arising out of or attributable to: (i) any breach of this Agreement by School Food Authority; (ii) any breach of applicable law or regulation by School Food Authority or School Food Authority Workers; (iii) any negligence or willful misconduct by School Food Authority or any of School Food Authority Workers, in the performance of this Agreement; or (iv) any allegations that Services and/or Work Product infringes any third-party's intellectual property right, including without limitation, a copyright, patent or a trademark.
- 10.2. **Vendor.** Vendor shall defend, indemnify and hold harmless School Food Authority, its directors, officers, employees, suppliers, successors, and assigns from and against all liabilities, losses, damages, expenses, charges and fees (including reasonable attorney's fees) sustained or incurred by School Food Authority in connection with third-party claims arising out of or attributable to: (i) any breach of this Agreement by Vendor; (ii) any breach of applicable law or regulation by Vendor, or (iii) any negligence or willful misconduct by Vendor or its employees or contractors, as applicable, in the performance of this Agreement.

Excluding each Party's obligations above, if any Party incurs indemnification obligations under this section; or any expenses, damages, or other liabilities in connection with this Agreement, such Party's liability to the other Party shall not exceed the payments actually paid to the Vendor over the previous twelve (12) months. In no event will any Party be liable for any special, incidental, consequential, indirect damages, or damages for lost profits arising in any way out of this Agreement, however caused and on any theory of liability.

- 11. **Insurance.** The Parties to this Agreement will each maintain commercial general liability insurance for one million dollars (\$1,000,000) or more for each occurrence and two million dollars (\$2,000,000) or more in the aggregate. Coverage shall not be canceled or modified without providing thirty (30) days prior written notice to the other. Upon request, each party shall provide the other with an insurance certificate naming the other as additional insured under this policy within thirty (30) days of the date of this Agreement.
- 12. **Severability.** If any provision of this Agreement should be held invalid or unenforceable, then that provision only shall be modified to the extent necessary to make such provision valid and enforceable. All other provisions shall be unaffected and shall remain in full force and effect, to the extent consistent with the intent of the Parties as evidenced by this Agreement as a whole.
- 13. **Survival of Certain Terms.** The provisions of this Agreement which, by their nature should survive, shall survive expiration or termination of this Agreement for any reason.



14. **Waiver.** All waivers must be in writing and signed by the Party to be charged. Any waiver or failure to enforce any provision of this Agreement on one occasion will not be deemed a waiver of any other provision or of such provision on any other occasion.
15. **Entire Agreement.** This Agreement constitutes the final, complete, and exclusive agreement of the Parties with respect to the matters addressed in it and supersedes all prior and contemporaneous agreements, communications, negotiations or understandings between the Parties with respect to the matters addressed in it. This Agreement may be executed in one or more counterparts, each of which shall constitute an original and all of which, when taken together, shall constitute one agreement.
16. **Modification and Amendment.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted and this Agreement shall be read and enforced as though it were included. If changes in Federal or State law, or their implementing regulations require any provision(s) of this Agreement to be modified, such modification shall automatically be incorporated into and made part of this Agreement on the effective date of such required change.

Except as provided above, no modification of this Agreement shall be effective unless agreed to in writing by both Parties.
17. **Cooperation of the Parties.** The Parties agree to cooperate fully, work in good faith, and mutually assist each other in the performance of this Agreement and shall work to resolve problems associated with this agreement. Neither party will unreasonably withhold its approval of any act or request of the other to which the party's approval is necessary or desirable.
18. **Assignment.** School Food Authority may not assign its rights or obligations under this Agreement without the prior written consent of Vendor. Vendor may transfer or assign this Agreement or any of its rights and obligations, in whole or in part, without School Food Authority's consent, to any third party with which it merges, or consolidates, or to which it transfers all or substantially all its assets.
19. **Choice of Law.** This Agreement shall be construed and governed by the laws of the State of California. Any lawsuit relating to this Agreement shall be instituted in a state or federal court in the Southern District of California, and the Parties irrevocably consent and waive all objections to the jurisdiction of any such court.
20. **Section Headings.** Section headings or titles are for convenience only and shall have no substantive effect in the interpretation of this Agreement.

The signers listed below attest they are fully authorized to enter into agreement and hereby fully execute this agreement.

Name & Title of School Food Authority Representative	Telephone Number
Mailing Address	
Signature	Date
Name & Title of Revolution Foods Representative	Telephone Number
Drew Helmey, SVP of Sales, Marketing, Customer Experience	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	Date
	5/27/2026



Exhibit A: Scope of Work

This Scope of Work #1 (“SOW #1”) is effective 7/1/2026 (the “SOW #1 Effective Date”) and is made by and between **Bridges Charter School** (“School Food Authority”), and **Revolution Foods, PBC**. (“Vendor”). School Food Authority and Vendor are each individually referred to herein as a “Party” and collectively as the “Parties”.

This SOW #1 constitutes a “Scope of Work” under that certain Agreement to Provide Meals by and between the Parties, dated _____(the “Agreement”). This SOW #1 and the Services contemplated include, and are subject to, the terms and conditions of the Agreement, which are incorporated by reference. Should any provision in this SOW conflict with any of the provisions in the Agreement, the Agreement shall control unless such conflicting provision specifically states otherwise.

SCOPE OF SERVICES

Vendor shall provide to School Food Authority, meals compliant with the nutrition standards established by the United States Department of Agriculture (USDA) for the Child Nutrition Program specified below (“Meals”) with such specific reasonable requirements as the Parties may mutually agree upon from time to time during the Term.

- Breakfast under the School Breakfast Program
- Lunch under the National School Lunch Program
- Snack under the National School Lunch Program
- Supper under the Child and Adult Care Food Program
- Seamless Supper Option/Summer Food Service Program

Meal	Rate¹	Daily Volume	Daily Total
Breakfast	\$2.65	125	\$331.25
Lunch	\$4.25	165	\$701.25
Snack	\$1.20	25	\$30.00

Meal Service Details

- Rates are based on day of Hot/RTE delivery
- Meals will be delivered in appropriate equipment (Ice Caddies/Cambros) to temperature is maintained upon delivery
- Meal Service Type: OVS
- Gluten and Dairy Free meals can be provided within the Special Therapeutic Meal Menu. See prices below.
 - AFM meals must be heated by the SFA to prevent cross contamination

Pricing Disclosures for Additional or Upgrade Options

1. Special Therapeutic Meals – 9 major food allergens covered - sesame, milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans²
 Breakfast: \$ 3.50 Lunch: \$ 5.00
2. Soy Milk – non medically needed: \$ 0.80 ea, sold by the case
3. 3rd Party Pizza Meal Options: Additional \$0.56 per lunch
4. Onsite BBQs for Lunch: Additional \$0.64 per lunch (when available)
5. National Commodity Processor Fee: 10% of creditable commodity usage

Service Specifics

All meals are available as family style or pre-pack, based on school request. All meals are served complete and fully reimbursable by USDA & NSLP standards. Included with every meal:

- a. Full serving of vegetable
- b. Full serving of fruit or fruit juice
- c. Sporks & Napkin kit for each lunch and breakfast when appropriate
- d. Trays for lunch (breakfast trays may be purchased a la carte)
- e. Milk – 1%, Fat Free, & Chocolate options
- f. Meal appropriate condiments

¹ Pricing would be adjusted for subsequent school years.

² Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.



The Parties agree that Pricing assumes that the conditions under which this SOW were entered remain the same for the Term. If changes to the following occur during the Term, the Parties shall promptly agree to a change in Pricing:

- 1.1.1. Market conditions
- 1.1.2. Changes to this SOW
- 1.1.3. Regulations or requirements regarding the National School Lunch Program or other Federal Nutrition Programs, and/or certain commodities.
- 1.2. To the extent permitted by law, pricing shall remain confidential between School Food Authority and Vendor.
- 1.3. There shall be no competitive food and beverage sales during the times Vendor provides Services. Competitive foods are defined as Meals, meal components, snacks, etc., served, but not provided by Vendor during the times Vendor provides Services. A breach of this section shall result in payment of lost profits to Vendor for Competitive foods.
- 1.4. School Food Authority will be responsible for monitoring, recording, and charging (if applicable) of all students that receive a meal. Vendor will not accept any cash payments for daily meals nor will keep records of specific pupils who receive a meal.
- 1.5. **Pricing for Service During Emergency Declarations**
 - 1.5.1. In the event of a local, State, or National “Declaration of Emergency” as declared by local, State or Federal agencies and officials, Vendor shall use its best efforts to continue providing service to School Food Authority.
 - 1.5.2. Vendor will use its best efforts to reasonably collaborate with School Food Authority in case of such emergencies and provide service at locations, in serving models, and at serving or delivery hours outside of those contained in this Agreement.
 - 1.5.3. School Food Authority understands and acknowledges that services provided during emergency declarations may result in the need for additional staffing, as well as product costs rising due to scarcity. Vendor reserves the right to increase meal cost up to 10% of the current contracted rate during the span of the identified emergency.
 - 1.5.4. Notwithstanding Sections 4.5.2 and 4.5.3 above, School Food Authority may also elect to suspend meal services during such emergencies.

2. **Meal Ordering and Meal Components**

- 2.1. The number of meals prepared by Vendor will be determined by the quantity ordered by School Food Authority. School Food Authority shall place orders for Meals using Vendor’s online ordering system. Orders, including lunches for field trips, are due each Monday, 5:00pm local time, for Meals scheduled to be consumed the following week.
 - 2.1.1. **Offer vs. Serve:** Vendor will provide breakfast and lunch meals following Offer vs. Serve (“OvS”). Fruits and vegetables provided during the applicable meal service shall not be used for other programs and activities.
- 2.2. For each Meal ordered, Vendor shall provide:
 - 2.2.1. Full compliant serving of vegetable
 - 2.2.2. Full compliant serving of fruit or fruit juice
 - 2.2.3. Lunch Trays
 - 2.2.4. Milk – 1%, Fat Free, & Chocolate options
 - 2.2.5. Meal appropriate condiments
 - 2.2.6. Transportation Costs

3. **Allergen Free Special Meals & Medically Necessary Documentation**



- 3.1.1. Vendor offers special meals that are assured to be free of the top 9 major food allergens (e.g., sesame, milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soybeans) as defined by the Food Allergen Labeling and Consumer Protection Act of 2004 (FALCPA).
- 3.1.2. Meal Prices for allergen free special meals is articulated in the meal pricing section.
- 3.1.3. School Food Authority shall keep on file a signed statement by a medical doctor or a recognized medical authority for students with special dietary needs.
- 3.1.4. School Food Authority will be responsible for monitoring food offerings and providing meals to students with special dietary needs

4. **Holidays.** Vendor shall not be responsible for providing Meals on the following holidays. Vendor will notify School Food Authority should holidays change.

Independence Day	Martin Luther King Jr. Day	Christmas Day
Labor Day	Memorial Day	New Year’s Eve
Thanksgiving Day	Christmas Eve	New Year’s Day

5. **Preparation, Delivery and Service of Meals**

5.1. **Preparation.**

- 5.1.1. Vendor will prepare meals at a site that maintains all appropriate state and local health permits and certifications for our facilities and will always maintain all permits and certifications. Vendor will notify School Food Authority within 72 hours should any change in current permit or certifications occur.
- 5.1.2. School Food Authority shall have all state or local certifications as needed for each of their school sites and shall maintain certification for the duration of this agreement.
- 5.1.3. Vendor shall assure that each meal provided to School Food Authority under this Agreement meets the minimum requirements for reimbursable meals that meet the Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). Vendor will follow the single Food-Based Menu Planning (FBMP) meal patterns as described in 7 CFR §210.10 for NSLP and §220.8 for SBP. The meal shall include the following components: fruits, vegetables, grains, meat/meat alternates, and milk. The Vendor shall meet grade level caloric, saturated fat, sodium, and trans-fat requirements.

5.2. **Delivery.**

5.2.1. **Locations for Delivery.** Vendor will deliver Meals to the site location(s) listed below:

Site Location(s)	Site Address
Bridges Charter School	1335 Calle Bouganvilla Thousand Oaks, CA 91360

- 5.2.2. School Food Authority agrees to pay the applicable delivery fee(s) listed in **Section 6. Fees if applicable.**
- 5.2.3. Vendor shall maintain the proper temperature of the meal components utilizing refrigerated trucks and insulated food grade delivery containers until School Food Authority accepts delivery. Thereafter, School Food Authority will be responsible for maintaining the proper temperature of the meal components until they are consumed.



- 5.2.4. The parties agree that Vendor will deliver meals to the School Food Authority a day prior to the scheduled meal service for students. These meals will be delivered in a cold, ready-to-reheat state, and the School Food Authority shall be responsible for utilizing the appropriate retherm equipment to heat the meals to the proper temperature for consumption by the students. School Food Authority acknowledges that it has been informed of the necessary reheating procedures and represents that it possesses the adequate and necessary equipment to properly reheat the meals on the day of service. The SFA agrees to assume full responsibility pursuant to section 10 of this agreement for damages related to the proper handling, reheating, and heating of the meals once delivered
- 5.2.5. The parties further agree that in the event of holidays, school closures, or other days off, School Food Authority will provide Vendor with advance notice of any alternative delivery days. The agreed-upon delivery schedule shall be adjusted accordingly, and any changes to the delivery date or time must be mutually agreed upon by both parties.
- 5.2.6. Meals will be delivered within an agreed upon time window on the designated delivery day, unless otherwise agreed in writing.
- 5.2.7. In the event that the equipment or reheating process does not function as expected, School Food Authority agrees to promptly notify Vendor of any issues. Both parties will work in good faith to address any concerns regarding the proper reheating and serving of the meals.

6. Service of Meals.

- 6.1.1. School Food Authority will provide personnel requested by School Food Authority, if available, to accept delivery, serve, and supervise the consumption of Meals.
- 6.1.2. Meals shall be consumed pursuant to Vendor's specifications and during the specified meal service only. Vendor's Meals are not intended or labeled for retail sale.
- 6.1.3. School Food Authority acknowledges and accepts full responsibility pursuant to Section 10 for damages related to the proper reheating of food. School Food Authority understands that inadequate reheating may alter the taste, quality, and safety of the food, and agrees to assume all liability for any resulting effects or consequences.


7. **Fees.** Fees outlined below shall apply to each Site. Fees shall be paid from School Food Authority's general funds and not from the non-profit food service account.

- 7.1. **New Order Placements and Order Increases after Deadline.** Any orders placed or increased after Monday 5:00 p.m. local time, are subject to an additional \$100.00 per order, per Site. School Food Authority acknowledges and accepts that all orders received after the deadline are subject to product availability. Vendor may decline to provide Meals or suggest an alternative Meal if the requested Meal is not available.
- 7.2. **Order Cancellation or Decrease.** Subject to the Force Majeure and Inclement Weather provisions, School Food Authority shall pay the price specified in **Section 1. Pricing** for any order cancellations or decreases made more than 48 hours after the order deadline, of Monday, 5:00 p.m. local time for Meals scheduled to be consumed the following week.
- 7.3. **Order Adjustments.** School Food Authority shall pay a convenience fee of no more than 10% per Meal for order change requests made after Monday 5:00 p.m. local time for the following week's consumption, that affect operations, but do not result in an increase or decrease in the number of Meals ordered (e.g., decreasing lunch meal orders by 50 meals and adding 50 breakfast meals).
- 7.4. **Supplies.** Supplies (e.g., utensils, napkins, trays) ("**Supplies**") are available for School Food Authority to order using Vendor's online ordering system at the prices provided therein. Supplies ordered shall be included on Vendor's invoice to School Food Authority (as applicable).

8. **Execution.** This SOW #1 may be executed in one or more counterparts, each of which shall constitute an original and all of which, when taken together, shall constitute one agreement.



ACCEPTED AND AGREED TO:

Name & Title of School Food Authority Representative	Telephone Number
Mailing Address	
Signature	Date
Name & Title of Revolution Foods Representative	Telephone Number
Drew Helmey, SVP of Sales, Marketing, Customer Experience	(323) 838-5555
Mailing Address	
5743 Smithway Street, Ste 103, Commerce, CA 90040	
Signature	Date
	5/27/2026

Coversheet

McGraw Hill Curriculum for Middle School

Section: IX. Business and Operations
Item: I. McGraw Hill Curriculum for Middle School
Purpose: Vote
Submitted by:
Related Material:
Updated BRIDGES CHARTER SCHOOL_US & World History 1-Year Digital 6.3.26 REVISED.pdf



Because learning changes everything.®

QUOTE PREPARED FOR:

BRIDGES CHARTER SCHOOL
 1335 CALLE BOUGANVILLA
 THOUSAND OAKS, CA 91360-6699
 ACCOUNT NUMBER: 3493889

CONTACT:

Kami Brown
 kami.brown@bridgescharter.org
 9099638153

SUBSCRIPTION/DIGITAL CONTACT:

Cindy McCarthy
 cindy.mccarthy@bridgescharter.org

SALES REP INFORMATION:

Elaina Zarka-Dufort
 elaina.zarka-dufort@mheducation.com

Section Summary	Value of All Materials	Free Materials	Product Subtotal
United States History: Voices and Perspectives (Full Survey) © 2023	\$2,066.28	\$0.00	\$2,066.28
World History: Voices and Perspectives (Full Survey) © 2023	\$3,254.76	\$0.00	\$3,254.76
PRODUCT TOTAL*	\$5,321.04	\$0.00	\$5,321.04
ESTIMATED S&H**			\$0.00
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$5,321.04

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |
 Email: orders_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2026 ACCOUNT NAME: BRIDGES CHARTER SCHOOL EXPIRATION DATE: 09/01/2026
 QUOTE NUMBER: EZARK-06032026125750-001 ACCOUNT #: 3493889 PAGE #: 1



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
United States History: Voices and Perspectives (Full Survey) © 2023					
US HISTORY VOICES AND PERSPECTIVES STUDENT DIGITAL LICENSE 1YR SUBSCRIPTION	978-0-07-902282-0	53	\$37.14	\$0.00	\$1,968.42
UNITED STATES HISTORY VOICES AND PERS TEACHER DIGITAL LICENSE 1YR SUBSCRIPTION	978-0-07-902278-3	1	\$97.86	\$0.00	\$97.86
United States History: Voices and Perspectives (Full Survey) © 2023 Subtotal:				\$0.00	\$2,066.28
World History: Voices and Perspectives (Full Survey) © 2023					
WORLD HISTORY VOICES AND PERSPECTIVES STUDENT DIGITAL LICENSE 1YR SUBSCRIPTION	978-0-07-902052-9	85	\$37.14	\$0.00	\$3,156.90
WORLD HISTORY VOICES AND PERSPECTIVES TEACHER DIGITAL LICENSE 1YR SUBSCRIPTION	978-0-07-902050-5	1	\$97.86	\$0.00	\$97.86
World History: Voices and Perspectives (Full Survey) © 2023 Subtotal:				\$0.00	\$3,254.76

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |
 Email: orders_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2026 ACCOUNT NAME: BRIDGES CHARTER SCHOOL EXPIRATION DATE: 09/01/2026
 QUOTE NUMBER: EZARK-06032026125750-001 ACCOUNT #: 3493889 PAGE #: 2



Because learning changes everything.®

QUOTE PREPARED FOR:

BRIDGES CHARTER SCHOOL
 1335 CALLE BOUGANVILLA
 THOUSAND OAKS, CA 91360-6699
 ACCOUNT NUMBER: 3493889

CONTACT:

Kami Brown
 kami.brown@bridgescharter.org
 9099638153

VALUE OF ALL MATERIALS	\$5,321.04
FREE MATERIALS	\$0.00
PRODUCT TOTAL*	\$5,321.04
ESTIMATED SHIPPING & HANDLING**	\$0.00
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$5,321.04

SUBSCRIPTION/DIGITAL CONTACT:

Jessica Fisher
 jess.fisher@bridgescharter.org
 9099638153

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

 Name of School Official (Please Print)

 Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC |
 Email: orders_mhe@mheducation.com | Phone: | Fax:

QUOTE DATE: 06/03/2026 ACCOUNT NAME: BRIDGES CHARTER SCHOOL EXPIRATION DATE:09/01/2026
 QUOTE NUMBER: EZARK-06032026125750-001 ACCOUNT #: 3493889 PAGE #: 3

Coversheet

Website Upgrade, NTE \$7,500

Section: IX. Business and Operations
Item: J. Website Upgrade, NTE \$7,500
Purpose: Vote
Submitted by:
Related Material: Bridges Charter School - Website Redesign Proposal.pdf



Website Redesign Proposal for Bridges Charter School

Prepared for:
Bridges Charter School

Created by:
Mitchell Slater
Slater Strategies LLC/School Success

Plan details & pricing

This is for the one-time investment for the website redesign in 2 phases.

Phase 1. Homepage redesign in June.

Phase 2. Interior pages redesign in July.

We're looking forward to continuing to work with you and your school!

Phase 1	Price	QTY	Subtotal
<p>Homepage Restructuring</p> <p>A strategic refresh of the existing homepage using the current website design and structure.</p> <p>Includes</p> <ul style="list-style-type: none"> • Reorganizing homepage sections • Improving layout and flow • Updating visuals and spacing • Improving mobile experience • Updating calls-to-action • Minor design cleanup and modernization <p>Does Not Include</p> <ul style="list-style-type: none"> • Full redesign • New internal page designs • Major content rewrites <p>Investment \$3,000</p>	\$3,000.00	1	\$3,000.00

Subtotal	\$3,000.00
Discount	\$0.00
Tax	\$0.00
Total	\$3,000.00

Option 2	Price	QTY	Subtotal
<p>Website Interior Pages Restructuring</p> <p>A refresh of the existing website structure, including all internal pages.</p> <p>Includes</p> <ul style="list-style-type: none"> • Updates to internal page layouts • Improved consistency sitewide • Navigation and flow improvements • Mobile responsiveness updates • General visual cleanup and modernization <p>Does Not Include</p> <ul style="list-style-type: none"> • Full custom redesign • Major custom graphics/content creation <p>Investment \$4,500</p>	\$4,500.00	1	\$4,500.00

Subtotal	\$4,500.00
Discount	\$0.00
Tax	\$0.00
Total	\$4,500.00

Agreed and accepted by:

Slater Strategies

Bridges Charter School

06 / 04 / 2026

06 / 04 / 2026

Mitchell Slater

Kelly Simon

Coversheet

Updated Bell Schedule SY 26-27

Section: IX. Business and Operations
Item: K. Updated Bell Schedule SY 26-27
Purpose: Vote
Submitted by:
Related Material: 2026-2027 Bell Schedule Amended 6-15-26.docx.pdf

Bell Schedule 2026-2027

AM Daily Schedule: Mon -Thurs TK	Friday & Minimum Day Schedule TK	Early Release Schedule TK
8:20 - 9:30 Instructional Block 1 (70)	8:20 - 9:30 Instructional Block 1 (70)	8:20 - 9:30 Instructional Block 1 (70)
9:30 - 9:50 Healthy Snack (10) & Active Play (10)	9:30 - 9:50 Healthy Snack (10) & Active Play (10)	9:30 - 9:50 Healthy Snack (10) & Active Play (10)
9:50 - 11:15 Instructional Block 2 (85)	9:50 - 11:15 Instructional Block 2 (85)	9:50 - 11:15 Instructional Block 2 (85)
11:15 - 11:45 Lunch (30 minutes)	11:15 - 11:45 Lunch (30 minutes)	11:15 - 11:45 Lunch (30 minutes)
11:45 - 12:30 Instructional Block 3 (45)	11:45 - 12:30 Instructional Block 3 (45)	11:45 - 12:30 Instructional Block 3 (45)
SCHOOL ENDS AT 12:30 Daily	SCHOOL ENDS AT 12:30 Daily	SCHOOL ENDS AT 12:30 Daily
<p>37,170 Total Instructional Minutes (required 36,000) 177 Student Days @ 210 minutes</p>		

Approved:1/26/26 Amended 6/15/26

:

PM Daily Schedule: Mon -Thurs TK	PM Friday & Minimum Day Schedule TK	PM Early Release Schedule TK
10:45 - 11:45 Instructional Block 1 (60)	10:45 - 11:45 Instructional Block 1 (60)	10:45 - 11:45 Instructional Block 1 (60)
11:45 - 12:15 Lunch (30)	11:45 - 12:15 Lunch (30)	11:45 - 12:15 Lunch (30)
12:15 - 1:45 Instructional Block 2 (90)	12:15 - 1:45 Instructional Block 2 (90)	12:15 - 1:45 Instructional Block 2 (90)
1:45 - 2:00 Structured Active Play (15)	1:45 - 2:00 Structured Active Play (15)	1:45 - 2:00 Structured Active Play (15)
2:00 - 2:45 Instructional Block 3 (45)	2:00 - 2:45 Instructional Block 3 (45)	2:00 - 2:45 Instructional Block 3 (45)
SCHOOL ENDS AT 2:45 Daily	SCHOOL ENDS AT 2:45 Daily	SCHOOL ENDS AT 2:45 Daily
37,170 Total Instructional Minutes (required 36,000) 177 Student Days @ 210 minutes		

Approved:1/26/26 Amended 6/15/26

:

Daily Schedule: Mon -Thurs Kindergarten	Friday & Minimum Day Schedule Kindergarten	Early Release Schedule
8:20-9:50 Instructional Block 1 (90)	8:20-9:50 Instructional Block 1 (90)	8:20-9:50 Instructional Block 1 (90)
9:50-10:30 Healthy Snack & Active Play(40)	9:50-10:30 Healthy Snack & Active Play(40)	9:50-10:20 Healthy Snack & Active Play(30)
10:30-12:30 Instructional Block 2 (120)	10:30-12:30 Instructional Block 2 (120)	10:20-12:00 Instructional Block 2 (100)
12:30-1:00 Lunch (30 minutes)	12:30-1:00 Lunch (30 minutes)	12:00-12:30 Lunch (30 minutes)-
SCHOOL ENDS AT 1:00 DAILY	SCHOOL ENDS AT 1:00 DAILY	
37,020 Total Instructional Minutes (required 36,000) 172 Student Days @ 210 minutes 5 Student Days @ 180		

Approved:1/26/26 Amended 6/15/26

:

Daily Schedule: Mon -Thurs 1st – 3rd Grades	Friday & Minimum Day Schedule 1st – 3rd Grades	Early Release Schedule (Conference Week)
8:20-9:35 Instructional Block 1 (75)	8:20-9:45 Instructional Block 1 (85)	8:20-9:30 Instructional Block 1 (70)
9:35-9:55 Nutrition/Active Play (20)	9:45-10:05 Nutrition/Active Play (20)	9:30-9:50 Nutrition/Active Play (20)
9:55-11:10 Instructional Block 2 (75)	10:05-11:10 Instructional Block 2 (65)	9:50-11:00 Instructional Block 2 (70)
11:10 -11:45 LUNCH (35)	11:10 -11:45 LUNCH (25), 11:35- 11:45 Active Play (10)	11:00-11:30 LUNCH (30)
11:45 - 1:10 Instructional Block 3 (85)	11:45-1:30 Instructional Block 3 (105)	11:30-12:30 Instructional Block 3 (60)
1:10-1:37 Active Play (27)		
1:37-2:45 Instructional Block 4 (68)		
51,244 Total InstructionalMinutes (required 50,400) 177 Student Days 133@303 39@255 5@200		

Approved:1/26/26 Amended 6/15/26

Daily Schedule: Mon -Thurs 4th – 5th Grades	Friday & Minimum Day Schedule 4th – 5th Grades	Early Release Schedule (Conference Week)
8:20-10:10 Instructional Block 1 (110)	8:20-10:10 Instructional Block 1 (110)	8:20-9:50 Instructional Block 1 (90)
10:10-10:30 Nutrition/Active Play (20)	10:10-10:30 Nutrition/Active Play (20)	9:50-10:10 Nutrition/Active Play (20)
10:30-11:45 Instructional Block 2 (75)	10:30-11:45 Instructional Block 2 (75)	10:10-11:30 Instructional Block 2 (80)
11:45-12:10, lunch 12:10 - 12:20 active play LUNCH (25) Active Play (10)	11:45-12:10, lunch 12:10 - 12:20 active play LUNCH (25) Active Play (10)	11:30-12:00 LUNCH (30)
12:20 - 2:45 Instructional Block 3 (145)	12:20-1:30 Instructional Block 3 (70)	12:00-12:30 Instructional Block 3 (30)
54,835 Total Instructional Minutes (required 54,000) 177 Student Days 133@330 39@255 5@200		

Approved:1/26/26 Amended 6/15/26

<p>Daily Schedule: Mon -Thurs 6th-8th Middle School</p> <p>8:20 – 8:55 1st period (35) 8:55 - 8:58 Passing (3) 8:58 – 9:58 2nd Period (60) 9:58 - 10:13 Nutrition (15) 10:13 - 11:13 3rd Period (60) 11:13 -11:16 Passing (3) 11:16 -12:16 4th Period (60) 12:16-12:46 Lunch (30) 12:46-1:44 5th Period (58) 1:44 - 1:47 Passing (3) 1:47 - 2:45 6th Period (58)</p> <p>56,382 Total Instructional Minutes (required 54,000) 177 Student Days 133@340 39@258 5@220</p>	<p>Friday & Minimum Day Schedule 7th-8th Middle School</p> <p>8:20-9:28 1st (68 minutes) 9:28 - 9:45 Nutrition (17 minutes) 9:45 - 11:00 2nd Period (75 minutes) 11:00 - 11:03 - Passing 11:03 - 12:21 - 3rd Period (78 Minutes) 12:21 - 12:56 Lunch (35 minutes) 12:56 - 1:30 Homeroom (34 Minutes)</p> <p>6th Minimum Schedule: 8:20-9:28 1st (HOMEROOM)(68 minutes) 9:28 - 9:45 Nutrition (17 minutes) 9:45 - 10:35 2nd Period (50 minutes) 10:38 - 11:28 3rd Period (50 Minutes) 11:31 - 12:21 4th Period (50 minutes) 12:21 - 12:56 Lunch (35 minutes) 12:56 - 1:30 Homeroom (34 Minutes)</p>	<p>Early Release Schedule (Conference Week)</p> <p>8:20-9:20 1st Period (60) 9:20 -9:23 Passing Period (3) 9:23-10:23 2nd Period (60) 10:23-10:53 Nutrition (30) 10:53-11:53 3rd Period (60) 11:53-11:56 Passing Period (3) 11:56 - 12:30 Homeroom (34)</p>
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Approved:1/26/26 Amended 6/15/26

Coversheet

Proposition 28 Spending Report

Section: IX. Business and Operations
Item: L. Proposition 28 Spending Report
Purpose: Vote
Submitted by:
Related Material: AnnualReport (2).pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: BRIDGES Charter

CDS Code: 5610561-0121756

Charter School Number: 1203

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Bridges provided an enhanced performing arts program with a new performing arts curriculum to students in grades TK-8. Bridges also offered a dance elective for middle school.

2. Number of full-time equivalent teachers (certificated). 0.8

3. Number of full-time equivalent personnel (classified). 0.2

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 430

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/15/2026 12:00:00 AM

Annual Report Data URL

<https://bridgescharter.org/wp-content/uploads/2025/07/BRIDGES-24-25-prop-28-AnnualReport.pdf>

Submission Date 6/11/2026 11:40:11 AM

Coversheet

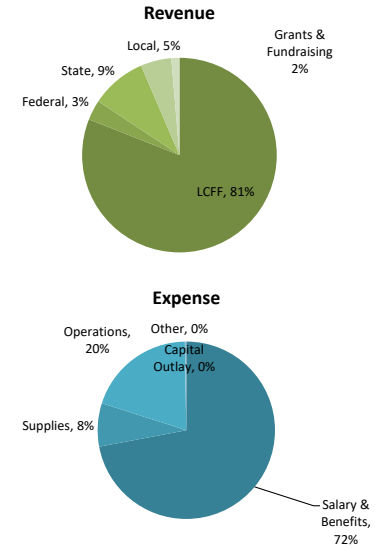
Adopted Budget 2026-2027

Section: IX. Business and Operations
Item: N. Adopted Budget 2026-2027
Purpose: Vote
Submitted by:
Related Material: N. Adopted Budget Proposal 2026-27.pdf
N. Adopted Budget Review 2026-27.pdf

BRIDGES CHARTER SCHOOL
 Multi-Year Budget Summary
 Prepared by ExED. For use by ExED and ExED clients only. © 2025 ExED

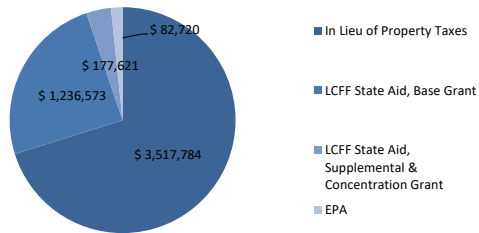
	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31
Total Enrollment	430	440	440	440	440	440
ADA	400.50	413.60	414.92	416.02	417.12	418.22
% Free and Reduced	19%	19%	19%	19%	19%	19%
% English Language Learners	3%	3%	3%	3%	3%	3%
% Unduplicated Low Income, EL, Foster Youth	19%	19%	19%	19%	19%	19%
INCOME						
8011-8098 · Local Control Funding Formula Sources	4,718,448	5,014,698	5,190,938	5,365,991	5,547,578	5,735,134
8100-8299 · Federal Revenue	262,924	206,580	208,284	209,951	211,638	213,345
8300-8599 · Other State Revenue	537,236	571,865	580,019	580,736	519,754	490,198
8600-8799 · Other Local Revenue	308,801	316,150	320,181	324,098	328,061	332,073
Grants/Fundraising	164,000	83,000	83,000	83,000	83,000	83,000
8999 · Other Prior Year Adjustment	8,527	-	-	-	-	-
TOTAL INCOME	5,999,936	6,192,293	6,382,422	6,563,776	6,690,031	6,853,750
EXPENSE						
1000 · Certificated Salaries	2,463,589	2,399,741	2,448,638	2,500,609	2,552,697	2,599,296
2000 · Classified Salaries	744,034	700,603	720,202	741,244	762,191	782,300
3000 · Employee Benefits	1,167,922	1,283,842	1,346,626	1,399,003	1,448,697	1,498,847
4000 · Supplies	426,964	481,453	491,740	501,782	512,102	522,708
5000 · Operating Services	1,098,656	1,205,565	1,218,628	1,255,376	1,293,233	1,332,241
6000 · Capital Outlay	19,549	15,989	13,562	13,562	13,562	13,562
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	5,920,715	6,087,193	6,239,396	6,411,576	6,582,482	6,748,953
NET INCOME	79,220	105,100	143,025	152,199	107,549	104,797
Ending Cash Balance	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551	3,096,413
Month with Lowest Ending Cash Balance	Jul: \$	Dec: \$2,424,240	May: \$2,551,617	Dec: \$2,605,739	Dec: \$2,758,521	Dec: \$2,932,623
5% Reserve Goal	296,036	304,360	311,970	320,579	329,124	337,448
Net Income as a Percentage of Expenses	1.3%	1.7%	2.3%	2.4%	1.6%	1.6%
Ending Cash as a Percentage of Expenses	43.2%	43.9%	43.2%	44.2%	45.3%	45.9%
Ending Debt Balance	-	-	-	-	-	-

2026-27 Revenue and Expense By Category



	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31
Per Pupil Revenue	13,953	14,073	14,506	14,918	15,205	15,577
Per Pupil Revenue without Grants/Fundraising	13,572	13,885	14,317	14,729	15,016	15,388
Per Pupil Expense	13,769	13,835	14,180	14,572	14,960	15,339

LCFF Funding Sources



The Local Control Funding Formula Revenue includes funds from the Education Protection Account created by the passage of Proposition 30 in November 2012. These funds will support instructional program expenditures (e.g. teacher salaries). Funds will not be used to support school administration and other EPA non-allowable expenses.

BRIDGES CHARTER SCHOOL

Multi-Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2025 ExED

	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Enrollment	-	430	440	440	440	440	440
ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
Income							
8011-8098 • Local Control Funding Formula Sources							
8011 Local Control Funding Formula	981,739	1,231,983	1,414,194	1,578,943	1,744,420	1,916,432	2,094,412
8012 Education Protection Account	78,890	80,100	82,720	82,984	83,204	83,424	83,644
8019 Local Control Funding Formula - Prior Year	(102,380)	164,131					
8096 In Lieu of Property Taxes	3,364,560	3,406,365	3,517,784	3,529,011	3,538,367	3,547,722	3,557,078
8098 In Lieu of Property Taxes, Prior Year	106,615	(164,131)					
Total 8011-8098 • Local Control Funding Formula Sources	4,429,424	4,718,448	5,014,698	5,190,938	5,365,991	5,547,578	5,735,134
8100-8299 • Federal Revenue							
8181 Special Education - Federal (IDEA)	99,973	99,973	104,275	105,654	106,994	108,349	109,722
8221 Child Nutrition - Federal	57,357	58,229	59,822	59,822	59,822	59,822	59,822
8291 Title I	108,556	26,345	26,608	26,875	27,143	27,415	27,689
8292 Title II	-	5,816	5,874	5,933	5,992	6,052	6,113
8295 Title IV, SSAE	-	10,000	10,000	10,000	10,000	10,000	10,000
8299 All Other Federal Revenue	-	62,561	-	-	-	-	-
Total 8100-8299 • Other Federal Income	265,885	262,924	206,580	208,284	209,951	211,638	213,345
8300-8599 • Other State Revenue							
8520 Child Nutrition - State	167,891	173,411	164,345	164,345	164,345	164,345	164,345
8550 Mandate Block Grant	7,024	8,189	8,535	9,103	9,415	9,735	10,065
8560 Lottery Revenue	120,076	114,129	117,501	117,876	118,188	118,501	118,813
8592 State Mental Health	32,863	33,942	35,052	35,164	35,257	35,350	35,444
8594 Supplemental Categorical Block Grant	46,313	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	90,492	100,000	100,000	100,000	100,000	100,000	100,000
8596 Prop 28 Arts & Music	-	58,841	58,873	61,530	61,530	61,530	61,530
8599 State Revenue - Other	3,662	48,724	87,559	92,000	92,000	30,292	-
Total 8300-8599 • Other State Income	468,321	537,236	571,865	580,019	580,736	519,754	490,198
8600-8799 • Other Local Revenue							
8660 Interest & Dividend Income	79,473	6,343	4,000	4,000	4,000	4,000	4,000
8682 Childcare & Enrichment Program Fees	5,925	9,160	7,281	7,281	7,281	7,281	7,281
8692 Grants	10,000	81,000	-	-	-	-	-

BRIDGES CHARTER SCHOOL

Multi-Year Budget Detail

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	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
8695 Contributions & Events	72,716	83,000	83,000	83,000	83,000	83,000	83,000
8696 Other Fundraising	4,455	-	-	-	-	-	-
8699 All Other Local Revenue	386,929	1,008	-	-	-	-	-
8792 Transfers of Apportionments - Special Education	287,771	292,290	304,869	308,900	312,817	316,780	320,792
Total 8600-8799 · Other Income-Local	847,269	472,801	399,150	403,181	407,098	411,061	415,073
Prior Year Adjustments							
8999 Other Prior Year Adjustment	-	8,527	-	-	-	-	-
Total Prior Year Adjustments	-	8,527	-	-	-	-	-
TOTAL INCOME	6,010,899	5,999,936	6,192,293	6,382,422	6,563,776	6,690,031	6,853,750
Expense							
1000 · Certificated Salaries							
1110 Teachers' Salaries	1,714,904	1,348,926	1,533,759	1,559,168	1,590,136	1,616,910	1,637,350
1120 Teachers' Hourly	-	481,466	220,110	223,843	227,114	230,375	233,685
1170 Teachers' Salaries - Substitute	44,018	66,466	70,000	71,050	72,116	73,197	74,295
1175 Teachers' Salaries - Stipend/Extra Duty	45,955	53,150	61,500	63,193	64,934	66,725	68,568
1213 Certificated Pupil Support - Guidance & Counseling	72,499	103,675	91,581	93,794	96,060	98,382	100,761
1300 Certificated Supervisors' & Administrators' Salaries	394,942	409,907	422,790	437,590	450,250	467,106	484,636
Total 1000 · Certificated Salaries	2,272,318	2,463,589	2,399,741	2,448,638	2,500,609	2,552,697	2,599,296
2000 · Classified Salaries							
2111 Instructional Aide & Other Salaries	440,952	373,262	311,416	322,327	332,025	342,134	351,122
2121 After School Staff Salaries	-	59,929	39,241	40,115	41,160	42,198	43,260
2131 Classified Teacher Salaries	-	-	42,629	43,695	44,787	45,907	47,055
2200 Classified Support Salaries	125,938	138,054	132,475	134,654	138,116	141,569	145,108
2300 Classified Supervisors' & Administrators' Salaries	-	77,274	78,872	80,843	83,269	85,767	88,340
2400 Classified Office Staff Salaries	169,154	95,516	95,971	98,567	101,887	104,616	107,414
2900 Other Classified Salaries	-	-	-	-	-	-	-
Total 2000 · Classified Salaries	736,044	744,034	700,603	720,202	741,244	762,191	782,300
Total 1000-2000 · Salaries	3,008,361	3,207,624	3,100,345	3,168,840	3,241,853	3,314,889	3,381,596
3000 · Employee Benefits							
3111 STRS - State Teachers Retirement System	425,317	470,546	466,493	476,036	486,171	496,333	505,453
3212 PERS - Public Employee Retirement System	150,353	164,853	184,959	193,014	191,982	191,310	196,357
3311 OASDI - Social Security	-	46,130	40,794	41,943	43,180	44,410	45,585
3331 MED - Medicare	87,309	46,511	44,955	45,948	47,007	48,066	49,033
3401 H&W - Health & Welfare	378,370	400,000	510,000	550,800	589,356	624,717	655,953

BRIDGES CHARTER SCHOOL

Multi-Year Budget Detail

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	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
3501 SUI - State Unemployment Insurance	1,317	2,889	1,550	1,584	1,621	1,657	1,691
3601 Workers' Compensation Insurance	30,852	34,908	35,090	37,300	39,686	42,203	44,774
3902 Other Benefits	-	2,087					
Total 3000 · Employee Benefits	1,073,518	1,167,922	1,283,842	1,346,626	1,399,003	1,448,697	1,498,847
Total 1000-3000 · Salaries & Benefits	4,081,879	4,375,546	4,384,186	4,515,466	4,640,856	4,763,585	4,880,443
4000 · Supplies							
4111 Core Curricula Materials	2,714	9,685	10,049	10,369	10,680	11,000	11,330
4211 Books & Other Reference Materials	-	2,000	2,075	2,141	2,205	2,272	2,340
4311 Student Materials	227,613	120,040	124,553	128,514	132,370	136,341	140,431
4351 Office Supplies	-	17,537	18,196	18,775	19,338	19,918	20,516
4371 Custodial Supplies	-	20,000	20,752	21,412	22,054	22,716	23,397
4391 Food (Non Nutrition Program)	-	13,978	14,504	14,965	15,414	15,876	16,353
4399 All Other Supplies	-	10,115	10,495	10,829	11,154	11,489	11,833
4390 Other Supplies	-	24,093	24,999	25,794	26,568	27,365	28,186
4411 Non Capitalized Equipment	19,300	25,099	55,000	56,749	58,451	60,205	62,011
4711 Nutrition Program Food & Supplies	127,003	208,510	225,828	227,986	230,115	232,285	234,497
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-
Total 4000 · Supplies	376,631	426,964	481,453	491,740	501,782	512,102	522,708
5000 · Operating Services							
5211 Travel & Conferences	18,840	10,025	13,000	13,413	13,816	14,230	14,657
5311 Dues & Memberships	5,859	15,053	19,258	19,860	20,451	21,053	21,685
5451 General Insurance	71,427	73,899	81,289	83,874	86,390	88,982	91,651
5511 Utilities	85,660	101,447	114,000	117,625	121,154	124,789	128,532
5521 Security Services	1,755	2,228	2,627	2,710	2,792	2,875	2,962
5599 Other Facility Operations & Utilities	-	764	793	818	842	868	894
5613 School Rent - Prop 39	214,877	201,737	184,391	190,255	195,962	201,841	207,897
5619 Other Facility Rentals	-	530	550	567	584	602	620
5621 Equipment Lease	-	29,011	24,900	25,692	26,463	27,256	28,074
5812 Field Trips & Pupil Transportation	17,125	88,000	91,309	94,213	97,039	99,950	102,949
5821 Legal	34,299	26,430	50,000	25,000	25,750	26,523	27,318
5823 Audit	14,424	20,999	21,789	22,481	23,156	23,851	24,566
5831 Advertisement & Recruitment	71,445	30,365	31,506	32,508	33,484	34,488	35,523
5842 Special Education Services	111,761	128,605	133,441	137,684	141,814	146,069	150,451
5849 Other Student Instructional Services	-	26,471	74,459	76,827	79,132	81,506	83,951

BRIDGES CHARTER SCHOOL

Multi-Year Budget Detail

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	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
5852 PD Consultants & Tuition	-	11,551	11,986	13,755	14,168	14,593	15,031
5854 Nursing & Medical (Non-IEP)	-	3,500	5,000	5,159	5,314	5,473	5,637
5859 All Other Consultants & Services	533,619	198,516	205,980	212,302	218,671	225,231	231,988
5861 Non Instructional Software	-	24,236	27,420	28,292	29,141	30,015	30,915
5865 Fundraising Cost	-	1,240	1,287	1,328	1,367	1,408	1,451
5871 District Oversight Fees	44,252	47,184	50,147	51,909	53,660	55,476	57,351
5899 All Other Expenses	2,536	27,983	30,000	30,954	31,883	32,839	33,824
5911 Office Phone	6,180	2,500	2,594	2,676	2,757	2,839	2,925
5913 Mobile Phone	-	2,300	2,386	2,462	2,536	2,612	2,691
5921 Internet	1,508	1,933	2,360	2,435	2,508	2,583	2,661
5923 Website Hosting	-	18,204	19,000	19,604	20,192	20,798	21,422
5931 Postage & Shipping	902	3,945	4,093	4,223	4,350	4,481	4,615
5999 Other Communications	-	-	-	-	-	-	-
Total 5000 · Operating Services	1,236,469	1,098,656	1,205,565	1,218,628	1,255,376	1,293,233	1,332,241
6000 · Capital Outlay							
6901 Depreciation Expense	20,820	19,549	15,989	13,562	13,562	13,562	13,562
Total 6000 · Capital Outlay	20,820	19,549	15,989	13,562	13,562	13,562	13,562
7000 · Other Outgo							
7438 Interest Expense	-	-	-	-	-	-	-
Total 7000 · Other Outgo	-	-	-	-	-	-	-
TOTAL EXPENSE	5,715,798	5,920,715	6,087,193	6,239,396	6,411,576	6,582,482	6,748,953
NET INCOME	295,101	79,220	105,100	143,025	152,199	107,549	104,797

BRIDGES CHARTER SCHOOL

Multi-Year Budget Detail

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	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Beginning Cash Balance	1,874,142	2,033,627	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551
Cash Flow from Operating Activities							
Net Income	295,101	79,220	105,100	143,025	152,199	107,549	104,797
Change in Accounts Receivable	-	-	-	-	-	-	-
Prior Year Accounts Receivable	(936,694)	915,765	757,689	318,988	431,764	446,961	399,634
Current Year Accounts Receivable	-	(757,689)	(318,988)	(431,764)	(446,961)	(399,634)	(387,258)
Change in Due from	-	(19)	-	-	-	-	-
Change in Accounts Payable	668,851	69,175	(14,401)	(13,681)	(12,997)	(12,347)	(11,730)
Change in Due to	20,476	279,733	(300,209)	-	-	-	-
Change in Current Lease Payable	-	(8,286)	(11,016)	(3,811)	-	-	-
Change in Lease Assets	-	23,113	14,827	3,811	-	-	-
Change in Accrued Vacation	42,953	-	-	-	-	-	-
Change in Payroll Liabilities	6,896	(6,896)	-	-	-	-	-
Change in Prepaid Expenditures	(2,571)	(40,770)	(45,508)	(4,442)	(4,665)	(4,898)	(5,143)
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	292,092	-	(86,394)	-	-	-	-
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	-	(14,827)	(3,811)	-	-	-	-
Change in Other Long Term Assets	(42,953)	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-
Depreciation Expense	159,543	19,549	15,989	13,562	13,562	13,562	13,562
Cash Flow from Investing Activities							
Capital Expenditures	(344,207)	(32,207)	-	-	-	-	-
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-
Ending Cash Balance	2,033,627	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551	3,096,413

Bridges Charter School 2026-27 Budget for Adoption

June 15, 2026

26/27 State Budget Update – MAY REVISE

Big Picture: State Fiscal Outlook Improves

- State revenues projected \$16.5B higher than January estimates over the 2024–27 window.
- Prop 98 guarantee increases by approximately \$6.4B compared to January proposals.
- Total TK–14 Prop 98 funding reaches \$127.1B in 2026–27.
- May Revision reflects stronger reserves and a more stable fiscal outlook for schools.
- A significant portion of new funding is deposited into the Prop 98 Rainy Day Fund.

Senate and Assembly Unveil Budget Priorities

 BY MATT PHILLIPS, CPA
 BY LEILANI AGUINALDO
 BY MEGAN BAIER

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The information pipeline has been quite active since Governor Gavin Newsom released the May Revision on May 14 with questions and prognostications abounding relative to the agreement, or lack thereof, between the Governor and the Legislature. Both the [Senate](#) and [Assembly](#) have since released their budget priorities for the 2026–27 fiscal year. The table below summarizes the position of all three parties for the more costly items.

Proposal	Governor	Senate	Assembly
Statutory Cost-of-Living Adjustment (COLA) ¹	2.87%	2.87%	2.87%
Additional Local Control Funding Formula (LCFF) Investment	1.44%	1.44%	1.44%
Special Education Base Rate	\$1,340/ADA ²	\$1,340/ADA	\$1,340/ADA
Student Support and Professional Development Discretionary Block Grant	\$5.0 billion distributed per ADA	\$6.5 billion distributed per ADA	\$5.6 billion distributed based on LCFF share
Learning Recovery Emergency Block Grant ¹	\$757.3 million	\$757.3 million	\$757.3 million
Career Technical Education Incentive Grant	-	\$300 million	\$300 million
Kitchen Infrastructure and Training Grant	\$100 million	\$1 billion	\$200 million

¹All three parties are in agreement with no proposed changes

²Average daily attendance (ADA)

Governor's May Revise Proposed Budget

Key Funding Changes

<p>LCFF</p>	<ul style="list-style-type: none"> Statutory COLA increases from 2.41% (January) to 2.87%. Additional discretionary LCFF augmentation creates a total 4.31% "Super COLA," intended in part to absorb costs of the proposed 14-week paid pregnancy leave mandate 	<p>→ *** ADDED 2.87% COLA → DID NOT INCREASE THE LCFF COLA TO 4.31% YET</p>
<p>SPED</p>	<ul style="list-style-type: none"> Governor proposes an additional \$1.8B ongoing investment in Special Education. Base rate increases from \$917 per ADA to \$1,340 per ADA. 	<p>→ DID NOT UPDATE SPED RATE YET</p>
<p>Student Support & PD DBG</p>	<ul style="list-style-type: none"> Increases from \$2.8B to \$5B. Estimated funding rises from ~\$512 to ~\$937 per 25/26 P2 ADA (SSC estimate). 	<p>→ *** ADDED SSPDBG JANUARY ESTIMATE OF \$512- PER ADA (+\$212K) TO THE OUT YEARS</p>
<p>LREBG</p>	<ul style="list-style-type: none"> Retains January proposal to repay remaining Learning Recovery Emergency Block Grant (LREBG) balance. 	<p>→ *** ADDED \$7.6K LREBG</p>
<p>Additional Investments</p>	<ul style="list-style-type: none"> Ongoing funding for Community Schools and Universal Meals \$1,800/ADA minimum for Tier 2 ELO-P schools (<55% unduplicated pupils) \$428.8M one-time extension of Literacy Coaches & Reading Specialists Grant Additional Kitchen Infrastructure grant round 	

Bridges Charter – FY26/27 Enrollment & ADA Assumptions

Enrollment is assumed at 440 Students total with a conservative 94% ADA in FY26/27 and an average ADA percentage gain of .25% annually through FY2030/32

Summary by Grade Span	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Total Enrollment, TK - 3	197	192	192	192	192	192
Average Attendance Rate, TK - 3	94.04%	94.00%	94.30%	94.55%	94.80%	95.05%
Total ADA, TK - 3	180.78	180	181.06	181.54	182.02	182.50
Total Enrollment, 4 - 6	145	150	150	150	150	150
Average Attendance Rate, 4 - 6	95.22%	94.00%	94.30%	94.55%	94.80%	95.05%
Total ADA, 4 - 6	136.76	141	141.45	141.83	142.20	142.58
Total Enrollment, 7 - 8	88	98	98	98	98	98
Average Attendance Rate, 7 - 8	94.44%	94.00%	94.30%	94.55%	94.80%	95.05%
Total ADA, 7 - 8	82.96	92	92.41	92.66	92.90	93.15
Grand Total, Enrollment	430	440	440	440	440	440
Grand Total, ADA	400.50	413.60	414.92	416.02	417.12	418.22

CALPADS Data	2023-24	2024-25	2025-26	2026-27 Fall 1	2027-28	2028-29	2029-30	2030-31
Fall 1: 1.17 Report, LCFF								
<i>Enrollment</i>	373	416	421	440	440	440	440	440
<i>Unduplicated Eligible Free/Reduced Meal Counts</i>	85	85	78	82	82	82	82	82
<i>EL Funding Eligible</i>	-	-	12	13	13	13	13	13
<i>Total Unduplicated FRPM/EL Eligible Count</i>	85	85	78	82	82	82	82	82
<i>% Unduplicated FRPM, EL, and Foster Youth</i>	22.79%	20.43%	18.53%	18.64%	18.64%	18.64%	18.64%	18.64%
<i>3-Year UPP Average</i>			20.50%	19.19%	18.60%	18.64%	18.64%	18.64%
<i>% Free/Reduced Lunch Eligible Students</i>	23%	20%	19%	18.53%	18.53%	18.53%	18.53%	18.53%
<i>% English Language Learner Students</i>	0%	0%	3%	2.85%	2.85%	2.85%	2.85%	2.85%
<i>% Immigrant Students</i>	0%	0%	0%	0.00%	0%	0%	0%	0%

Bridges Charter – FY26/27

Other Assumptions

- Statutory & LCFF Cola = 2.87%
- Employer STRS Rate = 19.10%
- Employer PERS Rate = 26.40%
- OASDI Rate = 6.20%
- Medicare Rate = 1.45%
- SUI Rate = .05%
- Health & Welfare ER Contribution per eligible Employee = \$20,277
- Grade TK Add On Rate = \$5,704
- Grades TK-3 LCFF Rate = \$10,550
- Grades 4-6 LCFF Rate = \$10,710
- Grades 7-8 LCFF Rate = \$11,027

Bridges Charter – FY26/27

Staff Assumptions

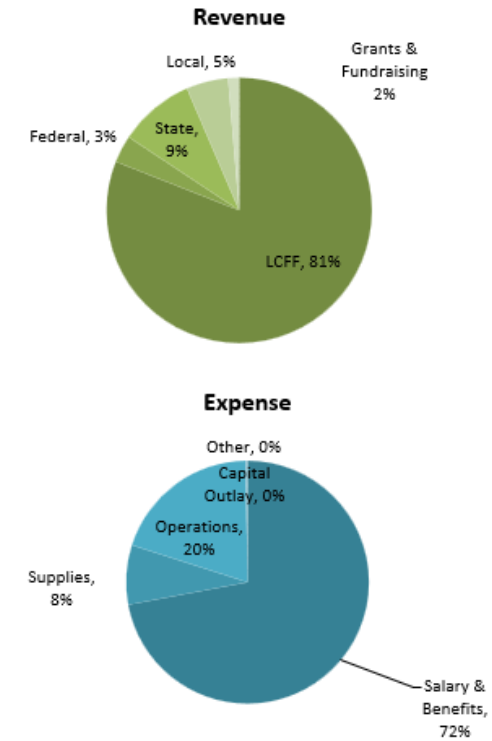
- 15 FT Teachers TK-8
- 2 FT RSP Teachers
- 1 FT RTI Coordinator
- 1 FT Homeschool Lead Teacher
- 1 ESY Teacher (Summer)
- 6 PT Hourly Teachers (1-TK-8, 1-RTI Liaison, 4-Supervising Independent HS)
- 1 FT School Counselor
- 3 FT Directors (1-Executive Director, 1-Student Svcs Director, 1-Daily Ops)
- 5 PT Instructional Aides
- 5 PT Special Education Instructional Aides
- 7 PT Specialists (1-Art, 1-Chess AftSch, 2-Env.Ed/Nutrition, 1-Homeschool, 1-Librarian/Maker Space, 1-PE)
- 5 PT Child Care (1-Lead, 1-Supervisor, 3-Assistants)
- 2 Custodians (1-FT at 7 hours/day & 1 PT)
- 2 PT Food Service (1-Supervisor, 1-Assistant)
- 1 FT Admin Coordinator
- 3 Office EEs (1-FT at 7 hours/day, 1-PT Office Assistant, 1-PT Info Tech)

Bridges – Summary Budget (without May Revise)

BRIDGES CHARTER SCHOOL
 Multi-Year Budget Summary
 Prepared by ExED. For use by ExED and ExED clients only. ♦ 2025 ExED

	2025-26	2026-27 Forecast	2027-28	2028-29	2029-30	2030-31
Total Enrollment	430	440	440	440	440	440
ADA	400.50	413.60	414.92	416.02	417.12	418.22
% Free and Reduced	19%	19%	19%	19%	19%	19%
% English Language Learners	3%	3%	3%	3%	3%	3%
% Unduplicated Low Income, EL, Foster Youth	19%	19%	19%	19%	19%	19%
INCOME						
8011-8098 · Local Control Funding Formula Sources	4,718,448	5,014,698	5,190,938	5,365,991	5,547,578	5,735,134
8100-8299 · Federal Revenue	262,924	206,580	208,284	209,951	211,638	213,345
8300-8599 · Other State Revenue	537,236	571,865	580,019	580,736	519,754	490,198
8600-8799 · Other Local Revenue	308,801	316,150	320,181	324,098	328,061	332,073
Grants/Fundraising	164,000	83,000	83,000	83,000	83,000	83,000
8999 · Other Prior Year Adjustment	8,527	-	-	-	-	-
TOTAL INCOME	5,999,936	6,192,293	6,382,422	6,563,776	6,690,031	6,853,750
EXPENSE						
1000 · Certificated Salaries	2,463,589	2,399,741	2,448,638	2,500,609	2,552,697	2,599,296
2000 · Classified Salaries	744,034	700,603	720,202	741,244	762,191	782,300
3000 · Employee Benefits	1,167,922	1,283,842	1,346,626	1,399,003	1,448,697	1,498,847
4000 · Supplies	426,964	481,453	491,740	501,782	512,102	522,708
5000 · Operating Services	1,098,656	1,205,565	1,218,628	1,255,376	1,293,233	1,332,241
6000 · Capital Outlay	19,549	15,989	13,562	13,562	13,562	13,562
7000 · Other Outgo	-	-	-	-	-	-
TOTAL EXPENSE	5,920,715	6,087,193	6,239,396	6,411,576	6,582,482	6,748,953
NET INCOME	79,220	105,100	143,025	152,199	107,549	104,797
Ending Cash Balance	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551	3,096,413

2026-27 Revenue and Expense By Category



Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL								
Multi-Year Budget Detail								
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		-2	-1	0	1	2	3	4
		2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
	Enrollment	-	430	440	440	440	440	440
	ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
	ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
	UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
Income								
8011-8098 · Local Control Funding Formula Sources								
	8011 Local Control Funding Formula	981,739	1,231,983	1,414,194	1,578,943	1,744,420	1,916,432	2,094,412
	8012 Education Protection Account	78,890	80,100	82,720	82,984	83,204	83,424	83,644
	8019 Local Control Funding Formula - Prior Year	(102,380)	164,131					
	8096 In Lieu of Property Taxes	3,364,560	3,406,365	3,517,784	3,529,011	3,538,367	3,547,722	3,557,078
	8098 In Lieu of Property Taxes, Prior Year	106,615	(164,131)					
	Total 8011-8098 · Local Control Funding Formula Sources	4,429,424	4,718,448	5,014,698	5,190,938	5,365,991	5,547,578	5,735,134
8100-8299 · Federal Revenue								
	8181 Special Education - Federal (IDEA)	99,973	99,973	104,275	105,654	106,994	108,349	109,722
	8221 Child Nutrition - Federal	57,357	58,229	59,822	59,822	59,822	59,822	59,822
	8291 Title I	108,556	26,345	26,608	26,875	27,143	27,415	27,689
	8292 Title II	-	5,816	5,874	5,933	5,992	6,052	6,113
	8295 Title IV, SSAE	-	10,000	10,000	10,000	10,000	10,000	10,000
	8299 All Other Federal Revenue	-	62,561	-	-	-	-	-
	Total 8100-8299 · Other Federal Income	265,885	262,924	206,580	208,284	209,951	211,638	213,345
8300-8599 · Other State Revenue								
	8520 Child Nutrition - State	167,891	173,411	164,345	164,345	164,345	164,345	164,345
	8550 Mandate Block Grant	7,024	8,189	8,535	9,103	9,415	9,735	10,065
	8560 Lottery Revenue	120,076	114,129	117,501	117,876	118,188	118,501	118,813
	8592 State Mental Health	32,863	33,942	35,052	35,164	35,257	35,350	35,444
	8594 Supplemental Categorical Block Grant	46,313	-	-	-	-	-	-
	8595 Expanded Learning Opportunity Program	90,492	100,000	100,000	100,000	100,000	100,000	100,000
	8596 Prop 28 Arts & Music	-	58,841	58,873	61,530	61,530	61,530	61,530
	8599 State Revenue - Other	3,662	48,724	87,559	92,000	92,000	30,292	-
	Total 8300-8599 · Other State Income	468,321	537,236	571,865	580,019	580,736	519,754	490,198

Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL								
Multi-Year Budget Detail								
Prepared by ExED. For use by ExED and ExED clients only. ♦ 2025 ExED								
		-2	-1	0	1	2	3	4
		2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
	Enrollment	-	430	440	440	440	440	440
	ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
	ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
	UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
8600-8799 · Other Local Revenue								
	8660 Interest & Dividend Income	79,473	6,343	4,000	4,000	4,000	4,000	4,000
	8682 Childcare & Enrichment Program Fees	5,925	9,160	7,281	7,281	7,281	7,281	7,281
	8692 Grants	10,000	81,000	-	-	-	-	-
	8695 Contributions & Events	72,716	83,000	83,000	83,000	83,000	83,000	83,000
	8696 Other Fundraising	4,455	-	-	-	-	-	-
	8699 All Other Local Revenue	386,929	1,008	-	-	-	-	-
	8792 Transfers of Apportionments - Special Education	287,771	292,290	304,869	308,900	312,817	316,780	320,792
	Total 8600-8799 · Other Income-Local	847,269	472,801	399,150	403,181	407,098	411,061	415,073
Prior Year Adjustments								
	8999 Other Prior Year Adjustment	-	8,527	-	-	-	-	-
	Total Prior Year Adjustments	-	8,527	-	-	-	-	-
	TOTAL INCOME	6,010,899	5,999,936	6,192,293	6,382,422	6,563,776	6,690,031	6,853,750

Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL								
Multi-Year Budget Detail								
Prepared by ExED. For use by ExED and ExED clients only. ♦ 2025 ExED								
		-2	-1	0	1	2	3	4
		2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
	Enrollment	-	430	440	440	440	440	440
	ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
	ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
	UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
Expense								
1000 · Certificated Salaries								
	1110 Teachers' Salaries	1,714,904	1,348,926	1,533,759	1,559,168	1,590,136	1,616,910	1,637,350
	1120 Teachers' Hourly	-	481,466	220,110	223,843	227,114	230,375	233,685
	1170 Teachers' Salaries - Substitute	44,018	66,466	70,000	71,050	72,116	73,197	74,295
	1175 Teachers' Salaries - Stipend/Extra Duty	45,955	53,150	61,500	63,193	64,934	66,725	68,568
	1213 Certificated Pupil Support - Guidance & Counseling	72,499	103,675	91,581	93,794	96,060	98,382	100,761
	1300 Certificated Supervisors' & Administrators' Salaries	394,942	409,907	422,790	437,590	450,250	467,106	484,636
	Total 1000 · Certificated Salaries	2,272,318	2,463,589	2,399,741	2,448,638	2,500,609	2,552,697	2,599,296
2000 · Classified Salaries								
	2111 Instructional Aide & Other Salaries	440,952	373,262	311,416	322,327	332,025	342,134	351,122
	2121 After School Staff Salaries	-	59,929	39,241	40,115	41,160	42,198	43,260
	2131 Classified Teacher Salaries	-	-	42,629	43,695	44,787	45,907	47,055
	2200 Classified Support Salaries	125,938	138,054	132,475	134,654	138,116	141,569	145,108
	2300 Classified Supervisors' & Administrators' Salaries	-	77,274	78,872	80,843	83,269	85,767	88,340
	2400 Classified Office Staff Salaries	169,154	95,516	95,971	98,567	101,887	104,616	107,414
	2900 Other Classified Salaries	-	-	-	-	-	-	-
	Total 2000 · Classified Salaries	736,044	744,034	700,603	720,202	741,244	762,191	782,300
	Total 1000-2000 · Salaries	3,008,361	3,207,624	3,100,345	3,168,840	3,241,853	3,314,889	3,381,596
3000 · Employee Benefits								
	3111 STRS - State Teachers Retirement System	425,317	470,546	466,493	476,036	486,171	496,333	505,453
	3212 PERS - Public Employee Retirement System	150,353	164,853	184,959	193,014	191,982	191,310	196,357
	3311 OASDI - Social Security	-	46,130	40,794	41,943	43,180	44,410	45,585
	3331 MED - Medicare	87,309	46,511	44,955	45,948	47,007	48,066	49,033
	3401 H&W - Health & Welfare	378,370	400,000	510,000	550,800	589,356	624,717	655,953
	3501 SUI - State Unemployment Insurance	1,317	2,889	1,550	1,584	1,621	1,657	1,691
	3601 Workers' Compensation Insurance	30,852	34,908	35,090	37,300	39,686	42,203	44,774
	3902 Other Benefits	-	2,087	-	-	-	-	-
	Total 3000 · Employee Benefits	1,073,518	1,167,922	1,283,842	1,346,626	1,399,003	1,448,697	1,498,847
	Total 1000-3000 · Salaries & Benefits	4,081,879	4,375,546	4,384,186	4,515,466	4,640,856	4,763,585	4,880,443

Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL								
Multi-Year Budget Detail								
Prepared by ExED. For use by ExED and ExED clients only. ♦ 2025 ExED								
		-2	-1	0	1	2	3	4
		2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
	Enrollment	-	430	440	440	440	440	440
	ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
	ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
	UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
4000 - Supplies								
	4111 Core Curricula Materials	2,714	9,685	10,049	10,369	10,680	11,000	11,330
	4211 Books & Other Reference Materials	-	2,000	2,075	2,141	2,205	2,272	2,340
	4311 Student Materials	227,613	120,040	124,553	128,514	132,370	136,341	140,431
	4351 Office Supplies	-	17,537	18,196	18,775	19,338	19,918	20,516
	4371 Custodial Supplies	-	20,000	20,752	21,412	22,054	22,716	23,397
	4391 Food (Non Nutrition Program)	-	13,978	14,504	14,965	15,414	15,876	16,353
	4399 All Other Supplies	-	10,115	10,495	10,829	11,154	11,489	11,833
	4390 Other Supplies	-	24,093	24,999	25,794	26,568	27,365	28,186
	4411 Non Capitalized Equipment	19,300	25,099	55,000	56,749	58,451	60,205	62,011
	4711 Nutrition Program Food & Supplies	127,003	208,510	225,828	227,986	230,115	232,285	234,497
	4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-
	Total 4000 - Supplies	376,631	426,964	481,453	491,740	501,782	512,102	522,708
5000 - Operating Services								
	5211 Travel & Conferences	18,840	10,025	13,000	13,413	13,816	14,230	14,657
	5311 Dues & Memberships	5,859	15,053	19,258	19,860	20,451	21,053	21,685
	5451 General Insurance	71,427	73,899	81,289	83,874	86,390	88,982	91,651
	5511 Utilities	85,660	101,447	114,000	117,625	121,154	124,789	128,532
	5521 Security Services	1,755	2,228	2,627	2,710	2,792	2,875	2,962
	5599 Other Facility Operations & Utilities	-	764	793	818	842	868	894
	5613 School Rent - Prop 39	214,877	201,737	184,391	190,255	195,962	201,841	207,897
	5619 Other Facility Rentals	-	530	550	567	584	602	620
	5621 Equipment Lease	-	29,011	24,900	25,692	26,463	27,256	28,074
	5812 Field Trips & Pupil Transportation	17,125	88,000	91,309	94,213	97,039	99,950	102,949
	5821 Legal	34,299	26,430	50,000	25,000	25,750	26,523	27,318
	5823 Audit	14,424	20,999	21,789	22,481	23,156	23,851	24,566
	5831 Advertisement & Recruitment	71,445	30,365	31,506	32,508	33,484	34,488	35,523
	5842 Special Education Services	111,761	128,605	133,441	137,684	141,814	146,069	150,451
	5849 Other Student Instructional Services	-	26,471	74,459	76,827	79,132	81,506	83,951

Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL								
Multi-Year Budget Detail								
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		2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
	Enrollment	-	430	440	440	440	440	440
	ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
	ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
	UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
	5852 PD Consultants & Tuition	-	11,551	11,986	13,755	14,168	14,593	15,031
	5854 Nursing & Medical (Non-IEP)	-	3,500	5,000	5,159	5,314	5,473	5,637
	5859 All Other Consultants & Services	533,619	198,516	205,980	212,302	218,671	225,231	231,988
	5861 Non Instructional Software	-	24,236	27,420	28,292	29,141	30,015	30,915
	5865 Fundraising Cost	-	1,240	1,287	1,328	1,367	1,408	1,451
	5871 District Oversight Fees	44,252	47,184	50,147	51,909	53,660	55,476	57,351
	5899 All Other Expenses	2,536	27,983	30,000	30,954	31,883	32,839	33,824
	5911 Office Phone	6,180	2,500	2,594	2,676	2,757	2,839	2,925
	5913 Mobile Phone	-	2,300	2,386	2,462	2,536	2,612	2,691
	5921 Internet	1,508	1,933	2,360	2,435	2,508	2,583	2,661
	5923 Website Hosting	-	18,204	19,000	19,604	20,192	20,798	21,422
	5931 Postage & Shipping	902	3,945	4,093	4,223	4,350	4,481	4,615
	5999 Other Communications	-	-	-	-	-	-	-
	Total 5000 - Operating Services	1,236,469	1,098,656	1,205,565	1,218,628	1,255,376	1,293,233	1,332,241
	6000 - Capital Outlay							
	6901 Depreciation Expense	20,820	19,549	15,989	13,562	13,562	13,562	13,562
	Total 6000 - Capital Outlay	20,820	19,549	15,989	13,562	13,562	13,562	13,562
	7000 - Other Outgo							
	7438 Interest Expense	-	-	-	-	-	-	-
	Total 7000 - Other Outgo							
	TOTAL EXPENSE	5,715,798	5,920,715	6,087,193	6,239,396	6,411,576	6,582,482	6,748,953
	NET INCOME	295,101	79,220	105,100	143,025	152,199	107,549	104,797

Bridges – Detailed Budget (cont) (before May Revise)

BRIDGES CHARTER SCHOOL							
Multi-Year Budget Detail							
Prepared by ExED. For use by ExED and ExED clients only. ♦ 2025 ExED							
	-2	-1	0	1	2	3	4
	2024-25	2025-26	2026-27 Trend	2027-28	2028-29	2029-30	2030-31
Enrollment	-	430	440	440	440	440	440
ADA	394.45	400.50	413.60	414.92	416.02	417.12	418.22
ADA %	95.3%	94.6%	94.0%	94.3%	94.6%	94.8%	95.1%
UPP	57.2%	18.5%	19.2%	18.6%	18.6%	18.6%	18.6%
Beginning Cash Balance	1,874,142	2,033,627	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551
Cash Flow from Operating Activities							
Net Income	295,101	79,220	105,100	143,025	152,199	107,549	104,797
Change in Accounts Receivable	-	-	-	-	-	-	-
Prior Year Accounts Receivable	(936,694)	915,765	757,689	318,988	431,764	446,961	399,634
Current Year Accounts Receivable	-	(757,689)	(318,988)	(431,764)	(446,961)	(399,634)	(387,258)
Change in Due from	-	(19)	-	-	-	-	-
Change in Accounts Payable	668,851	69,175	(14,401)	(13,681)	(12,997)	(12,347)	(11,730)
Change in Due to	20,476	279,733	(300,209)	-	-	-	-
Change in Current Lease Payable	-	(8,286)	(11,016)	(3,811)	-	-	-
Change in Lease Assets	-	23,113	14,827	3,811	-	-	-
Change in Accrued Vacation	42,953	-	-	-	-	-	-
Change in Payroll Liabilities	6,896	(6,896)	-	-	-	-	-
Change in Prepaid Expenditures	(2,571)	(40,770)	(45,508)	(4,442)	(4,665)	(4,898)	(5,143)
Change in Deposits	-	-	-	-	-	-	-
Change in Deferred Revenue	292,092	-	(86,394)	-	-	-	-
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-
Change in Long Term Lease Liabilities	-	(14,827)	(3,811)	-	-	-	-
Change in Other Long Term Assets	(42,953)	-	-	-	-	-	-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-
Depreciation Expense	159,543	19,549	15,989	13,562	13,562	13,562	13,562
Cash Flow from Investing Activities							
Capital Expenditures	(344,207)	(32,207)	-	-	-	-	-
Cash Flow from Financing Activities							
Source - Sale of Receivables	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-
Use - Loans	-	-	-	-	-	-	-
Ending Cash Balance	2,033,627	2,559,490	2,672,767	2,698,455	2,831,358	2,982,551	3,096,413

Coversheet

2026-2027 Consolidated Application (Con App)

Section: IX. Business and Operations
Item: P. 2026-2027 Consolidated Application (Con App)
Purpose: Vote
Submitted by:
Related Material: 2025-26_Consolidated_Application__Spring_Release_Draft.pdf

2024–25 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, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa 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*****

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.

2025–26 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, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$5,892
Transferred–in amount	\$0
Transferred–out amount	\$0
2025–26 Total allocation	\$5,892

Professional Development Expenditures

Professional development for teachers	\$5,890
Professional development for administrators	\$0
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	\$5,890
2025–26 Unspent funds	\$2

*****Warning*****

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2025–26 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)	0.25

Homeless Liaison Training Information

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

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CDE Program Contact:

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 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

2025–26 Title I, Part A LEA allocation	\$26,345
2025–26 Title I, Part A direct or indirect services to homeless children reservation	\$50

*****Warning*****

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2025–26 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 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$100
Homeless services provided (Maximum 500 characters)	Materials & 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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2026–27 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/ca26assurancestoc.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	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	06/15/2026
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)	

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2026–27 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	06/15/2026
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Kelly Simon
Authorized Representative's Title	Executive Director

*****Warning*****

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2026–27 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*****

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2026–27 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/>.

2026–27 Request for authorization	No
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)	

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Coversheet

SY 26-27 Employee Handbook (Draft)

Section: IX. Business and Operations
Item: Q. SY 26-27 Employee Handbook (Draft)
Purpose: Vote
Submitted by:
Related Material: 2026-2027 Employee Handbook draft for June 2026.docx

BRIDGES CHARTER SCHOOL
EMPLOYEE HANDBOOK

2026-2027

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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.

GENERAL EXPECTATION OF STAFF

Staff members are responsible for performing their essential job duties while working regularly with children and families. These responsibilities may include communication, supervision, support, and responding to the needs of children and family members. Due to the nature of this work, staff may occasionally encounter stressful or emotionally challenging situations, including managing difficult behaviors, addressing family concerns, or responding to urgent needs. Staff are expected to maintain professionalism, follow established policies and procedures, and utilize appropriate support resources when handling these situations as part of their essential job responsibilities.

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 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

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(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.

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

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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.

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.

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 related to their job description and duties thereof. 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 and/or 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 (certificated staff) will participate in activities outside of regular business hours

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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 work day 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 and/or Classified Employees:

Administration will determine the normal working hours for non-instructional and/or employees. Nonexempt, non-instructional and/or employees are entitled a 10-minute rest break for every 4 hours worked and a thirty (30) minute unpaid meal break when working 5 or more hours in a day and are entitled to overtime and double-time pay as required by law. Non-instructional and or classified 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) Paid for "essential" designated classified office staff only
- Washington's Birthday
- Good Friday (local holiday) Paid for "essential" designated classified office staff only
- Juneteenth
- Memorial Day
- Labor Day
- Local Holiday Yom Kippur (local holiday) Paid for "essential" designated classified office staff only
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving (local holiday) Paid for "essential" designated classified office staff only
- Christmas Day

*****Essential designated office staff shall be defined by administration as critical to the operation of the school opening and closing and work more than 200 days per year.**

To be eligible for holiday pay, an employee must be an hourly **classified** employee. Employees will receive time off with pay at their normal base rate and based on their regular work schedule if they are scheduled to work on any of the Bridges observed **federal** holidays. **Only essential designated office staff will receive holiday pay for "local" 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.

If employees fail to submit daily time records on time or consistently have missed punches in the system, they may be subject to disciplinary action and may experience delays in receiving their pay.

Exempt employees must report full days of absence from work.

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 days' 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.

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

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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.

STAFF ACKNOWLEDGEMENT of IMMIGRATION ENFORCEMENT NOTICE & PROCEDURES

All employees will be asked to complete a form with the following information:

- Employee name and ID
- Emergency contact name(s)
- Relationship (spouse, parent, friend, etc.)
- Phone numbers and email
- Permission statement allowing the employer to notify the contact in an emergency or if the employee cannot communicate
- Employee signature and date

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.

MANDATED TRAINING

As a condition of employment, all school employees must complete mandated training as designated by the school administration and in accordance with applicable provisions of the California Education Code. It is the employees responsibility to complete the training in a timely manner and to present proof of completion to the Administrative Coordinator as outlined at the start of each school year or upon employment.

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 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.

All school employees are expected to notify administrative staff as soon as possible of any infraction or arrest that may impact their employment and to work with the administration to minimize any potential impact on the school community.

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.

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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.

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. The 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. **It is the employee's responsibility to make all appropriate changes in the Employee Portal, Paychex.**

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.

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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:

- 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
- 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

- 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.
- The receipt of vacation/sick leave/Parental Leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
- 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 DURING DISABILITY LEAVE

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:

- The employee fails to return from leave after the designated leave period expires.
- 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.

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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

Sick Leave Policy for Classified and/or hourly Employees

Bridges Charter School provides sick leave benefits to support the health and well-being of our valued classified staff. This policy outlines provisions for both part-time and full-time classified employees in accordance with **California Education Code §45191** and **California Labor Code §246**.

Part-Time Classified Staff - hourly employees

- **Eligibility:** Part-time classified hourly employees working less than full time but on a regular schedule are eligible for sick leave. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Part-time classified staff are provided **40 hours of paid sick leave per school year**, front-loaded at the start of each academic year.
- **Carryover:** Paid sick leave for part-time employees is front-loaded each school year. Because the full annual allotment is provided at the start of the year, unused hours do not carry over.
- **Usage:**
 - The employee's own illness, injury, or preventive medical care;
 - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
 - Leave related to domestic violence, sexual assault, or stalking;

Full-Time Classified Staff (hourly employees) and Designated Essential Office Staff

- **Eligibility:** Classified staff working full time (defined as 40 hours per week on a 10-month schedule) or staff designated as essential office staff are eligible for full sick leave benefits. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.

**Essential office staff shall be defined by administration as critical to the operation of the school opening and closing and work more than 200 days per year.

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- **Allocation:** Full-time classified employees are granted **80 hours (10 days)** of paid sick leave annually, in compliance with **Education Code §45191**.
- **Carryover:** Unused sick leave may be **carried over** from year to year with no cap on accrual for the purpose of retirement, as required by state law. Accrued sick leave is not cashed out upon resignation or termination.
- **Usage:**
 - All accrued days remain available in a school calendar year accessible for sick leave:
 - The employee’s own illness, injury, or preventive medical care;
 - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
 - Leave related to domestic violence, sexual assault, or stalking;

General Provisions

- Sick leave must be used in increments consistent with the employee’s scheduled work hours.
- Employees may be required to provide documentation from a healthcare provider if absent for more than three consecutive days but in line with state law.
- Abuse of sick leave may result in disciplinary action.
- Accrued sick leave may be transferred between public school districts within California if employment is continuous per **Education Code §45202**.

Sick Leave Policy – Certificated and Administrative Staff

Bridges Charter School provides sick leave benefits in support of the health and well-being of all employees. Sick leave may be used for the employee’s own illness or preventive care, or that of a qualifying family member, and is administered in compliance with **California Education Code §44978**, **Labor Code §246**, and applicable state regulations.

Certificated Part-Time Staff (Not substitutes)

- **Eligibility:** Certificated employees working part-time are eligible for paid sick leave.
 - However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Part-time certificated staff are granted **40 hours of paid sick leave per school year**, front-loaded at the beginning of each school year.
- **Carryover:** Unused sick leave **carries over from year to year with no cap** on accrual for the purpose of retirement.
- **Usage:**
 - Any employee will have an annual cap of up to 80 hours in a school calendar year accessible for sick leave:

- The employee’s own illness, injury, or preventive medical care;
 - The diagnosis, care, or treatment of a health condition or preventive care for a family member;
 - Leave related to domestic violence, sexual assault, or stalking;
- **Reporting:** Employees must follow school protocols for reporting absences and may be asked to provide documentation for extended absences.

Certificated Part-Time Staff (Substitutes)

- **Eligibility:** Certificated employees working part-time are eligible for paid sick leave.

Accrual: Part-time certificated employees accrue paid sick leave at the rate of one (1) hour for every thirty (30) hours worked in accordance with California law.

Use of Leave: Employees may begin using accrued paid sick leave on the 90th day of employment. Use of paid sick leave may be limited to forty (40) hours or five (5) days per school year, whichever is greater.

Accrual Cap and Carryover: Unused accrued sick leave carries over from year to year. Total accrued paid sick leave may be capped at eighty (80) hours or ten (10) days, whichever is greater. Accrued leave balances maintained for retirement reporting purposes will be administered in accordance with applicable law and retirement system requirements.

Permitted Uses: Paid sick leave may be used for:

- The employee’s own illness, injury, health condition, or preventive care;
- The diagnosis, care, treatment, or preventive care of a family member;
- Leave related to domestic violence, sexual assault, or stalking as permitted by law.

Reporting Procedures: Employees are expected to follow school procedures for reporting absences and may be required to provide documentation for extended absences consistent with applicable law and school policy.

Certificated Full-Time Staff

- **Eligibility:** Certificated employees working full-time (typically on a 10-month academic school year) are entitled to annual sick leave. However, per Labor Code § 246(c), there is a 30-calendar-day waiting period before new employees may begin using sick leave.
- **Allocation:** Full-time certificated staff are provided with **ten (10) days of sick leave** (80 hours) per school year, credited at the beginning of the year.
- **Carryover:** Unused sick leave **carries over indefinitely**, with **no cap** on accumulation, in accordance with **Education Code §44978**.
- **Usage & Transfer:**
- The employee’s own illness, injury, or preventive medical care;
 - The diagnosis, care, or treatment of a health condition or preventive care for a family member;

- Leave related to domestic violence, sexual assault, or stalking;
- Accrued sick leave is transferable between California school districts if the break in service does not exceed one year (**Education Code §44979**).

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.

Administrative 12-Month Staff

- **Eligibility:** School employees in 12-month administrative positions are entitled to a full year of sick leave benefits.
- **Allocation:** Administrative staff working year-round are granted **96 hours (12 days)** of paid sick leave annually, credited at the beginning of the fiscal year (July 1).
- **Carryover:** Any unused sick leave **carries over from year to year with no cap** on accrual.
- **Usage:**
 - The employee's own illness, injury, or preventive medical care;
 - The diagnosis, care, or treatment of a health condition or preventive care for a family member;

- Leave related to domestic violence, sexual assault, or stalking;
- Documentation may be required for absences longer than three consecutive days.

General Provisions for All Groups

- Sick leave is not payable upon separation or resignation.
- Abuse or misuse of sick leave privileges may result in disciplinary action.
- All employees must notify their supervisor or designated contact as early as possible when using sick leave.

Catastrophic Leave

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:

- At the beginning of each school year, a voluntary sick leave pool shall be established. Employees may voluntarily donate accrued sick leave days to the pool. The pooled days may be used by eligible employees who have exhausted their individual sick leave due to a qualifying medical condition, subject to administrative approval
- 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. Vacation credit shall accumulate from the first day of regular employment. Vacation days will not accrue during any unpaid leave of absence. Please note that an equivalent of no more than one week of earned vacation may be carried over into a new fiscal year. The employee shall be paid for any vacation balance in excess of the maximum carryover at the end of each fiscal year using the employee's current rate of pay as of June 30th.

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 termination of employment the eligible employees listed above will be paid for all accrued, but unused vacation time at their current rate of pay. Employees are not entitled to pay in lieu of taking vacation except upon termination of employment.

Health Benefits

Eligibility

Full-Time Exempt Employees

Full-time exempt employees are defined as exempt employees working at 0.75 FTE or greater. All full-time exempt employees meeting this threshold are eligible to participate in BCS- sponsored health and welfare benefit plans.

Non-Exempt Employees Working 30+ Hours Per Week

Non-exempt employees who are regularly scheduled to work thirty (30) or more hours per week are eligible to participate in BCS-sponsored benefit plans. This threshold is consistent with ACA definitions of full-time employment.

Annual Look-Back Determination

Eligibility for continuing employees will be determined through an annual look-back review conducted each August. The look-back period will assess hours worked during the prior measurement period to determine whether non-exempt employees meet the 30-hours-per-week threshold for the upcoming plan year.

- New employees are subject to an initial measurement period as defined under ACA regulations.
- Employees who lose eligibility as a result of the look-back will be notified in writing and provided information about alternative coverage options.

Employer Contribution Amounts

The Board of Directors has established the following annual employer contribution amounts toward eligible employee health benefit premiums:

Full-Time Exempt Employees: \$20,196 per year

Full-Time Non-Exempt Employees (30+ hrs/week): \$18,176.40 per year

These contribution amounts represent the employer's share of premium costs. Employees are responsible for any remaining premium balance (i.e., the employee share), which will be deducted from payroll on a pre-tax basis where permitted.

Rate Structure: Composite Model

Bridges has elected to use a composite rate structure for all benefit plans. Under the composite model, a single blended premium rate applies for each coverage tier (e.g., Employee Only, Employee + Spouse, Employee + Child(ren), Family), regardless of the number of dependents within that tier. This means:

- All employees enrolled in the same tier pay the same premium, regardless of age or individual risk factors.
- Rates are calculated based on the average cost across all enrolled employees in the pool, producing stable and predictable contributions for both Bridges Charter and employees.
- The composite model applies uniformly to medical, dental, and vision plans offered through Bridges Charter. This election is consistent with CSEBO's available rate structures and will be applied at open enrollment and for all new hires. Bridges will notify employees of the applicable composite rates for each plan during annual open enrollment.

Prorated Benefits

Bridges reserves the right to prorate benefit contributions for employees who are eligible for only part of a plan year, including:

- Employees hired mid-year
 - Employees transitioning between eligible and non-eligible status as a result of a look-back determination
 - Employees on approved unpaid leaves of absence
- Proration will be applied uniformly across similarly situated employees and will not be based on age, health status, disability, or any other protected classification.

Cash-in-Lieu (Opt-Out) Benefit**Eligibility**

The cash-in-lieu (opt-out) benefit is available exclusively to full-time exempt employees who have access to employer-sponsored group health coverage through a spouse's or domestic partner's employer. Non-exempt employees are not eligible for the cash-in-lieu benefit. To be eligible, the alternative coverage must be an employer-sponsored group health plan. Employees covered only through an individual marketplace plan (e.g., Covered California) do not qualify. Bridges reserves the right to verify the nature of the alternative coverage prior to approving an opt-out.

Cash-in-Lieu Stipend Amount and Payment

The cash-in-lieu benefit for eligible full-time exempt employees is a taxable stipend of \$3,000 per plan year. This stipend is paid in equal installments across the employee's regular pay periods for the school year and will not be issued as a lump sum.

For example, an exempt employee on a 24-period pay schedule will receive \$125.00 per paycheck; an exempt employee on a 22-period pay schedule will receive approximately \$136.36 per paycheck.

Proof of Coverage Requirement

To qualify for the cash-in-lieu benefit, the employee must provide proof of current, active enrollment in an employer-sponsored group health plan. Acceptable documentation includes:

- A benefits confirmation letter or enrollment verification from the spouse's or domestic partner's employer; or
- An insurance card or summary of benefits demonstrating active group plan enrollment.

Proof of coverage through an individual marketplace plan (e.g., Covered California) will not satisfy this requirement. Bridges will not approve or continue cash-in-lieu payments for employees who are uninsured or enrolled only in individual coverage.

Annual Waiver and Attestation Requirement

Employees must complete the following steps each plan year to receive the cash-in-lieu benefit:

- Formally waive enrollment in Bridges' medical plan during the open enrollment period or upon a qualifying life event;
- Submit a signed annual attestation form confirming active enrollment in a qualifying employer-sponsored group health plan; and
- Provide updated proof of coverage documentation as required by the Business Office.

Attestation forms and proof of coverage must be submitted to the Business Office by the open enrollment deadline each year. Failure to submit the required documentation will result in automatic enrollment in Bridges Charter School's default medical plan and forfeiture of the cash-in-lieu payment for that plan year. Bridges will maintain waiver records to ensure adequate participation levels are maintained on its group plan.

Tax Treatment

The cash-in-lieu stipend is treated as taxable wages under federal and California law. Because premiums paid by a spouse's or domestic partner's employer are generally made on a pre-tax basis, the stipend paid in lieu of Bridges Charter School's coverage is taxable to the receiving employee. Each installment will be processed through regular payroll and included in the employee's gross income, subject to applicable federal, state, and FICA withholding. Employees are encouraged to consult a personal tax advisor regarding the impact on their individual tax situation.

Non-Discrimination

Benefit contributions and plan offerings shall be applied uniformly and without discrimination based on age, health status, disability, sex, race, national origin, religion, sexual orientation, or any other characteristic protected under applicable federal or California law. Tiered benefit offerings based on health conditions or actuarial risk factors are expressly prohibited.

Plan Documentation

This policy shall be incorporated into Bridges Charter School's summary plan descriptions (SPDs) or equivalent plan documents and communicated to employees at hire and during each annual open enrollment period. Any changes to contribution amounts or plan terms must be approved by the Board of Directors and updated in plan documents prior to taking effect.

Administration

School administrators, in coordination with Bridges' back-office benefits provider, are responsible for:

- Administering enrollment and disenrollment processes
- Distributing required notices and attestation forms
- Conducting the annual August look-back review
- Ensuring payroll deductions and cash-in-lieu payments are processed accurately
- Monitoring ACA compliance, including affordability thresholds and applicable large employer reporting obligations (Forms 1094-C and 1095-C)

Questions regarding benefit eligibility, contributions, or the cash-in-lieu program should be directed to the Business Office.

Policy Review

This policy shall be reviewed annually by the Board of Directors, or more frequently as required by changes in applicable law, IRS guidance, or Bridges Charter School's employee population. Contribution amounts are subject to Board approval each year and may be adjusted based on plan costs, enrollment trends, and budget considerations.

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.

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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.

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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.

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

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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.

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.

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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.

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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

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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 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

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.

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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.

- 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.

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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.

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

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- 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.

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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

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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.

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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
- 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.

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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 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~~

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~~right to accept resignation immediately and pay the amount of straight time compensation an employee would have earned in lieu of further performance.~~

Bridges Charter School will consider an employee to have voluntarily terminated employment if the employee does any of the following:

Submits a resignation from employment with Bridges Charter School

1. Fails to return to work on the scheduled return date following an approved leave of absence and does not notify the School of the need for additional leave or otherwise communicate with the School; or
2. Fails to report for work and fails to notify Bridges Charter School for three (3) consecutive scheduled workdays, which may be considered job abandonment and treated as a voluntary resignation.

Bridges Charter School requests that employees provide at least **two weeks' written notice** when resigning. However, the School reserves the right to determine the employee's last day of work and may accept a resignation effective immediately. All Bridges Charter School property must be returned immediately upon separation from employment.

If the School elects to release an employee earlier than the employee's proposed resignation date, the School may choose to pay the employee for the remainder of the notice period at the employee's regular straight-time rate in lieu of requiring the employee to continue working.

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.~~

Bridges Charter School may terminate employment involuntarily for reasons including, but not limited to, unsatisfactory job performance, misconduct, violation of Bridges Charter School's Rules of Conduct, or other legitimate business reasons.

Employment with Bridges Charter School is **at-will**. This means that either the employee or Bridges Charter School may terminate the employment relationship at any time, with or without cause and with or without advance notice, subject only to applicable state or federal law.

Nothing in this handbook, nor any oral or written statements by a supervisor, manager, or other representative of the School, shall be interpreted as creating a contract of employment or altering the at-will nature of the employment relationship. Only a written agreement signed by the Executive Director and the employee may modify the at-will status of employment.

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)	#	mail
Kelly Simon	Executive Director	Overall responsibility for the plan; approves the final plan and any major changes.	5 -492-3569	kelly.simon@bridgescharter.org
Kami Brown	Manager	Responsible for employee involvement and training. organizes safety meetings, updates training materials, and handles any reports of workplace violence.	05 -492-3569	kami.brown@bridgescharter.org
Cindy McCarthy	Daily Operations	Responsible for emergency response, coordinates emergency response procedures, and updates routine safety procedures and protocols on campus to include regular drill schedule.	805-492-3569	cindy.mccarthy@bridgescharter.o

Jose Rendon	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				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:(844)805-4738)
- 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, of other violence concerns. This can be done by calling WeTip: [\(844\) 805-4738](tel:(844)805-4738)
- 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 or 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

CALIFORNIA WORKPLACE “KNOW YOUR RIGHTS” NOTICE

(Provided pursuant to SB 294 – Workplace Know Your Rights Act)

Employee Name: _____

Date Provided: _____

YOUR RIGHTS AT WORK

Under California law, employees have important rights related to workplace protections, immigration matters, and interactions with government agencies

1. RIGHT TO A SAFE AND FAIR WORKPLACE

You have the right to:

- Be free from discrimination, harassment, and retaliation
- Work in a safe and healthy environment
- Receive proper wages, overtime pay, and meal/rest breaks

2. WORKERS’ COMPENSATION

If you are injured on the job, you may be entitled to:

- Medical care
- Temporary or permanent disability benefits

Report injuries promptly to your employer.

3. RIGHTS RELATED TO IMMIGRATION ENFORCEMENT

- Your employer **cannot allow immigration enforcement agents access to non-public areas** without a valid warrant
- Your employer **cannot provide access to employment records** without a subpoena or court order

- You have the right to **remain silent** when questioned by immigration officers

4. NOTICE OF IMMIGRATION INSPECTIONS

If your employer receives notice of an immigration inspection (such as an I-9 audit), you have the right to:

- Receive notice within **72 hours**
- Be informed of the results affecting you

5. RIGHT TO ORGANIZE

You have the right to:

- Join or support a union
- Engage in protected concerted activity regarding working conditions

6. PROTECTION FROM RETALIATION

Your employer may not retaliate against you for:

- Exercising any of your rights
- Reporting violations
- Participating in investigations

7. RIGHT TO FILE A COMPLAINT

You may file a complaint with the California Labor Commissioner’s Office or the California Civil Rights Department if you believe your rights have been violated.

8. EMERGENCY CONTACT DESIGNATION

You have the right to designate an emergency contact.

If you are arrested or detained during work hours, your employer will notify your designated contact if you have provided one.

Emergency Contact Name: _____

Phone Number: _____

ACKNOWLEDGMENT

I acknowledge that I have received this “Know Your Rights” notice.

Employee Signature: _____

Date: _____

Employer Representative: _____

Date: _____