



BRIDGES PREPARATORY CHARTER SCHOOL

Bridges Preparatory Charter School Mission Statement

The mission of Bridges Preparatory Charter School is to provide an innovative and inspiring learning environment where students create infinite opportunities for their success in a competitive global economy.

Table of Contents

Declarations, Affirmations, and Assurances.....4

About the Lead Petitioner and Founding Board of Directors.....6

Element 1– The Educational Program12

Element 2– Measurable Student Outcomes28

Element 3– Method by which Pupil Progress Toward Outcomes will be Measured28

Element 4– Governance31

Element 5– Employee Qualifications and Human Resources36

Element 6– Health and Safety Procedures.....37

Element 7– Means to Achieve Racial and Ethnic Balance.....39

Element 8– Admission Requirements.....39

Element 9– Annual Financial Audits41

Element 10– Suspension and Expulsion Procedures43

Element 11– Employee Retirement Systems52

Element 12– Public School Attendance Alternatives52

Element 13– Rights of District Employees.....52

Element 14– Mandatory Dispute Resolution53

Element 15– Charter School Closure Procedures54

Miscellaneous Charter Provisions.....55

General Provisions of the Proposed Charter59

Appendix A Graduation Requirements60

Appendix B Sample Curriculum Offerings.....61

Appendix C Conflict of Interest65

Appendix D Title IX, Harassment, Intimidation, Discrimination, and Bullying68

Appendix E Budget74

Appendix F Petitioner’s Signature Page78

**Declaration to the Charter Authorizer
San Pasqual Union School District
hereafter referred to as “District”
from the Charter Petitioner
Bridges Preparatory Charter School
hereafter referred to as “School”**

- ❖ The School will assist, with family help, diverse populations of students who require a unique method for learning successfully to become self-motivated, lifelong, reflective learners in order to achieve lifelong happiness and success.
- ❖ The School benefits from a highly qualified, award-winning, experienced, and diverse founding team of people who will guarantee the School’s success.
- ❖ The School will have negligible financial impact and will most likely contribute positively to the District’s finances because of revenue from District oversight, leasing of facilities, and payment for services rendered by the District.
- ❖ The School is pursuing a five-year charter authorization. At the end of each five-year term, the District will review the program for renewal.
- ❖ The School is a non-profit corporation.
- ❖ The School will carry the appropriate insurance including liability, errors and omissions.
- ❖ The School recognizes the need for at least a District annual School visit and the designation of a District employee as liaison.
- ❖ The School will initially not request Proposition 39 facilities but does reserve the right to apply for Proposition 39 facilities in the future.
- ❖ The School will not require services from the District other than those paid services rendered by the District.

Affirmations and Assurances

As the authorized lead petitioner, I, Jeffrey P. Felix, Ed. D., hereby certify that the information submitted in this petition for the establishment of a California public charter school named Bridges Preparatory Charter School (School), to be authorized by the San Pasqual Union School District (District) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; I also certify the School will follow any and all federal, state, and local laws and regulations that apply to the School; and further, I certify the School:

- ❖ Shall meet all statewide standards and conduct the student assessments required, pursuant to EC§60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [EC§47605(c)(1)]
- ❖ Shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act. [EC§47605 (b)(5)(O)]
- ❖ Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [EC§47605(d)(1)]
- ❖ Shall not charge tuition. [EC§47605(d)(1)]
- ❖ Shall admit all students who wish to attend the School, and who submit a timely application, unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State except as provided in EC§47605 (d)(2). Preference in the public random drawing shall be given as required by EC§47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable effort to accommodate the growth of the School in accordance with EC§47605(d)(2)(C).
- ❖ Shall not discriminate on the basis of the characteristics listed in EC§220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [EC§47605(d)(1)]
- ❖ Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- ❖ Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Title 5 CA Code of Regulations Section 11967.5.1(f)(5)(C)]
- ❖ Shall ensure that teachers at the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [EC§47605(l)]

- ❖ Shall at all times maintain all necessary and appropriate insurance coverage.
- ❖ Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by EC§47612.5(a)(1)(A)-(D).
- ❖ Shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves the School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. the School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [EC§47605(d)(3)]
- ❖ Shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540 of Division 4 of Title 1 of the Government Code CA EC§47605(b)(5)(O))
- ❖ Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [EC§47612.5(a)]
- ❖ Shall on a regular basis consult with parents and teachers regarding BPA-SD's education programs. [EC§47605(c)]
- ❖ Shall comply with applicable jurisdictional limitations to locations of its facilities. [EC§47605-47605.1]
- ❖ Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [EC§47612(b), 47610]
- ❖ The School shall comply in accordance with applicable federal and state requirements for the Elementary and Secondary Education Act (ESSA).
- ❖ Shall comply with the Public Records Act.
- ❖ Shall comply with the Family Educational Rights and Privacy Act.
- ❖ Meetings of the Board of Directors of the School shall comply with the Ralph M. Brown Act.
- ❖ Shall meet or exceed the legally required minimum number of school days. [Title 5 CA Code of Regulations Section 11960]



Dr. Jeffrey P. Felix, Lead Petitioner
Executive Director of Bridges Preparatory Charter School

June 19, 2018

Date

Founder and Lead Petitioner of Bridges Preparatory Charter School

Jeffrey P. Felix, Ed. D.

Retired District Superintendent, Education Consultant, University Professor

Dr. Jeffrey Felix has been an educator for 32 years and a superintendent in California for the past 20 years before retiring in 2016. Jeff was named the 2004 and 2013 Superintendent of the Year by the Association of California School Administrators in San Diego and Imperial counties. He currently enjoys working as an adjunct professor at Point Loma Nazarene University in the School of Education. He is also California's representative to the national advisory board for PowerSchool, the world's leading education technology platform for K-12.

In Coronado Dr. Felix created a highly successful charter school that offered remediation to students who had difficulty with the rigor of traditional high school. This charter school was so successful that it was eventually blended into Coronado High School as a department for the use of all students. He retains his CA teaching credential and administrative credential in order to build the same experience for students in the Escondido region.

He began his educational career as a teacher for Escondido Union School District before moving to Light & Life Christian School as their teacher/principal and then superintendent. Eight years later he became the superintendent/principal of San Pasqual Union School District in 1997. He was selected as the superintendent of the Bonsall Union School District in 2006 and chosen to lead the Coronado Unified School District as superintendent in 2008.

Dr. Felix earned a B.A. in mass communications from Northern Arizona University in 1975 and a M.S. in Computers and Education from National University in 1987. He earned a Doctorate in Educational Leadership from the University of California San Diego in 2007. His research on edublogging represents the first study on the use of blogging as an instructional practice. His study was published in several publications including Talking Points, a journal of the National Council for Teachers of English. His interest continues to be creating better learning opportunities for the Digital Age child, personalizing the learning experience for all students, and implementing 21st century teaching and learning in all classrooms.

He has twice served as Chairman of the Superintendents' Roundtable ACSA Region 18, and Chairman of the San Diego CIF Board of Managers. He currently continues to serve on the Classroom of the Future Foundation Board. Jeff has also served as an advisor for the School of Education at National University and the Think Tank created by Bill Gates called "bgC3." He is considered an expert in 1:1 computer implementation, BYOD, OER, and creating/managing cultural change for the Digital Age. He continues to speak nationally on these topics.

Locally Jeff was a founding board member and chairman of a youth theatre group for 10 years. He also served as president of a Kiwanis Club, a speaker/friend for the Boy Scouts, a coach for Youth Soccer (NCYSA), and an assistant coach for Escondido High's football program.

Dr. Felix has lived in Escondido since 1960 and has been married for 42 years to his wife Debbie. She is the Executive Assistant to the Principal of the Classical Academy Charter High School. Together they have raised two daughters and now have five grandchildren, one of whom attends San Pasqual Elementary School. His daughter Whitney, her husband Ryan, and their two children live in Rancho San Pasqual. He spends his leisure time playing golf and tennis.

BPCS Board of Directors Member

Edward M. Brand, Ed. D.

Retired District Superintendent, Education and Business Consultant

Dr. Ed Brand has served San Diego county schools successfully for over 35 years as a teacher and administrator. As a resident of Escondido, he is best known in his hometown as the Principal of Orange Glen High School in the late 1980s. But his reputation for excellence was known statewide as the Superintendent of the Sweetwater Union High School District where he served from 1995 to 2005 and then again in 2011 before finally retiring in 2014. He also served as a Governing Board President and member for the district.

Dr. Brand provided vision and leadership for all of the 4,500 employees in partnership with parents and community to maximize the achievement for 39,700 ethnically diverse 7th - 12th graders and 29,000 adult students. He was also Chair of San Diego and Imperial County ACSA Superintendent's Committee 2013-2016, facilitating all meetings for 42 San Diego county and 21 Imperial county superintendents.

Dr. Brand also served as the Chair of the San Diego County Achievement Gap Task Force leading the signing of an historic Compact that guaranteed all 10th graders would pass the California High School Exit Exam. He created the extraordinary Compact for Success, a ground-breaking partnership that guaranteed admission to San Diego State University for every district seventh grader in the Sweetwater UHSD. At the time, it was the only educational reform initiative of its kind in the nation, providing more than \$2 million in tuition assistance for students in greatest need.

AWARDS and PROFESSIONAL ACHIEVEMENTS

- Channel 10 Leadership Award, 2005
- Superintendent of the Year, CA League of Middle Schools, 2004
- California Superintendent of the Year, American Assoc. of School Admins., 2004
- Superintendent of the Year, CA League of High Schools, 2003
- Superintendent of the Year, CA Schools Leadership Association-Senior Associate, 2000
- Superintendent of the Year, Region 18 ACSA San Diego/Imperial Counties, 1999
- Achievement Award, SD County Council of Admin. Women in Education, 1999
- Principal of the Year, Riverside County, 1993
- Principal of the Year, Lake Elsinore Unified School District, 1992
- Speaker, National Year-Round Education Forum, 1991
- Speaker, NASSP National Convention on Effective Schools, 1990
- Valedictorian, California School Leadership Academy, 1989
- Instructor, California School Leadership Academy, 1988
- Principal, National Secondary HS Recognition Program, 1987 (top 123 schools)
- Principal, California Distinguished High School, 1986

BPCS Board of Directors Member

Stephen Halfaker, Ed. D.

Retired District Superintendent, Associate Dean of Education Ashford University

Dr. Halfaker has 37 years of experience in K-12 education, ranging from English teacher, curriculum specialist, to superintendent. He has extensive experience in school administration having served as principal, CEO, and Superintendent for over 20 years, including experiences in the Poway Unified School District at both middle and high school levels. He was the CEO/Superintendent of Guajome Park Academy Charter School, which included a 6-12 International Baccalaureate Academy in Vista and 14 dropout recovery high schools across the country. He worked with district staff to build a \$30 million innovative facility project in Vista for a project-based IB program.

Dr. Halfaker served as Superintendent of the Lakeside Union School District for seven years starting two charter schools and a trilingual magnet school. He leveraged online and blended learning platforms for students and led a successful school facilities bond campaign.

Dr. Halfaker is known for developing successful cutting-edge programs and for his expertise in educational leadership and school management. He is an Associate Dean at Ashford University and founder of Innovation.edYou. Dr. Halfaker has consulted on innovation projects with La Mesa-Spring Valley School District, Urban Design Academy Charter School, King Chavez Charter Schools, FutureNow, and others. He sits on the Board of Directors for NewCORP, Inc., a nonprofit, that initiates dropout recovery charter schools outside of California; and he serves on the Board Supervisory Committee for the East County Schools Federal Credit Union.

He received his Ed. D. from USC, and his M.A. from San Diego State University. He has been a certified trainer in Steven Covey's 7 Habits of Highly Successful People and is a certified online instructor for masters' level education courses. He teaches Psychology, Ed Leadership and Change Leadership for the Ashford University College of Education and has led Strategic Planning for the university and other institutions. He has been selected for many awards, including Lakeside Citizen of the Year and the Bea Gonzales Biliteracy Leadership Award.

BPCS Board of Directors Member

Steve Nelson, J.D.

Lawyer, Real Estate Development, Charter Education Consultant

Attorney Steve Nelson has been a longtime resident of Escondido. Steve is a veteran public agency lawyer and school development consultant. He served as the Assistant City Attorney for the City of Escondido from 1996 until 2009. During that time, he provided legal advice on real estate development, public works, and land use for the City, including land use regulation, affordable housing development, community and public space development, and transaction financing. He collaborated with multiple City departments and elected officials on the development of over \$100 million in housing, civic and public construction projects.

Steve founded a private law and consulting practice in 2009, and is an independent advisor to developers, lenders, community organizations and K-12 schools on the development of new locations for operations. He serves on the Board for the California Center for the Arts, Escondido. In his non-professional life, he is an advocate for better public schools for all children, for Main Street, community revitalization, and for parks, arts, and libraries.

Mr. Nelson served for over five years as General Counsel to a network of charter schools in North San Diego County, working primarily on the development, construction and financing of new school facilities. He continues to help all schools succeed either through innovative academic programs or through more effective use of school facilities and land use.

Steve graduated Phi Beta Kappa with a B.A. in History and Spanish from UC Santa Barbara, and received his law degree from the University of San Diego School of Law. He speaks Spanish and actively pursues many other areas of personal and professional growth.

BPCS Board of Directors Member

Cecilia Quiroz Bostrom

Retired Classified Educator, Lifetime of Service to San Pasqual Union

Cecilia Bostrom (Cece) is a child of immigrants who came to the USA to make a better living for their family. She is the oldest of 4 and first to attend school in the USA. A lifelong resident of Escondido, she first enrolled at San Pasqual Union School in her middle school years and later graduated from San Pasqual High School.

Being a second language learner in the 1970s was not easy. Only English was to be spoken, but she was fortunate to have parents who wanted the best for their children and they encouraged her to succeed in all areas especially school.

Cece worked as a bilingual aide for San Pasqual Union for 4 years before being hired as the Office Manager and Administrative Assistant to the Superintendent/Principal in 1998. She retired from that position in 2017. She has literally performed almost every task necessary to maintain an effective school such as teacher aide, librarian, sports coach, Spanish tutor, health clerk, payroll, human resources, student services, special education, translator, scheduler, calendaring of events, state reporting, and assisting every administrator including the Governing Board.

Cece is proud to have been named Administrative Assistant of the Year for ACSA's Region 18 San Diego/Imperial Counties in 2012 and SPUSD Employee of the Year for 1998. She knows that no single approach is the right one for every individual and has been trained in a range of learning techniques throughout the years. She attended many workshops on student learning, state mandates, use of technology in schools, as well as gaining various skills for her administrator role.

She believes that it's how well you connect with the heart of the people you're trying to serve and then communicate and empathize with them that has made her successful as a professional, team player, and friend to all.

Her husband Steve worked passionately at San Pasqual Union for 37 years as the Director of Maintenance, Transportation, and Operations. His skills maintained the campus to the highest standards while still being budget conscious. He daily drove children safely to and from school making sure all forms of transportation were well maintained. He prided himself in being knowledgeable of what needed to be done and was proud of his fellow employees. In 2000 he led the construction of the new campus on Rockwood Road watching over every detail. Whether it was the original campus or the new school, Steve made sure San Pasqual Union School was always a perfect showcase.

BPCS Board of Directors Member

Bryce Bacher

Retired Educator, Lifetime Service to San Pasqual Union and America

Although he was born in Medford, Oregon, Bryce Bacher has always considered Escondido his home. After graduating from Orange Glen High and Palomar College, he proudly served in the USAF during the Vietnam War as MOS - Combat Documentary Cameraman and Photo Reconnaissance. He continued in the USAF Reserves while attending and eventually graduating from San Diego State University with a BA in 1975. He then went on to earn a teaching credential, an MA in Education, and then an administrative credential.

Bryce first worked for San Pasqual Union as a substitute in 1972. Over the next 36 years his duties included bus driver, custodian, EMT, teacher, and administrator. He is proud to have taught 8th grade in a self-contained classroom experience for years and to have taken this group to Washington DC 43 times in his career. As an expert black belt in the martial arts, a teacher of the martial arts, and a superb chess player, it is easy to see why Mr. Bacher was always the favorite teacher of almost every student who passed through the doors of San Pasqual Union School.

But the label of favorite teacher was hard earned. His courses were rigorous and his ethical standards were of the highest order. No one walked out of classroom without learning how to say “yes sir” or “no sir.” Mr. Bacher’s civic values were unquestioned and students left his classroom with the highest respect for our country and the values upon which this country was founded. Mr. Bacher hopes to instill this love for our country and respect for one another into the core values of the educational experience at Bridges Preparatory Charter School.

Element 1: The Educational Program

1. Mission

The mission of Bridges Preparatory Charter School is to provide an innovative and inspiring learning environment where students create infinite opportunities for their success in a competitive global economy.

2. Educational Philosophy and Vision

Bridges Preparatory Charter School believes students should be active participants and decision makers in their educational process. As often as possible, the curriculum and instruction should be personalized not only to a student's abilities, but to his or her interests as well. The curriculum and educational practices should inspire creativity and innovation, promote critical thinking and problem solving, and provide consistent opportunities for communication and collaboration.

Tools and practices utilized should be technologically reflective of the community where students live and be in alignment with 21st Century Skills focusing on obtaining the mastery of core subjects by increasing learning abilities, acquiring life and career skills, augmenting innovation aptitude, and gaining information, media, and technology proficiencies.

Further focus areas include:

- ❖ Create learning and instructional practices that will support stated outcomes.
- ❖ Support professional learning communities that enable educators to collaborate, to share best practices, and to integrate effective instructional methods.
- ❖ Enable students to learn in relevant, real world contexts by promoting teaching methods that join content with skill. Skills are not taught in an isolated manner- they are integrated into content in meaningful ways that allow students to build upon their personal development.
- ❖ Provide equitable access to quality learning tools, technologies, and resources ensuring that all students have an equal opportunity to succeed.
- ❖ Support broadened community and international participation learning opportunities both face-to-face and virtually.
- ❖ Focus on content knowledge application and mastery of subject matter.
- ❖ Build comprehension across core subjects through deeper learning techniques.
- ❖ Emphasize deep understanding by the learner rather than being satisfied with surface knowledge of content.
- ❖ Engage students with the real-world data, tools, and experts they will encounter in college, on the job, and in life.
- ❖ Utilize multiple measures of mastery via frequent formative assessments and timely summative assessments.

3. Goals of Bridges Preparatory Charter Schools

The following academic priorities and related goals have been established for every Bridges Preparatory Charter School student:

- ❖ Students will become self-motivated, lifelong, reflective learners
 - Prioritize tasks
 - Demonstrate efficient time management
 - Develop leadership qualities
 - Establish and achieve personal goals
 - Develop a variety of strategies to maximize learning
- ❖ Students will become effective global communicators

- Listen with understanding and interpret effectively
- Convey information with knowledge and confidence
- Read with comprehension and fluency
- Write in a variety of formats at each grade level
- ❖ Students will be proficient in academic skills
 - Demonstrate growth in all content standards via CCSS or similar college and career-readiness standards
 - Demonstrate growth acquiring certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving
- ❖ Students will become productive citizens
 - Demonstrate respect for self and others, especially family members
 - Accept personal responsibility for actions
 - Work effectively as an individual and collaboratively
 - Develop and maintain a healthy lifestyle
 - Contribute to the betterment of the local and global communities
 - Participate fully in the democratic process
 - Acknowledge and seek to understand diversity

4. School Culture

Positive school culture is critical in maintaining focus on a school’s mission and vision. Bridges Preparatory Charter School believes that decisions made in any capacity should reflect the best interest of the students. The following components of a positive culture will be maintained:

- ❖ Staff’s primary focus is student’s academic progress and well-being.
- ❖ Maintain constructive relationships with students and parents.
- ❖ Maintain constructive relationships between staff and administration.
- ❖ By providing curriculum, educational practices, and instructional support, students will remain on an active path towards academic achievement and content mastery.

5. Students to be Served

By the end of year one, Bridges Preparatory Charter School estimates an enrollment of at least 100 students. The enrollment goal for year two is at a minimum of 155 and for year three the projected minimum enrollment is 200. We anticipate rapid growth due to the fact that the Bridges Preparatory Charter School services will exceed the expectations of our students and families and will be referred to friends and family on a large scale. Based on past experience, we expect our highest growth marketing channel will be through personal referrals.

	Black or African American	American Indian or Alaska Native	Hawaiian, Asian, Pacific Islander	Hispanic or Latino	White, not Hispanic	Two or more Races, not Hispanic
San Pasqual Union SD	2.2%	0.2%	3.5%	25.1%	63.6%	5.6%
City of Escondido	1.8%	0.4%	6.0%	50.9%	38.9%	2.0%

*Data is according to the 2016-17 SARC and City of Escondido (2015)

The target population is expected to come from both urban and suburban families throughout San

Diego's greater Escondido area. These families will likely be looking for a school that offers diversity, choice in scheduling with a rigorous curriculum, and one that offers innovative ways to learn. Bridges Preparatory Charter School will likely have a student demographic more diverse than San Pasqual Union District due to a larger sample of students from a larger geographic region than the District's boundary.

6. Blended Learning and Flexible Learning

Bridges Preparatory Charter School is an independent study program that offers a blended environment that combines online curriculum with on-site independent study and virtual teacher instruction. The School may develop additional tracks to offer year-round enrollment access for students. This provides ultimate flexible solutions for students looking for a non-traditional school year. The School will also offer a flexible educational model to accommodate a variety of student needs. The model contains the following components:

- ❖ Students complete the bulk of their coursework at home with the guidance of their Accountability Coach and their credentialed teacher.
- ❖ Students complete a two-week introductory assignment that helps to prepare them for independent study and virtual learning.
- ❖ Students can create their own schedules but need to log in to their accounts every school day. They work approximately four to six hours a day on their coursework.
- ❖ Students and the Accountability Coach are required to meet with their teachers every two to three weeks virtually or on site to turn in hard copy and project-based coursework, take any required assessments on site, and to participate in an oral assessment conducted by their teacher on the course content covered since the previous assessment.
- ❖ Students have access to their teacher through email, phone SMS, or Skype sessions and can arrange for on-site instructional support in a one-on-one format or in a staffed, tech-supported room.
- ❖ Students may also come to the physical site for a teacher directed workshop, project-based work, or intervention.

7. Role of the Accountability Coach

Each student that enrolls in Bridges Preparatory Charter School must have an assigned Accountability Coach that signs the Master Agreement Contract, committing to being the monitor of the student's progress while away from the school site. The Accountability Coach, usually a family member, works closely with the student and the teacher to ensure the student's success. An Accountability Coach can expect to spend an average of 4 to 6 hours per day on instructional support (depending on student's grade level) with additional time for daily or weekly lesson preparation. A student's successful progress requires the daily commitment of the Accountability Coach to the discipline and organization necessary to manage an effective education. The Accountability Coach will be present for all meetings with the School's assigned teacher to monitor and deliberate about the student's progress. The following are expectations of the Accountability Coach:

- ❖ Manage or help the student manage the attendance requirements of completed coursework each school day.
- ❖ Assist getting student to required state testing hosted by the School.
- ❖ Accept the responsibility to supervise student use of the assigned curriculum.
- ❖ Support the student to maintain adequate and continuing progress in addition to the required attendance hours logged.
- ❖ Participate in regular phone, web conference, and face to face conferences with student's

- teacher and submit work samples periodically.
- ❖ Support the School’s teacher in conducting formative and summative assessments in order to evaluate mastery of student.
 - ❖ Support the School’s teacher in providing research-based instructional interventions.

8. Personalized Learning Plan (PLP)

Bridges Preparatory Charter School is committed to providing an individualized educational pathway for every student. The Personalized Learning Plan (PLP) officially begins with a Master Agreement Contract signed by the student, Accountability Coach, and the School’s teacher. The Master Agreement Contract serves as an independent study contract to ensure that students are mastering California’s Common Core State Standards (CCSS) on a daily basis. The PLP is an extensive document developed at the beginning of the school year by the School’s certificated teacher, the student, the Accountability Coach, and the student’s parent or guardian.

The PLP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Assessment of Student Performance and Progress (CAASPP) System, course performance history, and information gathered from the parents and student. After this data is collated, the School will generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The PLP will then guide the School’s teacher, Accountability Coach, and student as they progress through the school year and through the CCSS.

The teacher, Accountability Coach, and student will utilize the PLP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the PLP and may be assigned at any time throughout the school year whenever the teacher deems necessary.

9. Project Based Learning (PBL)

Bridges Preparatory Charter School teachers will create projects that accompany the curriculum. Projects will be developed for all grade levels in Mathematics, Language Arts, History/Social Studies, and Science. Length of projects, content, activities, and size of collaborative groups will vary according to content of the curriculum and student enrollment. As the school expands, teachers will collaborate on project planning to incorporate cross-curricular focus and expand project ideas. The scope and sequence of the created projects by students will help to formulate field trips and student clubs for the school year. Project Based Learning (PBL) will be created and mastered by the student after collaborative planning with the teacher.

Students work on a project over an extended period of time – from a week up to a semester – that will engage them in solving a real-world problem or answering a complex question. They will demonstrate their knowledge and skills by developing a public product or presentation for a real audience of community stakeholders and peers. A-G requirements will be considered and integrated consistently throughout the secondary program.

As a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills in the context of doing an authentic, meaningful project. According to research and the petitioner’s experience, the use of Project Based Learning will unleash a contagious, creative energy among students, as well as teachers, creating an environment that is highly motivating and engaging.

10. Parent Support Program

The Bridges Preparatory Charter School Parent Support Program will serve as our parent education tool that will empower parents in their support of their children's education. It will also nurture and strengthen relationships within the learning community. Several times throughout the school year, the School will conduct educational sessions for parents or family members to attend. The sessions will not only provide parents with valuable information but will also allow parents opportunities to get to know School staff and other parents, cultivating a strong school culture.

Topics may include but are not limited to: overview and best practices of curriculum, methods of instruction, how to apply and support student interventions, the School's mission and goals, how to work with your children at home, nutrition, developmentally appropriate behavior, and many other topics. The parents will be surveyed regularly to inform the School of appropriate topics for workshops and how support can be provided. Parents may assist the school in a variety of ways such as: fundraising, campus support services, and off campus support for making connections and partnerships in the area.

11. Graduation Requirements

The School will prepare students to meet entrance requirements for the University of California system by providing a course of study that aligns to the state's academic standards and meets or exceeds local district and state requirements. A-G courses are incorporated into the graduation requirements. Courses are prioritized ensuring students they are college-prepared and career-ready upon graduation. (See Appendix A)

12. WASC Accreditation

The School will seek candidacy for WASC accreditation by contacting the WASC office early in the school year to set up a one-day initial visit. The School's staff will prepare the report and documents necessary prior to the visit. Early in the second year, the School will organize focus groups and begin the 18-month process for the full self-study and schedule the full visit in the spring of the third year. Staff will be trained in the WASC process by attending the series of three WASC workshops provided for self-study training as well as training provided by the California Charter School Association. Selected staff will also be urged to volunteer for Visiting Committee Team during the second year. The self-study will be completed during the fall of the third year in consultation with the Visiting Committee Chair.

13. Curriculum & Instruction

Bridges Preparatory Charter School is committed to providing students with rigorous curriculum and instructional support to prepare them for college and careers. Because students have different strengths, interests, and abilities, the School will provide a variety of curriculum options to serve all types of students.

- ❖ 21st Century Learner Profile– All curriculum options will incorporate a focus on contemporary skills and will accomplish the following:
 - Teach state-of-the-art skills discreetly in the context of core subjects and modernistic interdisciplinary themes.
 - Focus on providing opportunities for applying advanced skills across content areas and for a competency-based approach to learning.
 - Enable innovative learning methods that integrate the use of supportive technologies, inquiry and problem-based approaches and higher order thinking skills.

- Encourage the integration of community resources beyond school walls.
- ❖ The curricular and instructional approach will incorporate personalization, some opportunities for choice of curriculum, and an overall theme of student empowerment in their educational journey. The curriculum options will:
 - Support a balance of assessments, including high-quality standardized testing along with effective formative and summative assessments.
 - Emphasize useful feedback on student performance that is embedded into everyday learning.
 - Require a balance of technology-enhanced, formative and summative assessments that measure student mastery of skills.
 - Enable development of portfolios of student work that demonstrate mastery of skills.
 - Enable a balanced portfolio of measures to assess the educational system’s effectiveness at reaching high levels of student competency.
- ❖ The content support and instructional expertise is a critical component of the School’s model. Teachers not only need to be highly qualified in their subject areas, but also need to understand the evolution of educating students, allowing opportunities for student empowerment and ingenuity. In alignment to the 21st Century Skills, Bridges Preparatory Charter School teachers will incorporate the following points in their instructional design:
 - Highlight ways to seize opportunities for integrating advanced skills, tools and teaching strategies into their instructional practice and help them identify what activities they can replace/de-emphasize.
 - Balance direct instruction with project-oriented teaching methods in a combination of on-site and virtual environments.
 - Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other critical competencies.
 - Enable leading-edge professional learning communities that model the kinds of virtual and on-site learning that best promotes 21st century skills for students.
 - Cultivate teachers’ ability to identify students’ particular learning styles, intelligences, strengths and weaknesses and incorporate into their instructional approach per student.
 - Develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning.
 - Support the continuous evaluation of each student’s development.
 - Encourage knowledge sharing among communities of practitioners, using face-to-face, virtual, and blended communications.
 - Bridges Preparatory Charter School will use a scalable and sustainable model of professional development.
- ❖ California Common Core State Standards (CCSS)– Bridges Preparatory Charter School values the CCSS to guide the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All purchased or self-created curriculum will be aligned to the CCSS. These standards will be highlighted in the following ways:
 - Holding teachers accountable for implementing the CCSS in all instructional practices. Teachers will be trained in alignment of project-based units and curriculum

- standards. Teachers will also be provided with material resources that are aligned to the state standards.
- Leadership will stay updated on CCSS requirements and enhancements through annual trainings and conferences.
 - Students and parents will be educated on the CCSS through the curriculum, assessment, and the report card's alignment to state standards.
- ❖ Core Curriculum– Bridges Preparatory Charter School will utilize a variety of purchased and self-created curriculum to prepare students for success. Teachers will be thoroughly trained in all curriculum used and required to create supplemental lessons and projects to supplement the core curriculum. Based on student interest, additional curriculum tracks may be developed to promote student-driven academic and career paths. The School's core subject areas include:
- Language Arts/English/Reading– Achieving a strong foundation in phonemic awareness, reading fluency, and comprehension is of the utmost importance to foster and encourage active readers and overall learners. Teachers will all be trained in proper reading techniques so that there is consistency among reading intervention and support to ensure critical reading skills are mastered by students of all grade levels. The Language Arts curriculum will include emphasis on reading, grammar, spelling, and composition with a focus on:
 - ✓ Mastery of the CCSS.
 - ✓ Writing daily through the use of journals and portfolios.
 - ✓ Developing students' talents in creative writing which will aid in their self-expression in other academic areas.
 - ✓ Building students reading comprehension through the use of discussions on reading topics.
 - ✓ Connecting the experience of writers and fictitious characters to their own life to demonstrate human connection across cultures.
- ❖ Mathematics– Bridges Preparatory Charter School is committed to preparing all students with a strong mathematical background. The overall goal is to challenge students who are confident with it and assist those who struggle. The adaptive diagnostic assessments taken at the beginning of the school year assist teachers in placing students in math courses that reflect their instructional level. Since mathematic concepts build on each other, accurate course placement is critical so that the student can build skills from where their current level is. Benchmark assessments will further assist teachers in refining content and instruction delivered to the student to maximize comprehension and success. The mathematics and STEM (Science, Technology, Engineering, Mathematics) curriculum will focus on:
- Mastery of the CCSS.
 - Building student mastery of instructional level content before moving on to advanced content (accurate placement).
 - Assisting students in overcoming math anxiety and building self-confidence by working with mathematics in a supportive atmosphere.
 - Using mathematics to strengthen logical reasoning which can be applied in all areas of life.
 - Developing and cultivating students' mathematical intuition and common sense.
 - Enhancing mathematical understanding by problem-solving and creative thinking.

- ❖ Science– the science curriculum will emphasize the conceptual foundations of science through exploration and experimentation. The curriculum will provide ample opportunities for hands-on activities to apply the science concepts examined. The science and STEM curriculum will focus on:
 - Mastery of the Common Core State Standards and the Next Generation Science Standards (NGSS).
 - Using a student’s innate curiosity about the world around them as a resource for motivating the study of science.
 - Emphasizing the role of science as a process of asking and answering questions about how the world works and encouraging students to ask their own scientific questions.
 - Making students more aware of the natural world and developing skills of identification and classification of the things around us.
 - Connecting more abstract scientific concepts to tangible things that can be directly observed in one’s daily life.
 - Emphasizing ecological thinking and systems thinking as a way to understand complex systems.

- ❖ History/Social Science– History and Social Science are an integral part to understanding present perspectives in the world. Students will learn about history and social science through comprehensive understanding of each critical time period. Students will be encouraged to use critical thinking in their history and social science studies to inquire into the nature of global happenings. Students will study the geography, economic and agricultural resources available to different regions and how those resources shape the culture of each region. History and Social Science curriculum will focus on:
 - Mastery of the CCSS.
 - How geography, ecology, and economics influences culture.
 - Encouraging students to question how cultures came to be.
 - Making students aware of the many influences that shape history.
 - Making connections between past and present events.
 - Hypothesizing on the outcomes of theoretical historical changes.

- ❖ World Language– Languages other than English will offered to high school students to fulfill graduation requirements and to expand students’ language ability and multi-cultural knowledge. The World Language curriculum will focus on:
 - Mastery of the CCSS.
 - Exploration of the fundamentals of a second language.
 - Connecting the written, reading, listening, and speaking components of a second language.
 - Cultivating an understanding and appreciation of other cultures.

- ❖ Visual and Performing Arts– Bridges Preparatory Charter School will offer a variety of arts courses to fulfill graduation requirements and to enrich students’ understanding of historical and practical applications of the arts. The Visual and Performing Arts curriculum will focus on:
 - Mastery of the CCSS.
 - Exploration of various art forms such as: painting, sculpture, collage, decollage, assemblage, installation, calligraphy, music, dance, theatre, architecture, film,

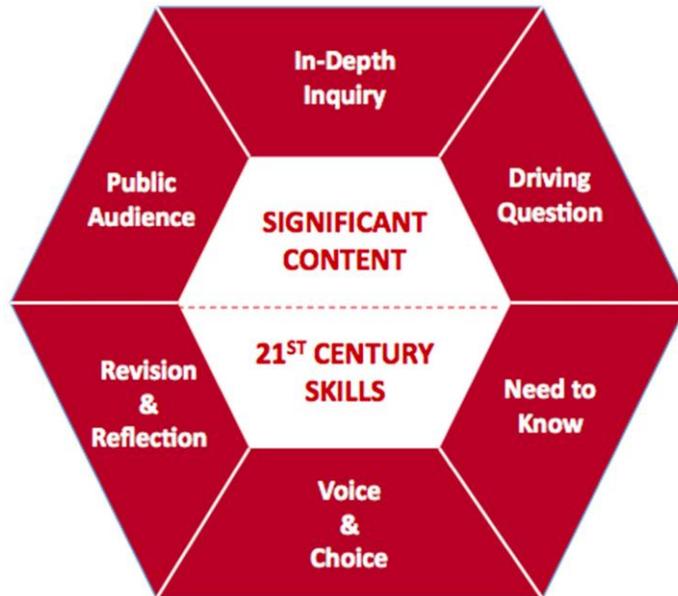
- photography, conceptual art, and printmaking.
 - Cultivating an appreciation for world music, dance, and theatrical forms.
 - Connecting the arts to world events, history, and other core curriculum areas.
- ❖ STEM (Science, Technology, Engineering and Mathematics)– The School recognizes the student interest and need of an enhanced STEM program to fulfill the advanced needs of our global environment today. The School plans to offer a STEM track that will allow students to enhance their studies in science, technology, engineering, and math. Through a variety of courses that specialize in and make connections amongst these subjects, students can participate in this program to enhance their overall competitiveness in the global market today. STEM is a focus of the School due to the following factors:
 - Global competition
 - Technology driven economy
 - Rapidly changing world
 - College and career readiness
 - Common Core Initiative and State Standards
 - Academic benefits and student performance

The STEM curriculum will focus on:

- Effective STEM educator professional development and preparation, including targeted efforts to promote STEM subject master teachers and teacher specialists.
 - An integrated approach to science, technology, engineering, and math and combining course paths in a way that promotes cross-curricular focus.
 - Connecting content to collaborative projects on-site and virtually.
 - Prompting students to solve authentic problems and collaborate to develop solutions.
- ❖ Project-Based Learning– Bridges Preparatory Charter School promotes Project-Based Learning (PBL) and recognizes that rigorous projects help students learn key academic content through application and practice the critical skills of collaboration, communication and critical thinking. Meaningful PBL includes:
 - Intended to teach significant content: Goals for student learning are explicitly derived from content standards and key concepts from academic disciplines.
 - Requires critical thinking, problem solving, collaboration, and various forms of communication: Higher-order thinking skills and learning to work as a team is the primary focus rather than memorizing information. Students must listen to others and make their own ideas clear when communicating, be able to read a variety of material, write or otherwise express themselves in various modes, and make effective presentations.
 - Requires inquiry as part of the process of learning and creating something new: Students ask questions, search for answers, and arrive at conclusions, leading them to construct something new, such as an idea, an interpretation, or a product.
 - Organized around an open-ended guiding question: This focuses a student’s work and deepens their learning by framing important issues, debates, challenges or problems.

- Creates a need to know essential content and skills: PBL reverses the order in which information and concepts are traditionally presented. PBL begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.
- Allows some degree of student voice and choice: Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.
- Includes processes for revision and reflection: Students learn to give and receive feedback in order to improve the quality of the products they create and are asked to think about what and how they are learning.
- Involves a public audience. Students present their work to other people– in person or online. This increases a student's motivation to do high-quality work and adds to the authenticity of the project.

The graphic below exemplifies the key components of project-based learning, which Bridges Preparatory Charter School will include in project implementations.



Teachers will create a combination of virtual and on-site projects that accompany the curriculum. Projects will be developed in Language Arts, History/Social Studies, and Science. Length of projects, content, activities, and size of collaborative groups will vary according to content of the curriculum and student enrollment. As the school grows, teachers will collaborate on project planning to incorporate cross-curricular focus and expand project ideas.

- ❖ **Instructional Methods**– Bridges Preparatory Charter School is a blended program where students work primarily at home on their coursework with the support of an Accountability Coach (usually the parent) and a School instructor who is California credentialed and considered to be what was previously referred to as a Highly Qualified Teacher (HQT). The curriculum and instruction are designed to assess and address the needs of individual diverse learners and foster the natural learner in every individual. This program provides personal attention to each student along with the freedom to follow individual interests. Teachers continuously evaluate student progress, inserting support and interventions where necessary. Instructional methodology and support may be delivered in the following forms:
 - Virtual meetings live via web conference tool with shared whiteboard.
 - Recorded sessions on specific or general content topics.
 - On-site instructional support with one-on-one or group tutoring.
 - On-site computer lab participation with lab aides available for support.
 - Instructional methods in all courses include, but are not limited to:
 - Allow students to inquire, research, explore and experiment to develop questions, hypotheses, and explanations.
 - Encourage students to work individually or in groups in order to develop the personal and learning skills required in each.
 - Include student-centered projects and problem-based learning.
 - Provide for structured, guided, and individual practice using multimedia tools.
 - Provide individual mentoring time.
 - Schoolwide Direct Instruction and Project-Based Learning.
 - Ongoing assessment of student performance through rubrics, checklists, writing samples, and surveys.
- ❖ **Role of the Accountability Coach**– Each student that enrolls in Bridges Preparatory Charter School must have an assigned Accountability Coach that signs the Master Agreement Contract, committing to being the monitor of the student’s progress while away from the school site. The Accountability Coach works closely with the student and the teacher to ensure the student’s success. An Accountability Coach can expect to spend an average of 4 to 6 hours per day on instructional support (depending on student’s grade level) with additional time for daily or weekly lesson preparation. A student’s successful progress requires daily Accountability Coach commitment to the discipline and organization implicit to manage an effective education. The Accountability Coach will be present for all meetings with the assigned teacher to monitor and discuss the student’s progress.
- ❖ **Multi-Tiered Systems of Support Program Model (MTSS)**– Bridges Preparatory Charter School will use a data-driven Multi-Tiered Systems of Support (MTSS) program to identify the level of each student and provide appropriate interventions. MTSS, Response to Instruction and Intervention (RtI²), and Positive Behavioral Interventions and Supports

(PBIS) are used synonymously in California. MTSS is a framework for aligning resources and initiatives; it is a method of organization. MTSS encompasses both RtI² and PBIS and systematically addresses support for all students.

Since MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI² is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

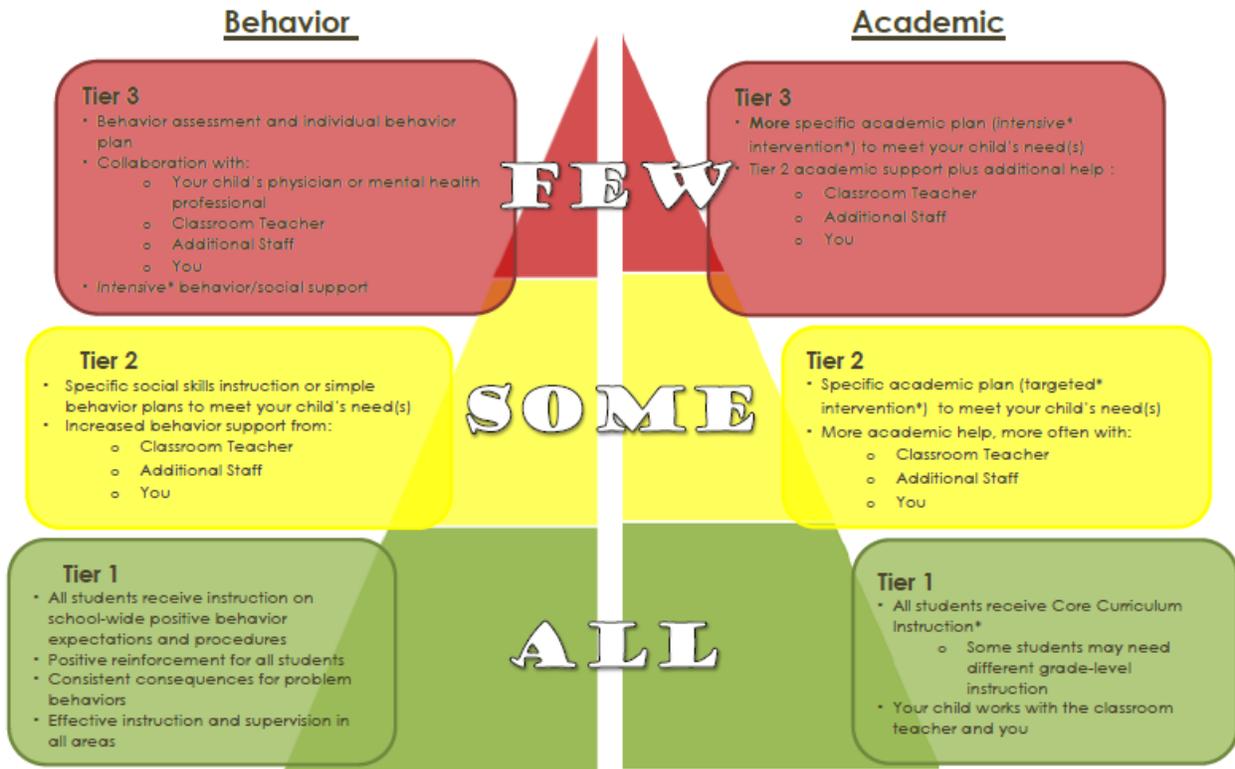
PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

RtI² just focuses on academics and PBIS just focuses on social and emotional learning, while MTSS incorporates them all. It acts as a way of organizing supports within the School so that both the academic side and the social-emotional-learning side are aligned to serve the whole child.

- ❖ Plans for Addressing the Needs of All Learners– The School is committed to providing an individualized educational path for every student. The Personalized Learning Plan (PLP) is a tool that will provide direct guidance for teachers and Accountability Coaches to successfully serve every student. The PLP is developed from a combination of the adaptive diagnostic assessment required upon enrollment, California Assessment of Student Performance and Progress (CAASPP), course performance history, and information gathered from the parents and student. This is all compiled to generate a list of standard strands, courses, assigned interventions, benchmark assessments, and skills needed to be completed by the student throughout the school year. The PLP will then guide the teacher, Accountability Coach, and student as they progress through the school year and through the CCSS.

The School teacher, Accountability Coach, and student will utilize the PLP as a guide at their regularly scheduled meetings to ensure the student is completing necessary curriculum and interventions required for success. The benchmark assessments will assist in continuing to refine the PLP and may be assigned at any time throughout the school year when the teacher deems necessary.

The PLP will include an identified tier within the MTSS program where the student will be placed based on their assessment performance. The appropriate interventions will be applied based on this tier. Each student enrolled with the School begins the program with a two-week introductory assignment that requires them to complete the Language Arts and Math diagnostic assessments. The three-tiered pyramid is structured as shown in the following graph:



❖ **Assessment, Data Analysis, and Interventions**– The MTSS program helps teachers address the academic needs for students of all levels. Academic and behavioral interventions are aligned to each MTSS tier, in order to guide administrators and teachers in providing appropriate and effective interventions. The School will use a virtual, standards-based curriculum. Additional curriculum may be selected and implemented as student needs and preferences arise (see Appendix B). Specific curriculum and assessment tools have been aligned to the three main components of the MTSS program, which are Assessment, Data Analysis, and Interventions. These assessment tools will be comparable to NWEA Assessments (MAPP) or PowerSchool Unified Classroom.

Student achievement data offers invaluable support for making good decisions about instruction. But how that data is used is critical. The School will embrace five basic principles to help teachers put student achievement data to the best possible use:

- ✓ Make data part of the ongoing cycle of instructional improvement;
- ✓ Teach students to examine their own data and set learning goals;
- ✓ Establish a clear vision for schoolwide data use;
- ✓ Provide supports that foster a data-driven culture within the school;
- ✓ Develop and maintain a schoolwide data system.

Good data make for good decisions. Student achievement data are collected and implemented in order to support the instructional decisions made by the teacher. Data will be made a part of the ongoing cycle of instructional improvement; students will be taught to examine their own data and set their own learning goals; leaders will establish a clear vision for schoolwide data use; and the School will foster a data-driven culture

while developing and maintaining a systemic data system.

- ❖ Students Designated as English Learners (ELs)– We believe that ELs at all English proficiency levels and at all ages require both Integrated ELD and specialized attention to their particular language learning needs. As part of the enrollment process, parents will fill out a Home Language Survey. The English Language Proficiency Assessments for California (ELPAC) will then be given to those students who have been identified as ELs through the Home Language Survey. The results of each student’s assessments are sent to their parents or guardians. Results of students’ designation and English proficiencies are reported annually to the state on the school’s R30-LC report. Services are based on their ELPAC scores. Support options for ELs include, but are not limited to:
 - ✓ Curriculum that includes a variety of EL tools to support learning in a second language. Tools include and are not limited to audio support, pre-teaching of vocabulary, and graphic organizers.
 - ✓ Alternate EL curriculum available based on student need.
 - ✓ Teachers will make effective use of their CLAD training.
 - ✓ Project Presentations that foster multi-modalities
 - ✓ Acquisition of computer software to develop specific subject area language development.
 - ✓ Small group direct instruction for mastery of Basic Skills.
 - ✓ Translated written communications based on identified need.
 - ✓ Offer community resource information for English as a Second Language classes.

English Learner students will be monitored by:

- ✓ ELPAC testing conducted each year
- ✓ Regular assessments through EL software or online assessments
- ✓ Staff observations according to created rubrics

All credentialed teachers will be trained and licensed in:

- ✓ Crosscultural Language and Academic Development (CLAD) or Bilingual Crosscultural Language and Academic Development (BCLAD)
- ✓ Ongoing staff development to address EL challenges

- ❖ Credit Recovery– Through the support of a credentialed guidance counselor, the School’s academic programs offer a credit recovery option for students. Embedded in the above described SST process, students will meet with the team to create a credit recovery action plan that meets their individual needs. Teachers will pace courses based on student completion and proficiency rate. Students who are on a credit recovery plan will be closely monitored by their guidance counselor and teacher to ensure success. Our teachers will be available to support students in their classes by phone, email, face to face, and via the virtual classroom. Teachers may also provide students with recorded live sessions, tutoring, and other types of instructional support needed for the student to be successful in the courses.
- ❖ High Achieving Students– The School believes all students must be challenged, taught to be self-motivated learners, helped to achieve their personal goals, and assisted in reaching beyond even these personal goals. Students who wish to work at an accelerated pace consistently achieve higher on their assessment test or score in the advanced range of the CAASPP. Students who are perceived to be high achieving will be identified as such.

These students may receive differentiated instruction via their PLP and may be assessed with unique tests designed to measure their true range of aptitude. During the course of this unique instruction, teachers will develop assessments that measure the student's mastery of the topic or subject.

The School will offer advanced (AP) courses for 7-12 students. These courses will allow for early graduation from high school or simply enrich the course offerings for the student. Middle school students will enjoy the option of achieving high school credit and high school students may be offered course that apply toward college credit. These concurrent enrollment classes will in most cases be provide by outside vendors or community colleges but will be closely monitored by the School's guidance counselor. These counselors will offer guidance through the college process, providing a four-year plan, creating the concurrent enrollment possibilities, and assisting the student in culminating the college application process when necessary.

14. Special Education Students

The School will comply with all State and Federal laws for special education. The School will also comply with Special Education Local Plan Area (SELPA) and District policies on special education. The School will provide space at the school for Special Education purposes. In addition to other responsibilities that the District might request, the School will have the responsibility to identify students who may qualify for special education services, to make referrals for evaluation, to hold Individualized Education Plan (IEP) meetings at the site, to provide space for the special education teacher to work with students, and to ensure that the general education teachers will carry out their responsibilities assigned in the IEP.

The School reserves the right to contract with professionals outside the district. The School will initially be a member of the District's SELPA. The school will not discriminate on the basis of special education needs and the District will ensure that the student's needs are being addressed. The District will provide special education services for the School's special education pupils to the extent of the law. Specifically, the School will serve children with disabilities in the same manner as the District serves children with disabilities in its schools [IDEIA 1413(a)(5)].

The School reserves the right to act as its own Local Education Agency (LEA) for the purposes of special education and will make appropriate notification to the District before such plans are made. To the extent the school opts for District delivery of special education services, it will support the District's implementation of these services and will make facilities available in a manner consistent with the District's need to provide services to all special education students. The School will develop a Memorandum of Understanding (MOU) with the District as to how it will provide evaluation and related services (for example, speech and language, occupational therapy, or physical therapy) that could include third-party service providers.

- ❖ Student Success Team (SST)– The School will create a team comprised of parents, teachers, administrators, and other school professionals. The SST team will follow a traditional format in screening of all children with behavioral and academic difficulties before a referral for special education evaluation is made. All interventions will be exhausted before a student is referred to special education. A comprehensive referral

form will be created that includes difficulty with academics, with language transition, with behavior and social interactions. A referral to initiate the SST process may be made by any classroom teacher once they have made an attempt at classroom modifications or instructional interventions.

Students may be referred for formal special education evaluation by the SST or by a parent. Once the referral is received, parents will be sent an assessment plan for their approval within 15 days. Once the consent by the parent is received, the school will complete the formal evaluation and hold an IEP meeting within the 60-day timeline. Prior to the meeting, parents will be given a written notice describing their rights. Should the IEP team decide that the student qualifies for special education under one of the 13 federally mandated eligibilities (autism, deaf-blind, deafness, emotional disturbance, hard of hearing, mental retardation, multiple disabilities, other health impaired, orthopedic impairment, specific learning disability, speech and language impaired, traumatic brain injury, and vision impairment), the team will make a determination of services that provides an education in the least restrictive environment. The IEP will be implemented immediately. Thereafter, the student will have an annual IEP meeting to review progress and a more in-depth IEP meeting every three years (the triennial) that will include another round of assessments.

- ❖ Specialized Academic Instructor (SAI)– supervising teachers and administration will collaborate to provide an education that meets student needs and ensures that a student’s IEP is met. The IEP team will be comprised of the parent(s), the SAI teacher, other specialists as needed (such as speech and language or occupational therapist), a school administrator or designee, and the student’s general education teachers. A special education student’s general education teacher will work closely with the SAI teacher to coordinate instruction and ensure that any modifications or accommodations specified in the IEP are being implemented.

Students at the School will have direct instruction materials that are specifically geared towards meeting and exceeding their IEP goals. Time will be given to the SAI teacher during the Direct Instruction Period. Additionally, the School will serve its special education students by:

- ✓ Small Group direct instruction
- ✓ Accommodations for Project Presentations and Professional Experts (such as mentoring and assistance)
- ✓ Technology assisted learning
- ✓ Accommodations provided in on-site classes

Annual in-service for teachers regarding the identification of students with disabilities and ways of providing education in the general classroom. Should the student not qualify for special education services or should the SST decide against formal evaluation, the SST or the parent may request that a 504 Plan meeting be scheduled. At the meeting, if it is determined that the learning process is being limited by a physical or mental condition, a 504 Plan will be developed including instructional and curricular modifications to provide the student with full access to academic programs. This plan will be implemented by the classroom teachers and will be reviewed annually.

Element 2– Measurable Student Outcomes

Element 3– Method by which Pupil Progress Toward Outcomes will be Measured

All curriculum offered to students at the School are aligned to the state standards and includes a variety of assessments to measure student outcomes. Student performance is evaluated through completed coursework and assessments.

1. Methods of Assessment

Bridges Preparatory Charter School’s academic program is standards-based and data driven. In alignment to EC§47605(b)(5)(C), student progress is continuously measured. The State content and performance standards and multiple sources of data form the basis of the School’s instructional practices. Performance assessments are evaluated with the use of in-common benchmarks and rubrics and are analyzed on a regular basis to help drive the School’s educational program. The rubrics are used to inform students and parents about the standards for student work. Bridges Preparatory Charter School plan to use the following assessment and reporting tools:

- ❖ In grades three through eight and eleven for ELA and mathematics. The summative assessments are administered as part of the CAASPP.
- ❖ Adaptive diagnostic assessments will be used to assist with course placement, diagnosis of instructional needs, and measurement of student gains across reporting periods.
- ❖ Benchmark assessments will be used to aggregate and disaggregate data by selected criteria to better inform instruction.
- ❖ An ongoing school-wide performance accountability system (EC§47601) using assessments based on the CCSS and blueprints for Language Arts and Math.
- ❖ Course lesson/unit assessments to measure achievement & confidence in subject area.
- ❖ An annual Physical Fitness assessment for 5th, 7th and 9th grade students.
- ❖ ELPAC to measure progress for EL students.
- ❖ Presentation and project rubrics created by teachers to measure success on student presentations and group and individual projects.

2. California School Dashboard

The School will utilize California’s accountability and continuous improvement system that provides information about how the School will be meeting the needs of its students based on a concise set of measures via an easy to read digital dashboard. The California Accountability Model & School Dashboard is a key part of major shifts that have raised the bar for student learning, transformed assessment procedures, and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve. Bridges Preparatory Charter School will use the California School Dashboard as a primary measure of school success.

The School will attain its growth target each year by doing the following:

- ❖ Perform an analysis of the previous year’s scores.
- ❖ Establish target areas among subgroups, including low-achieving students and English learners, and among curricular areas.
- ❖ Analyze standards cluster results in each subject and set targets to raise an area that shows student deficiency.
- ❖ Align financial and staff development resources with established target areas.

- ❖ Monitor results on diagnostic or benchmark assessments, especially those within the target areas.
- ❖ Reaffirm standards-based instruction ensuring that assessments and instruction are aligned with the standards.

3. Use and Reporting of Data

Bridges Preparatory Charter School will use the following sources for retrieving and reporting pertinent school and student performance data:

- ❖ Student Information System including CALPADS, CBEDS, P1-P2, and annual expenditure reports.
- ❖ Administration and teaching staff will annually review CAASPP result to identify strengths and weaknesses at the school and departmental levels and set new performance targets at both the school and departmental levels.
- ❖ Adaptive diagnostic or benchmark assessment data will be regularly reviewed by administration and teachers to refine instructional practices.
- ❖ A data analysis plan will be developed with an annual timeline for gathering and analyzing various student achievement data including CAASPP results, diagnostic and benchmark assessment data, course evaluations, and the annual writing assessment. Teachers will reflect on and discuss student achievement data, determine what modifications to instruction are necessary, and what new goals to set for student achievement.
- ❖ Performance of at-risk and low achieving students will be ongoing throughout the year and will be aligned to a MTSS model to guide the implementation of interventions.
- ❖ Administration, teachers, students and parents have continuous access to student's current performance in all course enrollments through the learning management systems in which the curriculum and performance are stored. As parents are traditionally the Accountability Coach for the student, their child's overall grade is always available to them.
- ❖ The Learning Management System (LMS) used for the curriculum will provide a variety of student performance data, including, but not limited to: overall performance in the course, individual assignment and assessment scores for each course, time spent in each course each day and overall course performance reports.
- ❖ Parents and guardians review student achievement data when they meet with their child's teacher biweekly
- ❖ Parents will receive reports on CAASPP testing by mail.
- ❖ The School Accountability Report Card (SARC) will be published annually prior to the February 1st deadline.
- ❖ The District receives data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations occur at least twice during the School's initial five-year charter period and include formative and summative data to demonstrate that the School is meeting state performance standards.

4. Local Control Accountability Plan (LCAP)

In accordance with EC§47606.5, the School shall comply with elements of the LCAP pursuant to the regulations and a template adopted by the CA State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessment throughout the duration of the charter. The School shall annually update the LCAP, including the

goals and annual actions identified as required by the state. The School shall submit the LCAP to the District and the County Superintendent of Schools on or before July 1 of each year as required by EC§47604.533. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the School at the school site.

5. High School Graduation Requirements

The School's graduation requirements emphasize the traditional university preparatory courses of English, mathematics, science, social science, foreign language, and art. However, these courses will be provided in a manner that challenges each student to think beyond the subject matter presented and continually places new information in the context of their own knowledge base. The Schools' graduation requirements meet CA Education Code requirements. The curriculum, once approved as A-G qualifying, will meet or exceed UC/Cal State A-G course requirements. See Appendix A for full credit and graduation requirements.

The School will configure its minimum course completion requirements and its credit award policy based on fulfilling the high school graduation requirements. Students will be advised that for UC entrance, two years of foreign language are required (three are recommended) plus one year of visual arts and performing arts. Consistent with state law, the School will prescribe completion of the following as a minimum:

- ❖ Three courses in English.
- ❖ Two courses in mathematics, including one year of Algebra 1.
- ❖ Two courses in science, including biological and physical sciences.
- ❖ Three courses in social studies, including US history and geography; world history, culture, and geography; one semester in American government and civics, and one semester in economics.

6. Repeating a Course

Courses that may be repeated for credit will be listed in the course description. Courses in which grades of D/F are earned may be repeated. The highest grade will be used in the GPA calculation. Only UC allows courses to be repeated one time for grade replacement.

7. Transfer Credits and Transcripts

The School seeks to cooperate with other schools and districts in which students may be re-enrolling to agree upon transfer credit back to the district. Each district should feel confident that credit earned at the School is equivalent in its representation of subject mastery prior to transfer. All students will be provided information about the transferability of academic credit to other public high schools and the eligibility to meet college entrance requirements at the time of enrollment.

8. Grade Level Placement

Students in grade 1-8 are assigned a grade level based upon the year of TK or K entry. High school students are assigned a grade level based on the year of 9th grade entry. Regardless of credit deficiency, students will be promoted to the next grade level and given an opportunity to remediate credits in the hope that the student will graduate with their cohort. In the event the student does not graduate with their cohort, the School will provide the student with an opportunity to continue their education as long as they are continuously enrolled in public school and making satisfactory progress towards a diploma, per EC§47612 (b).

Element 4– Governance

The governance structure of Bridges Preparatory Charter School will be organized to meet the educational needs of all students. Each level will have as its purpose the supporting and advancing of the mission, vision, and stated goals of the charter.

1. Legal Status

Bridges Preparatory Charter School shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in EC§47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School. Once the School obtains a 501c3 number, it will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of EC§47604 (c), the authorizing District shall not be liable for the debts or obligations of Bridges Preparatory Charter School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents.

The District will not be liable for any actions taken by Bridges Preparatory Charter School. The School will purchase and maintain, as necessary, general liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program. If the school purchases its own insurance, it shall be equivalent to the District's program with respect to limits and coverage. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. Administration shall maintain comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a MOU between the School and the District and a copy of this policy will be available to the District upon request.

EC§47604 (c) provides that "an authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school". As an independent corporate entity, the petitioners anticipate that the civil liability effects of the operations of the School on the District will be minimal. The governance team shall be properly indemnified and the school intends to secure, as noted in the charter, appropriate insurance coverage to protect the school's assets, staff, etc.

Bridges Preparatory Charter School further identifies its commitment to hold the District harmless from financial obligation in the event of an unbalanced budget, assuming that legislatively guaranteed income sources arrive, per the law, for the School in conformance with the budget. Bridges Preparatory Charter School will act as its own fiscal agent to the fullest extent of the law. The School shall implement the provisions of Charter School Legislation and the State Department of Education directives regarding charter schools.

- ❖ Conflict of Interest– this policy (See Appendix C) has been developed by Bridges Preparatory Charter School that complies with nonprofit corporation law, which shall apply to all board members and employees. Board members shall reveal all conflicts of interest as they arise in the course of school business and shall not participate in a vote on any matter(s) where such a conflict exists. Annual disclosure statements shall be required.
- ❖ Board and Governance Organization– Parent and community involvement in the governance of Bridges Preparatory Charter School will be pursued by virtue of their participation in the Board of Directors and School Advisory Committee. The School will be governed pursuant to the bylaws adopted by the Board of Directors and as subsequently amended pursuant to the amendment process specified in the bylaws.

2. Board of Directors

The Board of Directors of Bridges Preparatory Charter School shall be the School’s Governing Board and will include approximately three (3) to five (5) voting board members. The Board of Directors will be selected to represent the community-at large. A nominating committee, comprised of parents, teachers, and administration, will be created to select new board members. All new members will be selected with a track record of success in their particular sectors and a commitment to the vision of the school. Recommendations by the nominating committee will be voted on by the Board.

- ❖ Board Meetings– All meetings of the School Board of Directors shall comply with the Ralph M. Brown Act and shall take place at least quarterly and shall be held at a location within the authorizing School District jurisdictional boundary. Notices, agendas, and minutes of meetings will be recorded and retained in the Academy files. These records will be accessible for public and District review upon request.
- ❖ Board Delegation of Duties and Director Responsibilities– The first duty and responsibility of the Bridges Preparatory Charter School Board is to promote and uphold the mission and vision of the School. The School Board of Directors shall exercise final authority on all matters concerning the School. The School Boards’ major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school’s annual budget, overseeing the school’s fiscal and legal affairs, hiring and evaluating the Executive Director, and ensuring the long-term viability of the School. The School Executive Director will have the authority and responsibility of managing the day-to-day operations of the School including the selection of administrative, certificated, and classified personnel. The Executive Director shall be responsible for ensuring that all funds generated by the School are expended to support the purposes and operations of the Charter, and shall, in every case, be invoiced and/or receipted according to Generally Accepted Accounting Principles (GAAP). The Executive Director will report to the Board and will attend all Board meetings.
- ❖ Board Trainings– Board members may attend a variety of trainings throughout the school year to better support the entire school of the board. The School plans to offer the San Pasqual Union District Governing Board members the opportunity to attend Board trainings scheduled for Bridges Preparatory Charter School Directors.

3. Memorandum of Understanding

The details of the working relationship between the District and the School will be delineated in a MOU. The School shall retain the right to separately purchase administrative or other services from the District or any other service. Any administrative services to be purchased from the District shall be mutually agreed upon and outlined in a separate MOU. This statement is intended to fulfill the terms of EC§47605(g) and provides information regarding the proposed operation and potential effects of the School on the District.

4. Administrative Services

Where possible, and at a mutually agreed upon fee structure, the school anticipates purchasing services from the District. Such services may include personnel review for credential and criminal clearance purposes, police services, food services or other services that shall be available to non-profit schools. The specific terms and costs for these services, and any others that the District may wish to offer, shall be the subject of an annual Memorandum of Understanding. Petitioner understands that current law mandates that the District provide oversight and performance monitoring services, including monitoring school and student performance data, financial statements and audit reports, enrollment verification, performing annual site visits, engaging in the Dispute Resolution Process, and considering charter amendment and renewal requests. In consideration of these oversight obligations, petitioner has identified a percentage in the budget that has been identified by law to compensate for such oversight services. (EC§47613)

Element 5– Employee Qualifications and Human Resources

Bridges Preparatory Charter School shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act. The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional capacities through advertisements on reputable career boards and referrals. The School believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School’s faculty, staff, and pupils and the academic success of the pupils. All staff will be required to have TB testing clearance.

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act and will satisfy the requirements for a highly qualified teacher under the Every Student Succeeds Act (ESSA). As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in non-core and enrichment courses.

The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition. The Executive Director will check all credentials prior to hiring any certificated personnel. The Director will annually check credentials and/or transcripts to ensure that they meet the requirements for “highly qualified teachers” under ESSA for each course assigned.

- ❖ **Staff Recruiting and Professional Development–** Bridges Preparatory Charter School provides excellent salaries and benefits to attract highly qualified teachers. Bridges Preparatory Charter School makes intensive efforts to recruit qualified teachers from charter school employment fairs, the teaching programs at local universities, charter organizations, and through the use of EdJoin (www.edjoin.org).

All teachers are highly qualified as specified in ESSA, especially those teachers holding a single subject credential. Strong content knowledge, familiarity with the target populations, innovative and create thinkers, problem solvers, and willingness to support the goals of the School are underscored in the hiring process. Bridges Preparatory Charter School staff currently includes an Executive Director, Director, Business Manager (non-employee), and one primary teacher per twenty-five students (average daily attendance).

On-going professional development will include and is not limited to:

- ✓ SIS training
- ✓ Curriculum platform training
- ✓ Virtual teaching training
- ✓ MTSS training
- ✓ Governance training
- ✓ Charter School development

- ❖ **Executive Director Qualifications**– The School’s Executive Director serves as the instructional and innovative leader of the School and will be responsible for promoting the vision of the charter and helping the School and students achieve the outcomes outlined in this charter petition. The qualifications of the Executive Director include, but are not limited to, the following:
 - ✓ Strong communication and community-building skills.
 - ✓ Deep knowledge of curriculum development and program design.
 - ✓ Steadfast commitment for carrying out the school’s vision.
 - ✓ Robust ability to build a professional learning community and willing to strive for continuous improvement in student learning.
 - ✓ Sound experience in budget development and tracking.
 - ✓ Strong understanding of school operations to oversee all operations.
 - ✓ Knowledgeable of charter school regulations to advise the Board of Directors.
 - ✓ Ability to use assessment data in analyzing school performance.
 - ✓ Skilled in advising, supporting, and inspiring staff, students, and parents
 - ✓ Create an environment for staff to express and implement ideas.
 - ✓ A minimum of 15 years of teaching and administrative experience.
 - ✓ Holder of CA Administrative and Teaching Certified Credential.

- ❖ **Director Qualifications**– The School’s Director serves as the operational leader of the School and will be responsible for assisting the School staff, students, and parents achieve the outcomes outlined in this charter petition. The qualifications of the Director include, but are not limited to, the following:
 - ✓ Hiring and supervising staff members.
 - ✓ Recruit and enroll students.
 - ✓ Communicating with students, parents, and staff.
 - ✓ Planning academic calendars for the school.
 - ✓ Handling of student recruitment and admissions into the school.
 - ✓ Supervising & disciplining students when necessary.
 - ✓ Making both daily decisions as well as long-term decisions.
 - ✓ Listen to students’ concerns about academic, emotional or social problems.
 - ✓ Help students process their problems and plan goals and action.
 - ✓ Mediate conflict between students and teachers.
 - ✓ Assist with college applications, jobs and scholarships.
 - ✓ Organize peer counseling programs.
 - ✓ A minimum of 10 years of education experience.
 - ✓ Holder of CA Certified Credential.

- ❖ **Business Manager Qualifications**– The duties of the School’s Business Manager will be performed by an outside consultant. This person will be responsible for a variety of front and back office activities. The duties of the Business Manager include, but are not limited to, the following:
 - ✓ Strong organizational, time management, and multi-tasking skills.
 - ✓ Manage front and back office tasks.
 - ✓ Ability to develop and implement short and long-term business and growth plans.
 - ✓ Strengthen school branding and manage student recruitment efforts.
 - ✓ Commitment to support the goals of the charter.
 - ✓ Ability to work independently as well as with a team.
 - ✓ 5 plus years-experience in a fast-paced administrative position.
 - ✓ Experience in school front and back office tasks.
 - ✓ Ability to maintain accurate records on school databases.
- ❖ **Teacher Qualifications**– includes, but not limited to, the following:
 - ✓ Hold a CA Certified Credential for the available teaching position.
 - ✓ Support the vision and educational program of the charter.
 - ✓ Demonstrate the ability to work with the target populations.
 - ✓ Committed to student success and to take responsibility for student learning.
 - ✓ Understand virtual curriculum environments and ability to support academic content virtually and in person.
 - ✓ Reflective in their practice and willing to adapt instruction to the needs of the students using assessment data.
 - ✓ Willing to work as a team member of a learning community.
 - ✓ Able to fulfill all paperwork requirements of independent study programs.
 - ✓ Ability to perform various clerical duties required in a virtual program.
 - ✓ Attend all mandatory professional development training.
- ❖ **Instructional Aide Qualifications**– includes, but not limited to, the following:
 - ✓ Ability to support students in a virtual and in person environment.
 - ✓ Perform various clerical and record keeping tasks.
 - ✓ Proficient in the use of technology.
 - ✓ Ability to work independently as well as with the educational team
 - ✓ Have a track record of dependability.
 - ✓ Have a strong connection to the vision of the school.

Element 6– Health and Safety Procedures

In order to provide safety for all students and staff, Bridges Preparatory Charter School has full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts.

- ❖ Procedures for Campus Visitors– No outsider shall enter or remain on school grounds during school hours without having registered with the principals or designee, except to precede expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs. (Penal Code, sec. 627)
- ❖ Procedures for Background Checks– Employees and contractors of the School will be required to submit a criminal background check and finish a criminal record summary as required by EC§44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the Bridges Preparatory Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee and will have TB clearance.
- ❖ Role of Staff as Mandated Child Abuse Reporters– All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.
- ❖ TB Testing– Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by EC§49406.
- ❖ Immunizations– All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.
- ❖ Medication in School– Bridges Preparatory Charter School will adhere to EC§49423 regarding administration of medication in school.
- ❖ Vision, Hearing/Scoliosis– Students will be screened for vision, hearing and scoliosis by a nurse contracted by Bridges Preparatory Charter School. Bridges Preparatory Charter School will adhere to EC§49450, et seq., as applicable to the grade levels served by the school.

- ❖ **Emergency Preparedness**– Bridges Preparatory Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility used prior as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the School
- ❖ **Bloodborne Pathogens**– Bridges Preparatory Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The School shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.
- ❖ **Drug Free/Alcohol Free/Smoke Free Environment**– Bridges Preparatory Charter School shall function as a drug, alcohol and tobacco free workplace.
- ❖ **Facility Safety**– Bridges Preparatory Charter School shall comply with EC§47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall regularly conduct fire drills.
- ❖ **Comprehensive Sexual Harassment Policies and Procedures**– Bridges Preparatory Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Bridges Preparatory Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Bridges Preparatory Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Bridges Preparatory Charter School’s sexual harassment policy, a draft of which is in Appendix D.

Element 7– Means to Achieve Racial and Ethnic Balance

Bridges Preparatory Charter School will strive to achieve a racial balance reflective of the District and the Escondido region. The School will make the following measurable recruitment efforts and outreach programs during an open enrollment during the first year prior to opening. The recruitment and outreach efforts shall include:

- ❖ Participate in community and regional outreach events to inform the public about our services, as well as to appeal to a variety of applicants with diverse backgrounds.
- ❖ Conduct an enrollment process that includes a timeline allowing for a broad-based recruiting and application process.
- ❖ Advertise in the print and non-print media during the open enrollment periods, depending on availability of funds that would appeal to diverse backgrounds including limited English populations.
- ❖ Websites and social media will be used extensively for the marketing of the School and would include the use of technology that offered several languages.
- ❖ The School will maintain accurate accounting of ethnic and racial balance of students enrolled, which can be audited by the District at any time.

Element 8– Admission Requirements

Bridges Preparatory Charter School admissions process will be available to all families to enable the school to have a diverse student body. All students will be admitted, space permitting, and not determined according to the place of residence of the pupil or of his or her parent or guardian. Applications for admission will be accessible through the School website.

Bridges Preparatory Charter School will be non-sectarian in its programs, admission policies, employment practices, and all other operations, and will not charge tuition or discriminate against any student based on ethnicity, national origin, gender, disability or any other reason disallowed by law.

Whether outsourced or managed internally, prior to enrollment families will be informed of our admissions requirements. If enrollment exceeds a number the school can accommodate, students will be selected through a randomized lottery. In this case, parents will need to attend a virtual information session which will be held a minimum of two different days and times per month, during enrollment months.

Bridges Preparatory Charter School admission policy includes:

- ❖ Giving admission preference to children of employees and founding members and siblings of admitted students.
- ❖ Being open to all students including those with special education needs. The School will support the administration of special education services at the school site by the District and participate in the search and serve requirements (child find) of the SELPA.
- ❖ The School will not discriminate against any student.

- ❖ If the School receives a number of applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery complying with all applicable Federal and State laws, designed to establish a diverse student population.
- ❖ The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.
- ❖ The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.
- ❖ All interested parties will know, prior to the holding of the lottery, how many openings are available in the school and in the different grades served by the school.
- ❖ The lottery shall draw names from pools of ballots differentiated by grade level. The drawing shall continue until all names for that grade level are drawn.
- ❖ Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
- ❖ Potential students on the waiting list shall provide contact information to be used in the event space becomes available.
- ❖ Families promoted off of the waiting list shall be informed in writing and shall have seven (7) days from the date of postage to respond. In addition, the School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the 7-day period will forfeit their right to enroll their student in the school for that school year.

Element 9– Annual Financial Audits

An annual fiscal audit of the School as required under the Charter Schools Act will be conducted by an independent auditor and will use generally accepted accounting principles. The audit will be shared with all appropriate District staff and additional entities. All exceptions and/or deficiencies and their resolutions will be communicated to the District in a timely manner. The School Board of Directors will resolve audit exceptions and deficiencies in a timely fashion and follow the dispute resolution process if exceptions and deficiencies cannot be resolved.

Each year the school will hire an independent firm to audit the operational and educational performance of the school. The findings of this audit will be shared with the School’s Board of Directors as well as the District’s Governing Board. The School will receive funding pursuant to provisions of the CA Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to the School in a timely fashion. During the term of this charter petition, the School and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee not to exceed one percent of the average daily attendance funds provided to the School or not to exceed three percent, if the School uses District facilities, pursuant to the terms of the Charter School Act.

The District agrees to allow Bridges Preparatory Charter School to separately purchase Administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding. To the extent required by law, the School agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250, et al.) and the Brown Act (Government Code Section 54950, et al.).

Bridges Preparatory Charter School will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education (“COE”), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. The School will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in the Memorandum of Understanding including the following financial reporting requirements:

- ❖ On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of EC§47605 satisfies this requirement.
- ❖ On or before December 15, an interim financial report. This report shall reflect changes through October 31.
- ❖ On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

- ❖ On or before September 15, a final un-audited report for the full prior year.
- ❖ The School shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records unless disclosure to the District of such records is prohibited by law; the charter school shall promptly comply with all such reasonable request; and the records of the charter school are public records under the Public Records Act (Gov. Code section 6250 et seq.)
- ❖ The School will comply with all laws establishing minimum age for public school attendance.
- ❖ The School shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (EC§47612.5(a)(2))
- ❖ The School will not be a site-based school by SB740 standards, but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in EC§47612.5. The School offers, at a minimum, the same number of minutes of instruction set forth in the EC§46201(a)(3) and 47612.5(a)(1).

The District agrees to receive and review the annual fiscal and programmatic performance report as specified in this section. Within sixty (60) days of receipt, the District will notify the School as to whether it deems the School to be making satisfactory progress toward the goals specified in the charter. This notification will include the specific reasons for the District's conclusions. If the District concludes the School is not making satisfactory progress, the School shall be provided with specifics regarding areas of concern, and the School and the District will work together in good faith to develop a plan to address these areas of concern.

Element 10– Suspension and Expulsion Procedures

Bridges Preparatory Charter School’s Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. A student may be suspended or expelled if the policy is violated. This policy may be amended when necessary without the requirement to amend the authorized charter. This Policy will be included in the School Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to:

- ❖ Advising and counseling students
- ❖ Conferencing with parents/guardians
- ❖ Required attendance of a Student Success Study Team meeting (SST) that includes student, parent, administrator and teacher in problem solving and developing a plan for success for the student.
- ❖ Use of alternative educational environments through restorative practices
- ❖ Suspension
- ❖ Expulsion

Corporal punishment shall not be used as a disciplinary measure against any student. Students and their parents/guardians will be notified by the Administration in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director's office or posted on the School’s website. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

- ❖ Grounds for Suspension and Expulsion of Students– Pursuant to CA EC§48900 - 48927, a student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or at a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.
- ❖ Enumerated Offenses– A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the

organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) “Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video, or image.

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

(I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

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

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

(iii) An act of cyber sexual bullying.

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

(II) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that

involves athletic events or school-sanctioned activities.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

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

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in EC§48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

❖ Suspension Procedure— Suspensions shall be initiated according to the following procedures:

- ✓ Who May Suspend: Only the Director or the Director's designee may suspend a student.
- ✓ Conference

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

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

and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- ✓ Notice to Parents/Guardians– At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
- ✓ Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.
- ✓ Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.
- ❖ Authority to Expel– A student may be expelled either by the School Board following a hearing before it or by the School Board upon the recommendation of an Administrative Panel to be assigned by the School Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Director of the School's Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.
- ❖ Expulsion Procedures– Only the Executive Director or the Director's designee may recommend expulsion of a student or refer a student for an expulsion hearing. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing.

Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- ✓ The date and place of the expulsion hearing;
 - ✓ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 - ✓ A copy of the School's disciplinary rules which relate to the alleged violation;
 - ✓ Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
 - ✓ The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 - ✓ The right to inspect and obtain copies of all documents to be used at the hearing;
 - ✓ The opportunity to confront and question all witnesses who testify at the hearing;
 - ✓ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
- ❖ Special Procedures for Expulsion Hearings Involving Sexual Assault– The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.
- ✓ The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day's notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
 - ✓ Bridges Preparatory Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 - ✓ At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross- examination during which he or she may leave the hearing room.
 - ✓ The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 - ✓ The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 - ✓ Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness

stand.

- ✓ If one or both of the support persons is also a witness, Bridges Preparatory Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to Bridges Preparatory Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- ✓ The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- ✓ Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- ✓ Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
- ❖ Record of Hearing— A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
- ❖ Presentation of Evidence— While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting,

and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in EC§48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

- ❖ Written Notice to Expel— Following a decision of the School Board to expel, the Executive Director or designee shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
 - ✓ Notice of the specific offense committed by the student.
 - ✓ Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- ❖ The Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:
 - ✓ The student's name.
 - ✓ The specific expellable offense committed by the student.

Additionally, in accordance with EC§47605(d)(3), upon expulsion of any student, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

- ❖ Disciplinary Records— Bridges Preparatory Charter School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the District upon Request.
- ❖ No Right to Appeal— The pupil shall have no right of appeal from expulsion from School as the School Board's decision to expel shall be final.
- ❖ Expelled Pupils/Alternative Education— Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

- ❖ Rehabilitation Plans– Students who are expelled from Bridges Preparatory Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Bridges Preparatory Charter School for readmission.
- ❖ Readmission– The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the School Board following a meeting with the Executive Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director shall make a recommendation to the School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

Element 11– Employee Retirement Systems

Bridges Preparatory Charter School will not be participating in CalSTRS and CalPERS Retirement programs. Full and part time employees, including credentialed teachers and classified staff can participate in the School’s 403(b) retirement program which is combined with Social Security. The School provides appropriate match of funds to the 403(b) program, which together with Social Security compares to traditional CalSTRS and CalPERS Employer contributions.

Bridges Preparatory Charter School makes all required employer contributions and is responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees. Bridges Preparatory Charter School may revise its retirement system at any time. The salary schedule for certificated personnel will be set up to attract highly qualified teachers, by providing excellent salaries at the entry level, and guarantee step increases during the first five years.

Thereafter, the base pay will increase on multi-year increments (for example, every five years). A matrix of incentive pay will be added to the base pay that will increase as teachers gain more experience thereby providing the possibility of a steadily rising salary in order to retain highly qualified staff. All full-time staff will be eligible to receive a package of health and welfare benefits that are comparable to what other high performing charter schools receive.

Element 12– Public School Attendance Alternatives

No student may be required to attend Bridges Preparatory Charter School. Students who reside within the San Pasqual Union School District who choose not to attend Bridges Preparatory Charter School may attend school within the San Pasqual Union District according to District policy or at another school district through the District’s interdistrict policies. Parents and guardians of each student enrolled in Bridges Preparatory Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Bridges Preparatory Charter School, except to the extent that such a right is extended by the local education agency.

Element 13– Rights of District Employees

Employees of the District who choose to leave the employment of the District to work at the School shall have no automatic rights of return to the District after employment at the School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreement of the District. Leave and return rights for District union-represented employees and former employees who accept employment with the School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings. District employees will have no special rights to work in the School. Applications for employment by District employees will be evaluated on a similar basis as all other applicants.

Element 14– Mandatory Dispute Resolution

Bridges Preparatory Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. In the event of a dispute between the School and the District, School staff, employees and Board members of the School and District agree to first frame the issue in written format (dispute statement) and refer the issue to both the Superintendent and the Executive Director of Bridges Preparatory Charter School. In the event that the District Governing Board believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with EC§47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or as a prerequisite to the District’s ability to proceed with revocation in accordance with EC§47607.

The School Executive Director and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Executive Director of the School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent and the Executive Director shall meet to jointly identify a neutral third-party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement of the District and the School.

If the governing board of the District believes it has cause to revoke this charter, the District Governing Board agrees to notify the School Board in writing, noting the specific reasons for which the charter may be revoked, and grant the School reasonable time to respond to the notice and take appropriate corrective action.

The District may inspect or observe any part of the School at any time but shall provide reasonable notice to the Executive Director of the School prior to any observation or inspection. The School may request from the District Governing Board a renewal or amendment of the charter at any time prior to expiration. Renewal requests should be presented by Bridges Preparatory Charter School no later than 120 days prior to the expiration of the charter. The District governing board agrees to hear and render a renewal decision pursuant to the processes as specified in the EC§. Should the District believe prompt action is required because of risk to student or employee safety, this procedure may be expedited to an immediate meeting between the District and the School Executive Director at which time the School will satisfy the District as to the implementation of the necessary safety procedures.

Element 15– Charter School Closure Procedures

The following procedures will apply regardless of the reason for the Bridges Preparatory Charter School closure:

- ❖ Closure will be documented by official action of the School Board. The action will identify the reason for closure. The School Board will promptly notify the District of the closure and of the effective date of the closure.
- ❖ The School Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the School Board's decision to close.
- ❖ As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. §1232g. Bridges Preparatory Charter School will ask the District to store original records of the School’s students. All records of the School shall be transferred to the District upon School closure.
- ❖ As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion.
- ❖ On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of the School and shall be distributed in accordance with the Articles of Incorporation Bridges Preparatory Charter School Charter School Petition upon the dissolution of the nonprofit public benefit corporation to another public educational entity. State and Federal funding will be returned to their original sources if required by law. On closure, Bridges Preparatory Charter School shall remain solely responsible for all liabilities arising from the operation of the School.
- ❖ As Bridges Preparatory Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

—Miscellaneous Charter Provisions—

Fiscal Matters

Financial Planning, Accountability, and Reporting– Bridges Preparatory Charter School relies on State and Federal funding sources to support the basic program, instruction and curriculum. Grant money may be used to supplement the educational program.

- ❖ Budget– Budget proposals will be submitted to San Pasqual Union School District’s Governing Board for final approval by July 1. First interim report will be submitted by December 15, second interim reports will be submitted by March 19 and unaudited actuals will be submitted by September 15. Attached as Appendix E are the following fiscal documents:
 - ✓ A multi-year operational budget.
 - ✓ Cash flow and financial projections for the first three years of operation.
 - ✓ Plans for establishment of a reserve.
- ❖ Financial Reporting– Bridges Preparatory Charter School plans to use an accounting system that will track all transactions such as incoming revenues, purchases, bill payments, payroll and benefits, reimbursements, and transfers will be entered into the accounting system using SACS numbers to organize the reporting. The accounting will be performed by an independent contracted back-office agency. The Executive Director will oversee these services. The final un-audited report for the previous fiscal year will be prepared by this back-office accounting agency. The system to be used will be selected prior by the Executive Director prior to opening the School. The School will provide the following reports as required by law:
 - ✓ CBEDS (California Basic Educational Data System)
 - ✓ ADA (Average Daily Attendance) reports
 - ✓ SARC (School Accountability Report Card)
 - ✓ Copies of annual, independent financial audits employing generally accepted accounting principles shall be presented to the District utilizing the District’s “Charter School Audit Guidelines” no later than December 15 following the close of the school year. The School’s audited financial statements should include reconciliation to the District J210 financial report. The District shall use any financial information it obtains from the School, including, but not limited to the reports required by this section, to assess the fiscal condition of the School pursuant to subdivision (d) of EC§47604.32.

Bridges Preparatory Charter School anticipates applying for the Charter School Revolving Loan Fund. If it does so, the School understands that it must comply with EC§41365 if it receives funds. The School will be a direct-funded charter school and anticipates depositing its funds in a non-speculative and federally insured bank account for use by the School. The School will provide the following data and reports as required by the District:

- ✓ If placed on the “Financial Watch List”, monthly statements of accounts.

- ✓ Results for all state mandated assessments including the California Assessment of Student Performance and Progress (CAASPP), the California Alternate Assessments (CAAs), the California Science Tests (CAST), and the California English Language Development Test (CELDT).
- ✓ Changes in reporting requirements may be incorporated by reference into the School's charter when the School and District update their MOU.
- ❖ District Accountability Contract Framework– Bridges Preparatory Charter School will contract, at District expense, auditors mutually acceptable to the School and District to conduct performance audits which will document the School's activities in the four following areas:
 - ✓ Educational Achievement
 - ✓ Fiscal Soundness
 - ✓ Organizational Viability
 - ✓ Compliance with the Law
- ❖ Miscellaneous Financial Accounting Declarations
 - ✓ The School will comply with all laws establishing minimum age for public school attendance.
 - ✓ The School shall maintain written contemporaneous records that document all pupil attendance and will make these records available for audit and inspection. (EC§47612.5(a)(2))
 - ✓ The School will not be a site-based school by SB740 standards but when independent study is provided, the School will comply with all state laws relating to independent study as set forth in EC§47612.5. The School offers, at a minimum, the same number of minutes of instruction set forth in the EC§46201(a)(3) and 47612.5(a)(1).
- ❖ Insurance– Bridges Preparatory Charter School will purchase general liability, workers compensation, and other necessary insurance to levels normally funded by schools and organizations of similar size. The School will develop, implement, and ensure compliance with health, safety, and risk management guidelines in consultation with its insurance carriers and risk management experts. The Executive Director will maintain a comprehensive range of insurance coverage, commensurate with that of other public schools and/or nonprofit organizations of similar type and size, to protect both itself and the District. Details of this policy will be outlined in a MOU between the School and the District and a copy of this policy will be available to the District upon request.

Consistent with the statutory intent of EC§47604 (c), the authorizing District shall not be liable for the debts or obligations of Bridges Preparatory Charter School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents. The District shall be named as an additional insured under all insurance carried on behalf of the School as outlined above.

- ❖ **Administrative Services**– Bridges Preparatory Charter School plans to employ an outside entity to provide business services along with its own employee to oversee business services. Inventory, capital inventory accounts, attendance accounting, and budget development will be secured by the Executive Director. Payroll, retirement, employee benefits, purchasing, accounting, accounts payable and receivable, including the management of grant, categorical, and private donation funds, credential and background checks, and attendance reports (P-1, P- 2, and Final) will be outsourced.

All financial transactions, except certain vendor credit cards held by the school will be handled off-site by the selected business office provider using normally accepted controls. Credit card use will be overseen by the Director and those accounts will be maintained and paid through the business office provider. The Director, or his/her designee, will sign off on all requisitions, reimbursements, and time sheets. No checks will be issued at the school site.

No cash, except for a small amount of petty cash to facilitate change, food service needs, or fund raising, will be kept by the school. Such petty cash, cash for food services, and money coming in from fundraisers will be kept temporarily in the school safe and promptly deposited.

- ❖ **Facilities**– Bridges Preparatory Charter School will be located in San Diego County within the District’s boundaries. Other schools could be built in adjoining counties, but there are no plans to do so at this time. The School is operated in a virtual/homeschool environment. Many of our programs will meet either virtually or in a mutually agreed upon public location every twenty (20) days with no site needed. As such, minimal facility usage is required.

If a facility is necessary, a site will be created, rented, or leased in accordance with the law. The School’s facilities will comply with state building codes, federal American Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file records documenting such compliance which are available for inspection. The district will not be asked to exercise the extent of its authority granted in Government Code §53094 to declare zoning inapplicable to property used by the district for instructional purposes.

Bridges Preparatory Charter School expects to need one physical site with approximately 1000 square feet each of usable space for its 100 students the first year. The three-year projected budget supports a plan to acquire space for year one and expansion of space in years two and three. The School would like to discuss the possibility of the site being located on the grounds of San Pasqual Union School. If the District is interested, the specific terms and cost for the building or site will be the subject of a MOU between the School and the District based on the district’s willingness to provide such facility usage.

- ❖ **Transportation**– As a virtual independent study program, the School does not anticipate providing any home to school or school to home transportation services. However, the School will ensure that students with IEPs that require such services receive them. The School does anticipate occasionally arranging for public, rented, or parental transportation for field trip-type excursions and learning opportunities.

- ❖ **Civil Liability**– Bridges Preparatory Charter School shall be a California nonprofit public benefit corporation. It is a stand-alone corporation and not a subsidiary of the District. As outlined in EC§47604(c): the authority that grants a charter to a charter school to be operated by, or as, a nonprofit public benefit corporation shall not be liable for the debts or obligations of the School. Once the School obtains a 501c3 number, it will make provisions for the liabilities, debts and financial obligations of the School and will indemnify, defend, and hold harmless the District for damages resulting from the acts of the School.

Consistent with the statutory intent of EC§47604 (c), the authorizing District shall not be liable for the debts or obligations of Bridges Preparatory Charter School. The School shall indemnify, defend, save, and hold the District, the Board, the Superintendent, employees, officers, directors, subcontractors, agents and authorized volunteers (collective "employees") harmless against any and all claims, demands, suits, costs, judgment or other forms of liability to third parties, actual or claimed, or whatsoever kind or character, including attorneys' fees, brought against the School or School employees for injury to property or persons, occurring or allegedly occurring in, on or about the school from conduct committed by the School or by its employees, officers, directors, subcontractors, agents.

The District will not be liable for any actions taken by Bridges Preparatory Charter School. The School will purchase and maintain, as necessary, general liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of the District's insurance programs or its own insurance program.

—General Provisions of the Proposed Charter —

- ❖ **Term of the Charter**– Bridges Preparatory Charter School is pursuing a five-year charter authorization beginning September 1, 2018 through August 31, 2023. At the end of each five-year term, the authorizer will review the program for a renewal.
- ❖ **Revisions**– Material revisions of this Charter may be made in writing with the mutual consent of the District and the School Board of Directors. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in EC§47605, provided that the School shall not be required to obtain petition signatures prior to making material revisions to the charter petition.
- ❖ **Severability**– The terms of this Charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in effect, unless mutually agreed otherwise by the respective boards of the School and the District.
- ❖ **Miscellaneous**– The District and the School shall engage in a mutually agreeable MOU that outlines further details of the relationship between the District and the School. The MOU may include, but not be limited to, the following:
 - ✓ Transportation and food services provided by the District, if any.
 - ✓ Services to purchased by the School from the District, and the fee schedule for such services.
 - ✓ Details of the oversight and monitoring relationship between the School and the District.
 - ✓ Mutual indemnification from loss.
 - ✓ Cash advances to handle cash flow issues, if necessary.
 - ✓ The School’s receipt of mandated cost reimbursement.
 - ✓ Fiscal reporting requirements to the state either independently or through the District.
 - ✓ District support for the School in seeking additional funding.

—Appendix—

Appendix A

Bridges Preparatory Charter School Graduation & College Admission Requirements

GRADUATION			COLLEGE BOUND		
Content Area	Credits	Required Coursework	Content Area	Credits	Required Coursework
Social Science	30	World History US History Government Economics	Social Science	30	World History US History Government Economics
English	30	English	English	40	English 9, 10, 11, 12
Mathematics	20	Algebra 1	Mathematics	30	Algebra 1 Geometry Algebra 2 (4 Years Recommended)
Science	20	Biological Science Physical Science	Science	20	Biological Lab Science Physical Lab Science (3 Years Recommended)
Foreign Language and/or VAPA	20	Combined total of 2 years of either World Language or Fine Arts	Foreign Language	20	2 in same language (3 Years Recommended)
Electives	60		VAPA	10	Approved arts from music, drama, dance, art
Physical Education	20		Electives	30	Minimum one-year college prep “G” elective
			Physical Education	20	
Total Credits	200		Total Credits	200	

Appendix B

Bridges Preparatory Charter School Curriculum List

TK - 5th Grade Curriculum Offerings

Language Arts

- World of Wonders TK
- Wonders K-5, Balanced Literacy, & Wonders for English Learners
- Read Naturally- K - 5
- Wonderworks
- Maravillas
- iReady English and Diagnostic Assessment

Comprehensive Online Curriculum

- Lincoln Learning English Language Arts & Mathematics 3-8
- Lincoln Learning Science & Social Studies 1-8
- Edmentum K-8
- Bridges Preparatory Online Created Curriculum

Writing

- Handwriting Without Tears K-5 Writing Program
- Write Now-Right Now and Write Bright
- Writing by Design

Mathematics

- Envision Math 2.0 TK-5
- Pearson Realize
- Success Maker Intervention
- FocusMath Intervention
- ST Math Supplemental
- Math Navigator

Science

- Inspire Science with NGSS
- Mystery Science
- EcoVivarium
- Apologia
- Berean Builders
- Bob Jones

Social Studies

- Impact California K-5
- Harcourt Horizons Social Studies
- TCI K-5

Physical Education

- Lincoln Learning Physical Education TK-5

6-8 Sample Middle School Curriculum Offerings

Language Arts

- StudySync 6-8
- NewsEla
- iReady English and Diagnostic Assessment
- Lexia 6-8
- EngageNY 6-8
- Amplify ELA 6-8 Higher Order Thinking

Comprehensive Online Curriculum

- Lincoln Learning English Language Arts 6-8
- Lincoln Learning Math 6-8
- Lincoln Learning Science 6-8
- Lincoln Learning Social Studies 6-8
- Edmentum 6-8 includes CTE Pathways
- Edgenuity 6-8 include CTE Pathways
- Bridges Preparatory Online Created Curriculum

Mathematics

- Envision Math 2.0 6-8
- Pearson Realize
- Success Maker Intervention
- FocusMath Intensive Intervention
- ST Math Supplemental
- Math Navigator

Social Studies

TCI
Impact California
A History of US Gr 6 - 8
Discovery Education Techbook Gr 6 - 8

Physical Education

- Lincoln Learning Physical Education 6-8

Grades 9-12 High School Curriculum Offerings

Comprehensive Online Curriculum

- Edmentum, FuelEd, Edgenuity, APEX, ALEKS Math
- Curriculum Created by Bridges Preparatory for Online Learning

English Language Arts

- McDougal Littell: The Language of Literature
- McDougal Littell: The InterActive Reader Plus
- Glencoe: Reader's Choice Course 4 and 5
- Glencoe: Reader's Choice Course World, American, and British Literature
- McDougal Littell: Bridges to Literature Level 1, 2, and 3
- AGS Exploring, American, and British Literature
- AGS English for the World of Work
- Houghton-Mifflin: Vocabulary for Achievement Grades 9, 10, 11, 12
- World Wise 3000: Books 9, 10, 11, 12
- Time4Writing
- 9th Grade Novels: The Narrative of the Life of Frederick Douglass (Frederick Douglass), To Kill a Mockingbird (Harper Lee), Animal Farm (George Orwell), The Raven and Other Writings (Edgar Allan Poe), The Pearl (John Steinbeck), Night (Elie Wiesel)
- 10th Grade Novels: Fahrenheit 451 (Ray Bradbury), Ender's Game (Orson Scott Card), House on Mango Street (Sandra Cisneros), A Tale of Two Cities (Charles Dickens), All Quiet on the Western Front (Erich Maria Remarque), Macbeth (William Shakespeare), The Joy Luck Club (Amy Tan)
- 11th Grade Novels: I Know Why the Caged Bird Sings (Maya Angelou), The Great Gatsby (F. Scott Fitzgerald), The Sun Also Rises (Ernest Hemingway), Farewell to Manzanar (Jeanne Wakatsuki Huston), Into the Wild (John Krakauer), The Bluest Eye (Toni Morrison), The Jungle (Upton Sinclair)
- 12th Grade Novels: Pride and Prejudice (Jane Austen), The Canterbury Tales (Geoffrey Chaucer), Heart of Darkness (Joseph Conrad), Lord of the Flies (William Golding), Brave New World (Aldous Huxley), 1984 (George Orwell), Hamlet (William Shakespeare)

Mathematics

- Access to Khan Academy online
- Pearson: Integrated Mathematics I; II, & III (Vol 1 & 2 Common Core)
- Houghton-Mifflin Harcourt: Integrated Math 1, 2, 3
- Glencoe: Integrated Math, Courses 1, 2, 3, 4
- Glencoe: Algebra 1, Geometry, Algebra 2, and Precalculus
- Teaching Textbooks: Algebra 1 and Geometry Solutions DVD (bundle)
- Teaching Textbooks: Algebra 2 and Precalculus Solutions DVD (bundle)
- AGS Algebra 1, Geometry, and Algebra 2
- Glencoe: Mathematics with Business Applications

Science

- Houghton Mifflin: Biology, Modern Chemistry, Environmental Science, & Physics
- Glencoe: Biology, Chemistry, Physics, and Earth Science
- AGS Biology: Cycles of Life, Chemistry, and Earth Science

History

- Prentice Hall World History: The Modern World
- Glencoe: World History: Modern Times and Geography: Modern Times
- McDougal Littell: World History: Patterns of Interaction
- AGS World History and Economics
- Glencoe: American Odyssey, United States History and Geography: Modern Times
- McDougal Littell: The Americans: Reconstruction to the 21st Century
- AGS United States History and United States Government
- Glencoe: U.S. Government: Democracy in Action
- Magruder's American Government Pearson Prentice Hall
- Glencoe: Economics: Principles and Practices
- Prentice Hall Economics Principles in Action

Foreign Language

- Online language courses by Middlebury Interactive
- Rosetta Stone & Rosetta Stone workbook & supplemental activities

Fine Art Electives

- McGraw-Hill Education: Clothing: Fashion, Fabrics, and Construction
- Macmillan Publishing: Fashion in History: Western Dress
- Glencoe McGraw-Hill: The Stage and the School
- McGraw-Hill Education: Art in Focus
- Glencoe: Music: Its Role and Importance in Our Lives

Electives

- Glencoe: Understanding Psychology and Understanding Sociology
- Career Choices: A Guide for Teens and Adults SE
- Glencoe: The Developing Child
- Goodheart-Wilcox: Adventures in Food and Nutrition
- Don't Forget to Write: Secondary Grades
- Culinary Essentials and lab manual
- Goodheart-Wilcox: Photo & Digital Imaging
- Hooked on Drawing (1996)
- Responding to Emergencies - American Red Cross
- Nutrition and Wellness Adventures in Food and Nutrition
- Goodheart-Wilcox: Introduction to Video Game Design
- Glencoe: Health and Health Activity Workbook and Marketing Essentials
- Bon Voyage textbook
- Glencoe: Today's Teen and World Geography
- Goodheart-Wilcox: Becoming Money Smart
- Goodheart-Wilcox: Microsoft Word, PowerPoint, & Excel 2007 workbooks
- AGS World Geography

* These lists are not exhaustive of the curriculum options that we may choose for Bridges Preparatory Charter School. This is a sample of the variety of curriculums that we will be offering our students. As the state updates curriculum and new curriculum options become available, we may include them on this list.

Appendix C

BRIDGES PREPARATORY CHARTER SCHOOL CONFLICT OF INTEREST CODE

ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Bridges Preparatory Charter School hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members and all other designated employees of Bridges Preparatory Charter School ("Charter School") as required by CA Government Code Section 87300.

DEFINITION OF TERMS

The definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "Designated Employees." The Designated Employee positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

STATEMENT OF ECONOMIC INTERESTS: FILING

Each Designated Employee, including governing board members, shall file a Form 700 Statement of Economic Interest ("Statement") at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the Designated Employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the Designated Employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School's filing officer shall make and retain a copy of the Statement and forward the original to the San Diego County Board of Supervisors.

DISQUALIFICATION

No Designated Employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

MANNER OF DISQUALIFICATION

Non-Governing Board Member Designated Employees– When a non-Governing Board member Designated Employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Executive Director, who shall record the Designated Employee's disqualification. In the case of a Designated Employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority (i.e. the Board of Directors).

Governing Board Member Designated Employees– Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and also comply with any applicable provisions of the Charter School bylaws.

ASSIGNED DISCLOSURE CATEGORY

All Members of the Governing Board, Executive Director, Director, *Consultants, and the Business Manager must Disclose Assigned Categories 1, 2, & 3.

*Consultants are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Director may determine in writing that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Govt. Code §81008.)

DISCLOSURE CATEGORIES

Category I– Designated positions assigned to this category must report:

- Interests in real property which are located in whole or in part within the boundaries (and a two-mile radius) of the District in which the Charter School operates.
- Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.
- Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in, the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment utilized by the Charter School.

Category II– Designated positions assigned to this category must report:

- Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category III– Designated positions assigned to this category must report:

- Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by the Charter School, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Appendix D

Bridges Preparatory Charter School Board Policy

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Bridges Preparatory Charter School (BPCS) prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, BPCS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. BPCS school staff that witness acts of discrimination, harassment, intimidation and bullying will take immediate steps to intervene when safe to do so.

Moreover, BPCS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which BPCS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. BPCS will promptly and thoroughly investigate any complaint of such harassment and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination, and Bullying Coordinator hereafter referred to as Coordinator:

Bridges Preparatory Charter School Director
15305 Rockwood Road
Escondido, CA 92027
760.801.2193

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. §1681 *et. seq*; 34 C.F.R. §106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by BPCS.

BPCS is committed to provide a workplace and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
 - Unwanted sexual advances, propositions or other sexual comments, such as: Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience

- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex
- Sexual or discriminatory displays or publications anywhere in the workplace or educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view at work or the educational environment
 - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the workplace or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupil in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by BPCS.

* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board of Directors requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

Any employee or student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such harassment to the Coordinator:

Bridges Preparatory Charter School Director
15305 Rockwood Road
Escondido, CA 92027
760.801.2193

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Director/Coordinator, a staff person, or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

BPCS acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

BPCS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of discrimination violating this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of BPCS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the Dispute Resolution Process found in this Student/Family Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also fill out a complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

Appendix E

Budget

Enrollment

Growth Rate

	Year One	Year Two	Year Three
	2018-19	2019-20	2020-21
Grades K-3	10.00	15.00	20.00
Grades 4-6	10.00	15.00	20.00
Grades 7-8	20.00	30.00	40.00
Grades 9-12	60.00	95.00	120.00
TOTAL	100.00	155.00	200.00

Average Daily Attendance

ADA Rate

96%	Year One	Year Two	Year Three
	2018-19	2019-20	2020-21
Grades K-3	9.60	14.40	19.20
Grades 4-6	9.60	14.40	19.20
Grades 7-8	19.20	28.80	38.40
Grades 9-12	57.60	91.20	115.20
TOTAL	96.00	148.80	192.00

Unduplicated Count

Unduplicated Percentage

20%	Year One	Year Two	Year Three
	2018-19	2019-20	2020-21
Grades K-12	20	31	40

Multi-Year Budget Projection Page 1

Multi-Year Budget Projection

Projected Revenues	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
State Revenue Limit Sources			
8011 - LCFF General Entitlement	\$ 591,178	\$ 953,598	\$ 1,273,319
8012 - Education Protection Act	\$ 19,200	\$ 29,760	\$ 38,400
8096 - In Lieu of Property Taxes	\$ 252,480	\$ 391,344	\$ 504,960
Total, State Revenue Limit Sources	\$ 862,858	\$ 1,374,702	\$ 1,816,679
Federal Revenues			
8118 - Special Education - Federal	\$ 12,000	\$ 18,600	\$ 24,000
8199 - Other Federal Revenues	\$ -	\$ -	\$ -
Total, Federal Revenues	\$ 12,000	\$ 18,600	\$ 24,000
Other State Revenues			
8381 - Special Education - State	\$ 48,000	\$ 74,400	\$ 96,000
8660 - Unrestricted Lottery (Non Prop 20)	\$ 14,016	\$ 21,725	\$ 28,032
8661 - Restricted Lottery (Prop 20)	\$ 4,608	\$ 7,142	\$ 9,216
8599 - Other State Revenue	\$ -	\$ 5,066	\$ 6,465
Total, Other State Revenues	\$ 66,624	\$ 108,333	\$ 139,713
Total Revenues	\$ 941,482	\$ 1,501,635	\$ 1,980,392

Multi-Year Budget Projection Page 2

Projected Expenditures	Year 1	Year 2	Year 3
	2018-19	2019-20	2020-21
Certificated Salaries			
1100 - Certificated Teachers	\$ 150,000	\$ 309,000	\$ 424,360
1145 - Certificated Special Education	\$ -	\$ 16,480	\$ 16,974
1300 - Certificated Administrators	\$ 80,000	\$ 95,000	\$ 110,000
1900 - Certificated Other	\$ 80,000	\$ 95,000	\$ 110,000
Total, Certificated Salaries	\$ 310,000	\$ 515,480	\$ 661,334
Non-Certificated Salaries			
2100 - Classified Instructor Aides	\$ -	\$ -	\$ 63,654
2300 - Classified Administrators (CFO)	\$ 40,000	\$ 41,200	\$ 42,436
2400 - Classified Clerical	\$ 25,000	\$ 103,000	\$ 106,090
2900 - Classified Other	\$ -	\$ -	\$ -
Total, Non-Certificated Salaries	\$ 65,000	\$ 144,200	\$ 212,180
Employee Benefits			
3300 - Medicare/ Social Security	\$ 28,688	\$ 50,466	\$ 66,824
3400 - Health and Welfare Benefits	\$ 52,800	\$ 96,000	\$ 134,400
3500 - Unemployment Insurance	\$ 6,282	\$ 11,370	\$ 16,178
3600 - Workers Compensation	\$ 5,625	\$ 9,895	\$ 13,103
3900 - Other Employee Benefits	\$ 18,750	\$ 32,984	\$ 43,676
Total, Employee Benefits	\$ 112,144	\$ 200,715	\$ 274,180
Books & Supplies			
4100 - Textbooks & Core Curriculum	\$ 72,500	\$ 115,746	\$ 153,831
4200 - Books & Supplemental Curriculum	\$ -	\$ -	\$ -
4300 - Materials & Supplies	\$ 12,500	\$ 19,956	\$ 25,750
4400 - Furniture & Equipment	\$ 45,000	\$ 71,843	\$ 92,700
Total, Books & Supplies	\$ 130,000	\$ 207,545	\$ 272,281
Services & Operating			
5200 - Travel & Conferences	\$ 10,000	\$ 10,300	\$ 10,609
5300 - Dues & Memberships	\$ 2,000	\$ 3,193	\$ 4,120
5400 - General Liability Insurance	\$ 7,500	\$ 11,974	\$ 15,450
5500 - Utilities & Housekeeping Services	\$ -	\$ -	\$ -
5600 - Facility Rent & Repairs	\$ 48,000	\$ 48,000	\$ 48,000
5800 - Professional & Consulting Services	\$ 209,861	\$ 298,386	\$ 369,691
5900 - Communications	\$ 15,000	\$ 15,450	\$ 15,914
Total, Services & Other Operating	\$ 292,361	\$ 387,302	\$ 463,783
Total Expenditures	\$ 909,505	\$ 1,455,243	\$ 1,883,758
Fiscal Year Ending Fund Balance	\$ 31,977	\$ 46,392	\$ 96,634

Budget Analysis

Budget Analysis	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21
Total Revenues	\$ 941,482	\$ 1,501,635	\$ 1,980,392
Total Expenditures	\$ 909,505	\$ 1,455,243	\$ 1,883,758
Fiscal Year Ending Fund Balance	\$ 31,977	\$ 46,392	\$ 96,634
Required Reserve (3% of Expenses)	\$ 27,285	\$ 43,657	\$ 56,513
Reserve Met	Yes	Yes	Yes
Amount Short of Reserve	\$0.00	\$0.00	\$0.00
Unrestricted Fund Balance	\$ 4,692	\$ 2,735	\$ 40,121
Cumulative Fund Balance	\$ 31,977	\$ 78,369	\$ 175,003

