



Utah State Charter School Board

New Charter School Application

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Charter School Information

1. **Name of Proposed Charter School:** Bridge Elementary
2. **Name of Applicant:** Bridge Elementary, a Utah nonprofit corporation
3. **Authorized Agent:** Lani Rounds
4. **Mailing Address:** Bridge Elementary
c/o Lani Rounds
1788 Seven Oaks Ln
Ogden, UT 84403
5. **Phone Number:** 801.391.3766
6. **Email Address:** lrounds66@comcast.net
7. **New School Location and Location's School District(s):** Roy/West Haven (Weber District)
8. **Date & To Whom Submitted at the District Office:** *Delivered by:* Lani Rounds.
Delivered to: Weber School District, Office of Superintendent, Dr. Jeff Stephens, on November 9th, 2018.

Governance Structure

Name	Position	Area of Expertise	Any and All Charter Affiliations
Lani, Rounds	Board President	Charter school administration	Wasatch Peak Academy (board member), Leadership Learning Academy (former board member), Ascent Academies of Utah (former Start Up Coordinator and Campus Director), Quest Academy (former Director and teacher).
Signature: <i>Lani Rounds</i>			
Keri Toponce	Vice President	Curriculum development, and educational technology	Syracuse Arts Academy (parent)
Signature: <i>Keri Toponce</i>			
Matthew Mouritsen	Financial Coordinator	Accounting, business, finance	None
Signature: <i>Matt Mouritsen</i>			
Debbie Nelson	Secretary	Educational counseling, study skills, goal setting	Ascent Academies of Utah (former employee), Quest Academy (former employee)
Signature: <i>Debbie Nelson</i>			
Howard Stephenson	Board Member	State government, policymaking, education, accounting and finance	None
Signature: <i>Howard Stephenson</i>			

Enrollment

9. Year School will start: 2020-21

10. Grades Served: K-6

11. Does the proposed grade configuration match the resident district grade configuration?

☐ Yes ☐ No

	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 21	84	84	84	84	84	56	56	-	-	-	-	-	-	532
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 22	84	84	84	84	84	84	84	-	-	-	-	-	-	588
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 23	84	84	84	84	84	84	84	-	-	-	-	-	-	588

Waivers

12. Is this proposal seeking special treatment under UCA §53G-5-301?

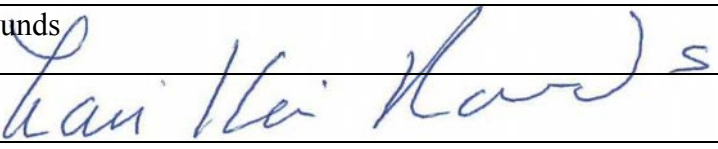
☐ Yes ☐ No

13. Is this proposal seeking priority consideration under UCA §53G-6-504?

☐ Yes ☐ No

14. List any waiver requests here (i.e., Rule numbers and titles). *Not applicable*

Signatures

Signatures	
I, THE UNDERSIGNED, do hereby certify that, to the best of my knowledge and belief, the data in this proposal are true and correct. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.	
Name of Authorized Agent	Lani Rounds
Signature of Authorized Agent	

1. Executive Summary

Mission & Vision

Bridge Elementary is a K-6 charter school located in the Roy/West Haven area and will serve 588 students. The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance.

The vision of Bridge Elementary is to establish a school that is founded upon and incorporates a personalized learning model. This model includes “systems that deepen and accelerate student learning by tailoring instruction to an individual’s needs, approaches that offer a variety of learning experiences, and teachers who play an integral role by managing the learning environment, leading instruction and guiding students to take ownership of their learning.”¹

Educational Program

Bridge Elementary’s Personalized Learning Model (“PL Model”) is designed to identify the needs of each student, create a learning environment to support those needs, and increase student ownership and accountability. Students at Bridge Elementary will be provided with the opportunity to set individualized academic goals, reflect on their progress, and develop habits and mindsets for life-long learning.

Through master scheduling practices and the use of teacher specialists, teachers at Bridge Elementary will be provided the necessary time and tools to analyze student data, collaborate with peers, design and plan instructional activities, and attend needs-based professional learning experiences. This practice will optimize teacher productivity, increase job satisfaction, and ultimately increase student achievement.

Bridge Elementary’s PL Model is a research-based model that focuses on assessing individual student needs and subsequently designing instruction to meet the needs of the student to improve academic performance. Our instructional model is based on research indicating that students who attend schools that focus on personalized learning experiences have significantly higher student achievement in math and language arts when compared to achievement results from students who attend schools with a similar demographic in a more traditional learning environment.²

Bridge Elementary’s PL Model incorporates research conducted by John Hattie, Douglas Fisher, and Nancy Frey. Hattie and his colleagues identified 150 educational practices and external circumstances that influence student achievement.³ Bridge Elementary’s model integrates the best practices identified by Hattie into teacher practices and student activities to improve student achievement.

¹ John F. Pane et al., *Continued Progress: Promising Evidence on Personalized Learning* (CA: RAND Corporation, 2015).

² Ibid.

³ John Hattie, Douglas Fisher, and Nancy Frey, *Visible Learning for Literacy* (Corwin Literacy, 2016).

In addition, Bridge Elementary’s personalized learning environment will include practices identified by Anders Ericsson in his book *Peak: Secrets from the New Science of Expertise*.⁴ Through years of research, Ericsson determined that an individual’s skill development is most effectively improved through purposeful and deliberate practice with well-defined and specific goals; timely and meaningful feedback; progress monitoring; and small steps linked together to achieve a longer-term goal. Bridge Elementary will utilize these practices to further improve our students’ skill development.

As a school for personalized learning, Bridge Elementary’s program of instruction includes the development of a Personalized Learning Plan (“PL Plan”) for each student that focuses on language arts and math goals. All students will be assigned an advisor that will gather data, update PL Plan goals, and work with students as they strive to meet their plan’s goals. Each student and their advisor will work together to develop the student’s PL Plan. Together, they will identify the student’s academic goals and a plan for achieving the student’s goals.

Bridge Elementary’s educational program will also include: computer-aided instruction and assessment; a student schedule specifically designed to provide time for core instruction, goal-aligned personalized learning, and opportunities for choice; bi-weekly meetings between each student and their advisor to review the student’s PL Plan and goals; quarterly student/parent/advisor meetings to review progress on the PL Plan; planned time for teachers to analyze data and design instruction that aligns with the student’s PL Plan and the Utah Core Standards; and needs-based training for teachers designed and implemented by a professional learning specialist.

Bridge Elementary will be located in an area where over 3,000 children are attending elementary schools that consistently underperform on statewide assessments in language arts, math, and science.⁵ These schools report a disproportionately high percentage of students that are economically disadvantaged and/or limited in English proficiency. In addition to the fact that these students are at-risk of academic failure, overcrowding and rapid student growth throughout the target area complicates the district’s ability to focus resources on the individual needs of students.

As founders of Bridge Elementary, we appreciate the broad range of challenges facing the school district. We also recognize that our school and educational model provide a unique opportunity for families in our target area to receive a personalized learning experience that is entirely focused on developing their children’s core academic capacity and personal learning goals.

Founding Board

In addition to the benefits of our PL Model, a dedicated and experienced board of directors supports Bridge Elementary. Our board members have volunteered countless hours and/or dedicated their careers to increasing school choice and improving student achievement. It is this

⁴ K. Anders Ericsson, *Peak: Secrets from the New Science of Expertise* (Eamon Dolan/Houghton Mifflin Harcourt, 2016).

⁵ See, *Section 4: Market Analysis*

shared support for improving public education that caused our board members' paths to cross. The idea of introducing a personalized learning model to the Roy/West Haven area originated with our Board President, Lani Rounds, while she was working as a teacher at Municipal Elementary in Roy. Lani shared her thoughts with several of her former teaching colleagues, and shortly thereafter, Keri Toponce and Debbie Nelson embraced the vision and joined the board of directors.

Following the initial submission and presentation of Bridge Elementary's charter application in 2017, our board received constructive feedback on the need to recruit members with more diverse backgrounds.⁶ With that in mind, our board president approached Senator Howard Stevenson after a presentation at the 2018 UPACS Conference. Senator Stephenson agreed to review Bridge Elementary's charter, and after multiple discussions about the program, he volunteered to join our board of directors. In an effort to strengthen our board's background in business, accounting, and finance, we also contacted Matthew Mouritsen. Matthew is the Director of the Master of Business Administration program and a professor at the School of Accounting and Taxation at Weber State University. Following his review of our research and program, Matthew wholeheartedly volunteered to serve on our board. Our collective experience in public education, finance, business, technology, public policy, educational practices and personalized learning, has coalesced around Bridge Elementary's mission. As a founding board, we feel we are bringing Bridge Elementary to the State Charter School Board with even more enthusiasm and an increased capacity to implement and govern the school.

State Charter School Board Mission & Rationale Supporting Approval

Bridge Elementary is particularly well aligned with the Utah State Charter School Board's ("SCSB") stated mission and supporting core values. The SCSB's mission is to advance "choice, innovation, and student success through rigorous authorizing and supportive oversight."

Advancing Choice. Bridge Elementary's proposed location is in an area that is underserved by public schools of choice. Over 2,800 students attend public elementary schools in Roy, but no charter schools exist within its boundaries. While there is one charter school in the south/west corner of West Haven, there are very few openings each year and over 1,300 students attend district elementary schools in the city.⁷ Taken as whole, there are over 3,000 students in our target area that attend underperforming public schools. Moreover, many of these families are economically disadvantaged and lack the ability to choose other options for their children's education. Bridge Elementary will provide these families with a substantive choice in public education.

⁶ Note: Bridge Elementary submitted its initial New Charter School Proposal in June 2017. Following a presentation to the State Charter School Board (SCSB) in August 2017, we were invited to submit a completed charter school application along with two other applicants. Bridge Elementary submitted a completed charter application in November 2017. The charter application received reader feedback, and our board presented its charter to the SCSB in January 2018. The SCSB did not vote to approve Bridge Elementary, but its members shared ways to strengthen our board and application, and invited Bridge Elementary to return. The suggestions and recommendations have been incorporated into this application.

⁷ Referenced charter school: Quest Academy, 4862 W. 4000 S., West Haven, Utah.

Advancing Innovation. Bridge Elementary will use an innovative educational program, the PL Model, and utilize best practices that are based on the latest educational research. While many districts and schools incorporate elements of personalized learning, Bridge Elementary will be the only school in the district that has adopted a school-wide personalized learning model.

Advancing Student Success. The core of our research, mission, and educational model is simple: student success. The foundation of our personalized learning model is an increased focus on the individual student. We share our commitment to academic success with not only the SCSB, but Weber School District as well. We are all collectively committed to improving student performance, and approval of Bridge Elementary will introduce another option to families seeking the best public education for their children.

2. Charter Agreement: Exhibit A

Statutory Purposes (Utah Code 53G-5-104)

Bridge Elementary will meet the following purposes of charter schools set forth in *Utah Code Ann.* § 53G-5-104:

Purpose: Continued Improvement in Student Learning

The primary purpose of our research and our program of instruction is to improve student learning. Through data driven decision-making, teachers will design and implement a personalized learning environment aligned with each student's Personalized Learning Plan ("PL Plan") goals to ensure continued improvement in student learning. Designing instruction based on data from formative evaluation is a key practice identified by researchers as a contributing factor for improved student achievement.

Bridge Elementary's instructional model includes additional best practices that have been identified and selected based on their impact on improving student learning; these practices include: small group instruction, adaptive computer-aided assessment and instruction, explicit instruction in goal setting and study skills, and individualized learning centers. In addition, Bridge Elementary is committed to providing teachers with the time needed to analyze student data, design instructional activities, collaborate with peers, and attend needs-based professional learning experiences in an effort to positively impact student achievement.

Purpose: Different & Innovative Teaching Methods

Bridge Elementary will encourage the use of different and innovative teaching methods through its Personalized Learning Model ("PL Model"). This model allows for differentiated learning environments to ensure that each and every student is provided instruction at his or her academic level aligned with the Utah Core Standards. Bridge Elementary's PL Model provides each student with a PL Plan. The student will be involved in the development of their PL Plan, and will be able to articulate his or her current level of performance, the goals and expectations of the PL Plan, and self-report on his or her progress. Researchers have identified the ability of a student to self-report and to understand academic expectations as having a profound effect on student achievement.

In addition, Bridge Elementary's instructional model specifically incorporates a combination of best practices that are unique and innovative in their application. These include the use of student advisors, daily center-based instruction, small group instruction, and daily adaptive online instruction.⁸

Purpose: Increase Choice of Learning Opportunities for Students

Bridge Elementary aligns with the statutory purpose of "increasing choice" by providing an alternative that is different from what is currently available. As described in our *Program of Instruction* section and throughout the charter, Bridge Elementary has adopted a PL Model based on research identifying the impact of these programs on student performance. While no other

⁸ See, *Section 4: Program of Instruction* for additional information.

school in Weber or Davis County offers this model, our PL Model is further distinguished by multiple research-based best practices that are identified as “key elements” of our charter and set it apart as a substantive and compelling choice for families that choose to enroll at the school.

Key Elements

Bridge Elementary’s educational program will include the following key elements:

1. Instruction at Bridge Elementary will be based on a PL Model and will provide differentiated learning environments to ensure that each and every student is provided instruction at his or her academic level aligned with the Utah Core Standards.
2. Each student at Bridge Elementary will have a PL Plan that will be developed by the student and an advisor based on the student’s needs in the areas of language arts and math. Each student will be able to articulate, either independently or with scaffolding based on the child’s grade level, his or her current level of performance, the goals and expectations of the PL Plan, and self-report on his or her progress. The PL Plan will be digitally accessible to parents. Rotations, focused specifically on students’ PL Plan goals, will be provided at least two times each week and will be comprised of the following:
 - a. Adaptive computer-aided instruction;
 - b. Center-based learning and collaborative activities;
 - c. Independent work; and
 - d. Small group instruction.
3. Student advisors will meet once every two weeks with students to review their PL Plan, review students’ progress toward their PL Plan goals, and guide students in creating short-term tasks to help them achieve their goals. Advisors and students will meet quarterly with parents during which time students will have the opportunity to articulate their PL Plan goals and progress.
4. The best practices identified by Hattie et al. and Anders Ericsson will be integrated into Bridge Elementary’s PL Model as outlined in *Section 3: Program of Instruction*.⁹ These practices include: self-reported progress and expectations, response to intervention, formative evaluation, microteaching, computer assisted instruction, comprehensive interventions for students with disabilities, immediate and continual feedback to students, development of positive teacher-student relationships, reduced classroom behavioral distractions, educational choice, acceleration, small group instruction, purposeful and deliberate practice, well-defined goals, progress monitoring and explicit instruction in student skills and goal setting. Bridge Elementary will implement a variety of these practices as appropriate and/or needed.
5. Full-time teachers will be provided a minimum of 15 hours weekly to design each student’s instruction based on data from ongoing formative assessments, observations

⁹ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016). Ericsson, *New Science of Expertise* (2016).

from previous learning sessions, and data from computer-aided assessments and instruction; to collaborate with peers; and to attend needs-based professional learning opportunities.

6. Adaptive computer-aided instruction will be used to provide language arts and math assessment and support at the student's developmental level. Teachers will use the data from these programs to create learning experiences aligned with the student's needs and PL Plan.
7. A part-time Professional Learning Specialist will be employed at Bridge Elementary and will specifically oversee teachers' instructional practices and professional development needs. The Professional Learning Specialist will ensure that teachers and staff are provided with quality needs-based professional learning opportunities.
8. At a minimum, a part-time Curriculum and Instruction Specialist will be employed and Bridge Elementary and will assist teachers with data analysis; development of lessons and activities; and implementation of educational best practices. The Curriculum and Instruction Specialist will collaborate with the Professional Learning Specialist to identify staff needs and provide staff with the support needed to ensure optimum student achievement.
9. Students will receive options for "choice" in their daily education. It is anticipated that the opportunities for choice will evolve throughout time based on student needs and the effectiveness of choice activities. An example of offering choice to students could include students selecting the order in which they want to participate in personalized learning rotations. Another example could include the establishment of project-based learning activities in subject areas which students select from a menu.

Enrollment Preferences

In accordance with *Utah Code Ann.* § 53G-6-502, Bridge Elementary may give enrollment preference to: (i) a child or grandchild of an individual who has actively participated in the development of Bridge Elementary; (ii) a child or grandchild of a member of Bridge Elementary's governing board; (iii) a sibling of an individual who was previously or is presently enrolled in Bridge Elementary; and (iv) a child of an employee of Bridge Elementary.

Contractual Goals

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific	Students will articulate their individual Personalized Learning Plan (PL Plan) goals and progress to parents and staff.	100% of students can articulate their PL Plan goals and progress.	80% - 99% of students can articulate their PL Plan goals and progress.	60% - 79% of students can articulate their PL Plan goals and progress.	Less than 60% of students can articulate their PL Plan goals and progress.
Mission Specific	Students will achieve beginning of year PL Plan goals by the end of the school year.	80% of students achieved PL Plan goals.	70% - 79% of students achieved PL Plan goals.	60% - 69% of students achieved PL Plan goals.	Less than 60% of students achieved PL Plan goals.
Relative Academic Performance	Students at benchmark show growth using DIBELS composite reading scores.	Grades K-3 show 10% growth between BOY & EOY.	Grades K-3 show 7% - 9% growth between BOY & EOY.	Grades K-3 show 5% - 6% growth between BOY & EOY.	Grades K-3 show less than 5% growth between BOY & EOY.
Student Academic Gain	Median Growth Percentile (MGP) using end of year USBE summative testing for grades 4-6.	MGP for language arts and math 5+ points greater than state MGP.	MGP for language arts and math 2 – 4 points greater than state MGP.	MGP for language arts and math 1 point greater than state MGP.	MGP for language arts and math equal to or less than state MGP.

3. Program of Instruction

3A. Method of Instruction

Introducing the Personalized Learning Model

Ralph Waldo Ellison, a renowned scholar and educator, is often quoted as saying “education is all a matter of building bridges.” Bridge Elementary is designed to do just that by aligning students’ individual learning needs with the Utah Core Standards through the use of a personalized learning model.

The mission of Bridge Elementary is to provide students with a personalized learning experience and empower them to take personal ownership and accountability for their own academic performance. In a recently published report titled *Promising Evidence on Personalized Learning*, researchers studied 11,000 students from 62 public charter and district schools across the country that used a personalized learning model. Researchers found that overall, students that participate in a personalized learning model make greater gains in math and reading than students in traditional settings at schools with comparable demographics.¹⁰ Additionally, researchers found that the “lowest performing students made substantial gains relative to their peers.”¹¹

Components of a personalized learning model include “systems that deepen and accelerate student learning by tailoring instruction to an individual’s needs, approaches that offer a variety of learning experiences, and teachers who play an integral role by managing the learning environment, leading instruction and guiding students to take ownership of their learning.”¹²

Personalized Learning Plan

Bridge Elementary’s Personalized Learning Model (“PL Model”) provides all students with a Personalized Learning Plan (“PL Plan”). At Bridge Elementary, the PL Plan begins with students completing a combination of computer-aided and curriculum-based assessments in language arts and math to determine their academic levels and needs. Assessments and curriculum will be in support of the Utah Core Standards. In addition to instruction provided by licensed teachers, each student at Bridge Elementary will be assigned a PL Plan advisor. The student and their advisor will use all data gathered to create and update the student’s PL Plan.

The PL Plan will be broken into four sections: (1) the student’s current academic levels of performance in language arts and math; (2) goals for language arts and math; (3) the plan for achieving stated goals; and (4) suggested activities that a student should participate in at home to further support their personal learning goals. These at-home activities are considered a personalized homework plan and completion of the activities is optional for students and parents.

The goals for the PL Plan will be drafted with the student’s input. As an active participant in their goal planning, students will have clear expectations of their academic levels and the actions

¹⁰ John F. Pane et al., *Promising Evidence* (2015)

¹¹ Ibid.

¹² Ibid.

needed to make progress towards their goals. This participation also provides the student with the information necessary to articulate their goals to teachers, staff, and parents.

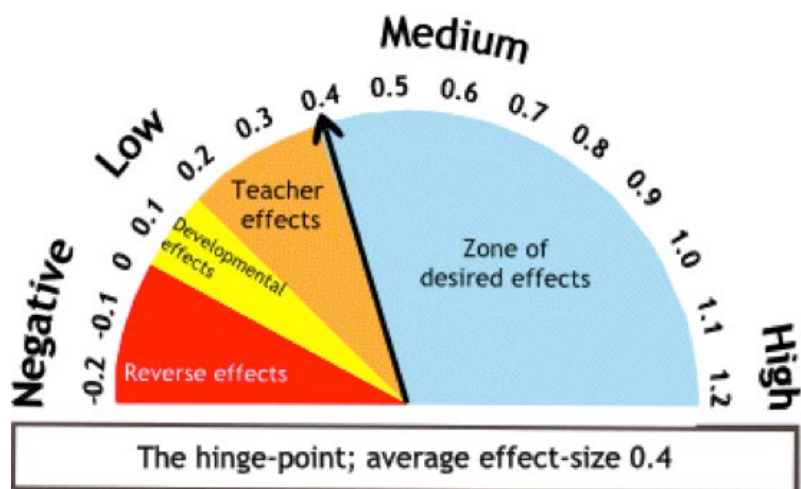
The student and his or her advisor will conference together once every two weeks regarding the student's progress to ensure each student can articulate his or her progress report to parents. The student's advisor will update the student's PL Plan during the student advisory meeting. If the student achieves the goals established in his or her PL Plan before the end of the school year, the student and advisor can revise the goals as needed. If the goals are amended, the information is communicated to parents. During advisory meetings, the student's advisor will model how to clearly articulate the information in the PL Plan. The expectation regarding the student's ability to articulate their PL Plan independently, or with scaffolding, will be based on the student's grade level.

The PL Plan is shared in person with parents during quarterly meetings with the student and his or her advisor. These meetings are led by the student, and students are expected to articulate their current levels of performance, their goals, and the plan to achieve the goals. Parents are given an opportunity to amend and enhance their student's PL Plan.

The student's PL Plan will be available electronically to students, parents, advisors, teachers, administration and counselors. The level of accessibility (view only or edit) will depend on the type of user accessing the PL Plan.

Research-Based Instructional Strategies

The instructional plan of our PL Model incorporates the most effective practices identified by researchers John Hattie, Douglas Fisher and Nancy Frey.¹³ Hattie and his colleagues synthesized 15 years of their research on learning and achievement data for 150 educational practices. The researchers attributed an effect size ("ES") of practices on student achievement. In their research, the authors define the "effect size" as the magnitude of difference a specific practice has on student performance. An effect size of 0.0 indicates no change on achievement, while an effect size of 1.0 is associated with advancing children's achievement by two to three years. Hattie and his team identified the zone of desired effects as ES 0.4 or greater.



¹³ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

We used this research to select the educational practices at Bridge Elementary. These practices include: self-reported progress and expectations (ES 1.44), response to intervention (ES 1.07), formative evaluation (ES 1.07), microteaching (ES 0.88), comprehensive interventions for students with disabilities (ES 0.77), immediate and continual feedback to students (ES 0.75), teacher-student relationships (ES 0.72), study skills (ES 0.63), reduced classroom behavioral distractions (ES 0.68), acceleration (ES 0.68), creativity programs (ES 0.65), not labeling students (ES 0.61), goals (ES 0.50) and small group instruction (ES 0.48).¹⁴

Bridge Elementary's Personalized Learning Environment

Teachers

Students at Bridge Elementary will have many qualified educators involved in their personalized learning process. Students will work with licensed teachers in small group and whole group instruction during both core instruction and instruction aligned with the student's PL Plan. In Bridge's PL Model, the classroom teacher's primary role is to design the instruction and activities necessary to facilitate the student's learning in language arts and math and to deliver small group instruction aligned with the student's PL Plan goals.

In addition to classroom teachers, Bridge Elementary will utilize teacher specialists to deliver instruction in a specific content area. As an example, a school counselor will deliver goal setting and study skills instruction and a licensed elementary teacher will deliver science and social studies instruction. Through peer collaboration, Bridge Elementary will ensure the science and social studies teachers work with the classroom teachers to implement writing instruction across the curriculum.

Advisors

Each student at Bridge Elementary will be assigned an advisor. The advisor will gather data and work with the student to develop the student's PL Plan, update progress on the student's plan, meet bi-weekly with students, and meet quarterly with parents and students. Advisors and the student's teachers will work collaboratively to ensure the student is making adequate progress toward their PL Plan goals. Classroom teachers, the counselor, specialist teachers, professional learning specialist and instruction/curriculum specialist will all serve as advisors.

Planning Time for Teachers

To ensure each student has his or her academic needs met based on the information in their PL Plan, fulltime teachers will have a minimum of 15 hours per week for data analysis, planning, collaboration, professional learning, and development of learning activities. This additional planning time will be created through use of a master schedule that utilizes teacher specialists and/or the counselor to deliver instruction in social studies, science, humanities, physical education, goal setting and study skills.

¹⁴ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

Paraprofessionals

Each classroom at Bridge Elementary will be assigned a highly qualified paraprofessional. The paraprofessional will work under the direction of the classroom teacher and will supervise activities such as center-based learning, computer-aided instruction, and recess. Occasionally, the teacher may direct the paraprofessional to provide individualized or small group instructional support.

Individualized, Heterogeneous, and Homogeneous Learning

Bridge Elementary students will participate in individualized, heterogeneous, and homogeneous learning activities. Teachers will use student data to create learning experiences aligned with the Utah Core Standards and the student's PL Plan.

Small Group Instruction

Throughout the week, students will participate in small group instruction to gain exposure to grade level Utah Core Standards in language arts and math and to work on the skills and goals aligned with their PL Plan. During small group instruction, students participate in formative assessment, such as completing an "Exit Ticket," which will allow teachers to make data-based instructional decisions. Students also participate in small group instruction to support their personalized learning goals based on progress and assessment with the adaptive computer-aided programs and information from formative assessments during previous small group sessions. Teachers use various grouping strategies such as acceleration, student interest areas, cooperative learning, and academic levels to alter the composition of groups to allow fluidity.

Small group instruction provides an opportunity for active hands-on learning and a unique opportunity to implement microteaching. "Microteaching" is a process of recording or evaluating instructors while they deliver a small group lesson. This practice provides teachers with immediate feedback and allows time for reflection in order to improve their teaching practices. Using microteaching, students can also provide feedback about what improvements can be made to create a better learning environment. This format allows students and teachers to develop strong, supportive, trusting, and nurturing relationships that are more difficult to develop in larger whole group environments. Small group teaching also provides an environment with fewer classroom behavioral distractions.

Center-Based Learning

Bridge Elementary's students will participate in center-based learning aligned with the student's personal learning goals and grade level core instruction. Centers are designed by teachers to match the specific needs of each student or group of students, and they provide students with an active and hands-on learning environment. Although centers are supervised by a state qualified paraprofessional, teachers may create short, interactive videos to provide students with specific expectations and help ensure students are engaged in the center-based learning activity. In addition to individualized tasks, center activities may also use a cooperative learning approach to instructional delivery. Teachers will design an accountability measure, such as a station rotation card, to ensure accountability for their assigned stations.

Designing hands-on, engaging, academically rich centers that are aligned with students' learning needs will require teachers to have access to many different resources. Some of the programs and curriculum teachers may use to provide center-based learning include: FROG Learning Center Games, Florida Center for Reading Research Center-based Activities, Words Their Way, Math and Language Arts Exemplars K-12, Zearn, and Learning A-Z. Programs such as these will provide teachers with access to resources and materials needed to design and implement centers aligned with the best instructional practices.

Computer-aided Instructional Programs

Computer-aided instructional programs are an essential part of personalized learning. These programs provide a combination of assessment, adaptive instruction, and data necessary for teachers to develop data-based instructional planning. Some of the computer-based programs at Bridge Elementary for language arts may include MobyMax, Read Theory, Waterford, RISE Benchmarks, Utah Compose, and Raz-Kids. For math, these programs may include MobyMax, Khan Academy, ALEKS, IXL, ZEARN, Dreambox Learning, and RISE Benchmarks.

Homogenous Learning for General Core Activities

During the week, and in addition to daily language arts and math instruction, students at Bridge Elementary will participate in a combination of social studies, science, physical education, arts, music, drama, technology, library, and health education in homogenous, grade-based groups based on Utah Core Standards. During instructional design, teachers will place an emphasis on developing students' writing skills by integrating writing throughout the science and social studies curriculum. Science and social studies instruction will be delivered by a licensed elementary teacher. Instructional activities for physical education, humanities, technology, library and health will be developed and supervised by licensed educators and delivered collaboratively by licensed teachers and highly qualified paraprofessionals.

Goal Setting and Study Skills Instruction

Students at Bridge Elementary will participate in explicit and specific instruction in goal setting and study skills. According to the research conducted by Hattie et al, instruction in goal setting and study skills are effective practices for improving student performance and achievement. More specifically, the practice of having students self-report on their progress and expectations has an effect size of 1.44, and the practice of specifically teaching study skills has an effect size of 0.63.¹⁵ The process of setting goals allows students to choose where they want to go in school and what they want to achieve. Goal setting gives students long-term vision and short-term motivation.

Master Schedule

Bridge Elementary will implement a master schedule designed to provide time for core instruction, goal-aligned personalized learning, advisory meetings, teacher preparation, planning and collaboration, and professional learning experiences. Bridge Elementary's goal is to have a flexible schedule that mutually meets the needs of students, teachers and staff. Development of

¹⁵ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

the master schedule will be a collaborative effort between the director, professional learning specialist and the curriculum and instruction specialist.

Student Promotion & Retention

In compliance with *Utah Admin Code R277-700-4*, Bridge Elementary will “provide remediation to elementary students who do not achieve mastery of the subjects.” Through remediation practices, most students will have the skills necessary for promotion to the subsequent grade at the end of the school year. In the event the school team (comprised of administration, counselor, teachers and parents) determines that a student has not achieved mastery of the subject matter and may benefit by being retained in the current grade, the team will conduct a thorough review of the student’s information prior to making a determination on whether student retention or student promotion is in the best interest of the child. Relevant information for the team’s consideration includes the achievement level of the student, report on mastering objectives, age of the student, uniqueness of the student, needs of the student, attendance record of the student, developmental level of the student, ability level of the student, emotional factors, previous retention, and completion of a standardized retention protocol (such as Light’s Retention Scale).

Student Assessment

All students will be assessed in accordance with the requirements provided by the Utah State Board of Education regarding reading assessment, kindergarten assessment, and end-of-year summative assessment. In addition, students at Bridge Elementary will participate in reading and math assessments delivered by computer-aided instruction, such as Imagine Learning and MobyMax to help teachers determine the student’s level of proficiency in core standards. Teachers will also use formative assessments during whole group and small group instruction to determine students’ mastery of a specific skill. Formative assessments may include progress monitoring using DIBELS for math and reading and curriculum-based assessments. Students in grades 3 through 6 may also participate in benchmark assessments aligned with the USBE’s summative assessment tool.

Special Populations

Bridge Elementary values each child's unique personality and strengths. The personalized learning model recognizes that each student learns in his or her own way, and the model is unique in the way it addresses the needs of all students including special populations. All teachers at Bridge Elementary will be trained and understand the provisions set forth in the Individuals with Disabilities Education Act (“IDEA”). As outlined in our *Staffing Section*, Bridge Elementary will employ special education teachers assigned to students with an Individualized Education Program (“IEP”). Bridge Elementary will uphold all laws to ensure that students receive a free and appropriate public education (FAPE). Bridge Elementary will meet the needs of all students including English Language Learners (ELL), special education, 504 students and homeless children. Bridge Elementary will provide comprehensive interventions for students who are identified to be at risk of academic failure and students with a disability. The comprehensive program will include both a “push in” program to support students in teacher-directed small group or whole group instruction or center-based activities, and a “pull out” program to provide students with specialized instruction to assure the student’s IEP goals are

met. The service time, service location and service pattern will be determined by the student's IEP.

Bridge Elementary adheres to the philosophy that students with disabilities should be educated in the least restrictive environment with their non-disabled peers to the maximum extent appropriate. IEP Teams determine the educational service needs of each eligible student with a disability by considering a range of service programs/placements from least to most restrictive.

The order of the continuum of alternative placement options, from least to most restrictive are as follows:

Resource Program – a service pattern within each school in which specialized instruction for students with disabilities in a pull out type of a program. Students will receive instruction directly in a resource classroom for part of their school day.

Self-Contained Program – a service pattern in which the majority, at least half, of instruction is provided by special educators and related service providers in a classroom specifically identified as the special education classroom.

General Education with Supports/Consultation – a service pattern in which special educators or related service providers work with the general education classroom teacher offering specialized teaching techniques, support, and assistance for the student with a disability in the general education classroom.

Home and Hospital Program – a service pattern in which the specialized instruction is provided within the home setting or is provided by an outside agency if the student is hospitalized. This option is available for students who are unable to attend school due to physical illness, injury or serious emotional problems.

Provisions for supplementary services (e.g., resource or speech services) will be provided in conjunction with general education classroom placement. Even when the IEP Team determines a more restrictive placement for a student with a disability is most appropriate, the student will participate with their non-disabled peers to the maximum extent that is appropriate such as meals, recess periods, athletics, transportation, recreational activities, and special interest groups.

Students with disabilities who do not qualify for an IEP may be evaluated for 504 accommodations. The 504 team, comprised of educators and parents, will determine if the student qualifies for a 504 plan and if so, the accommodations needed to support the student at school.

ELL students will be identified through a Home Language Survey included in the school's registration materials. Students will be assessed and monitored according to USBE requirements utilizing WIDA (World-class Instructional Design and Assessment). Homeless students, once

identified through parents, social services, or the school, will receive the services necessary to maintain school attendance.

Academic Intervention

Bridge Elementary will follow Multi-tiered Systems of Support as outlined by the USBE. All Tier II instruction will occur within the student's small group instruction time and through their online computer-based learning. Bridge Elementary will also provide a Tier III response to intervention (RTI) program to assure struggling students can close the gap between their academic progress and the grade-level progress of the typical peer. Students will receive RTI in language arts and/or math depending on need. If a student needs Tier III service, they will be pulled out into small RTI groups only during center-based learning to assure they are receiving 100% of their Tier I and Tier II instruction through computer-aided instruction and small group instruction with their teacher.

The purpose of Bridge Elementary's academic interventions is for students to perform at or above grade level and to advance through the elementary grades appropriate to their age. Students' PL Plans will be instrumental in providing parent communication and outlining the possible need for retention. Students with IEP's will follow the IEP goals. As previously mentioned, the following factors will be taken into consideration if parents, teachers and administration are considering retention of a student: achievement level of the student, report on mastering objectives, age of the student, uniqueness of the student, needs of the student, attendance record of the student, developmental level of the student, ability level of the student, emotional factors, and previous retention.

3B. Curriculum

- ☐ **We intend to use curriculum that has already been developed.**
- ☐ We intend to develop curriculum.

In a personalized learning model, teachers must be provided with flexible content and tools to design and implement instruction based on the needs of individual students. Research suggests that the specific curriculum utilized by teachers is not the primary factors influencing student achievement.¹⁶ Instead, according to the research conducted by Hattie et al., the actual instructional practices teachers used had the most dramatic effect on improving student learning. More specifically, the manner in which the instruction is delivered and the manner in which students engage with the instruction are critically important to student achievement; accordingly, this will be a top priority for all instructional staff.

Bridge Elementary's curriculum will be selected and reviewed by a curriculum committee. Student performance data will be used to evaluate curriculum effectiveness, and curriculum will be supportive of teaching the Utah Core Standards. Curriculum attributes may include, but are not limited to, the following:

¹⁶ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

- Research based
- Aligned to Utah Core Standards
- Ability to differentiate the curriculum
- Digital access
- Comprehensive assessment system
- Enhanced teacher resources
- Multiple instructional approaches
- Open education resources
- Accessible to parents
- Compatible with the neighboring district

Examples of language arts programs that would meet Bridge Elementary’s curriculum needs in whole group, small group, and computer-aided instruction would include: Fountas & Pinnell Guided Reading, Words Their Way, Write Reflections, Four Square Writing, Benchmark Advance, Read Naturally, Writing A-Z, Reading A-Z, Vocabulary A-Z, Moby Max Language Arts, Imagine Learning, and Lexia Reading. These programs allow teachers to select the resources needed to design and implement explicit phonics instruction, vocabulary instruction, writing instruction, close reading strategies such as text annotation, analysis through questioning and extended discussion, repeated reading, and dyad reading. Additionally, teachers can use these programs during small group or computer-aided instruction allowing them to utilize formative evaluation techniques to provide immediate feedback. Research has shown that formative evaluation with immediate feedback has a tremendous positive impact on student learning.

Examples of math programs that would meet Bridge Elementary’s curriculum needs in whole group, small group, and computer-aided instruction would include: Eureka Math, Math Reads, ZEARN, Bridges in Mathematics, Moby Max Math, Imagine Learning Math, Ten Marks Math, and Kahn Academy. As with the language arts curriculum, teachers at Bridge Elementary will need access to multiple resources to design and implement personalized instruction for students. Teachers can use these programs and curriculum to provide instruction using instructional strategies, such as designing and delivering small group direct instruction; designing and implementing cooperative learning activities; providing spaced practice of specific skills; and assigning content using computer-aided instructional programs. In addition, these programs and instructional strategies lend themselves to formative evaluation and immediate feedback. The instructional strategies noted above all have an effect size greater than 0.40 which is the “hinge point” for the zone of desired effects on student learning identified by Hattie et al.¹⁷

3C. Select Programs

Bridge Elementary *does not* intend to offer any of the following programs:

- ☐ Career education is a focus of the charter school.

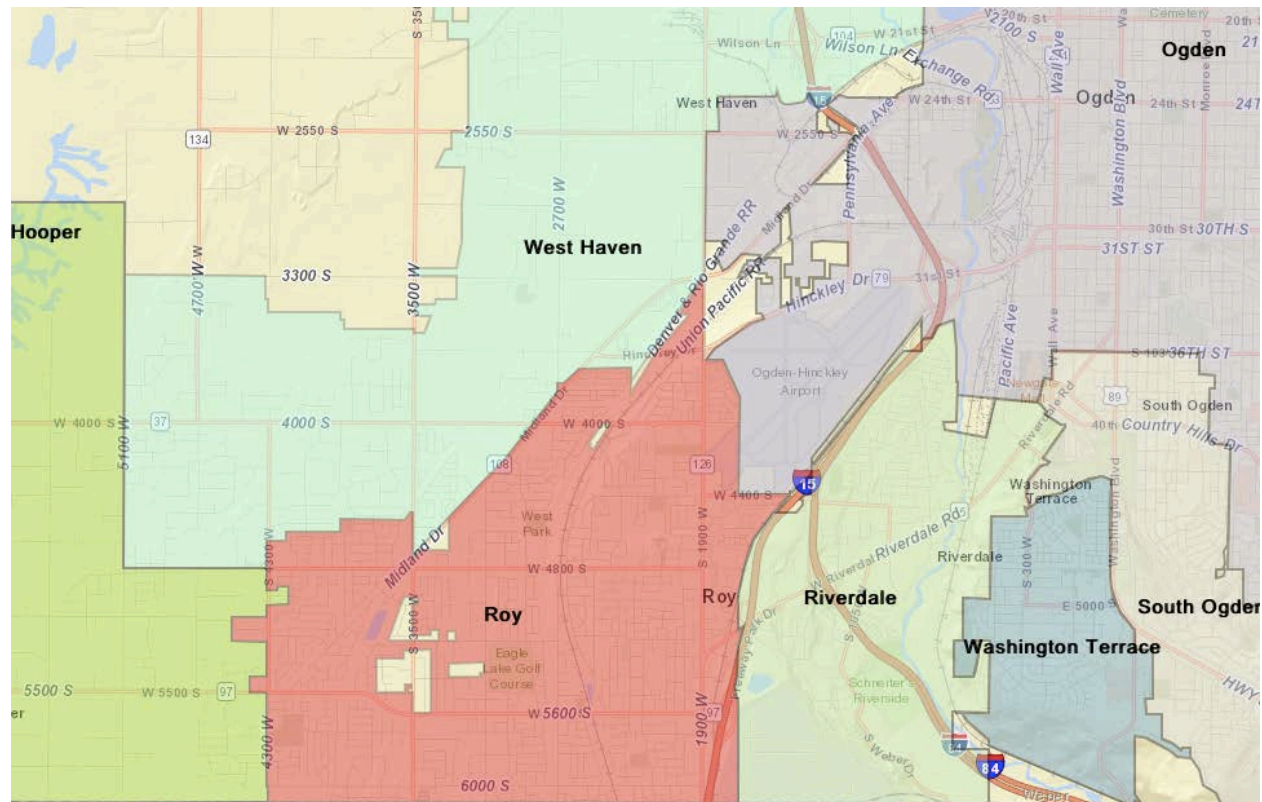
¹⁷ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

- ☐ We intend to offer distance and/or online education.
- ☐ We intend to partner with a four-year college or university and offer early college options.

4. Market Analysis

Location

Bridge Elementary will serve students in the Roy/West Haven area of Weber County, Utah. For purposes of our market analysis, we have identified the intersection of 4800 S. and 3500 W. in Roy as the center of our target area. This intersection is immediately south of Roy's boundary with West Haven and is within close proximity to several viable property options.



Educational Landscape & Needs

Located in Weber School District, the cities of Roy and West Haven are home to over 47,000 residents and eight district elementary schools that currently serve 4,226 K-6 students.^{18 19}

Weber School District is the 7th largest school district in Utah with a reported Oct. 1, 2018 enrollment of 32,171 students.²⁰ While six of the eight elementary schools in our target area are in Roy, there are no charter schools within its boundaries. Schools in the community face numerous challenges and have struggled to meet district/state proficiency averages as measured by state assessments. As noted in Table 4.1 below, 5 of the 6 district schools in Roy did not meet FY18 state or district proficiency averages in any of the core content areas of language arts,

¹⁸ U.S. Census Bureau, *QuickFacts Population Estimates, July 1, 2017 (V2017)*, accessed October 16, 2018, <https://www.census.gov/quickfacts/roycityutah>, and <https://www.census.gov/quickfacts/westhavencityutah>.

¹⁹ USBE, *Fall Enrollment by School by Grade, October 1, 2018*, accessed November 5, 2018, <https://www.schools.utah.gov/data/reports>.

²⁰ USBE, *District Counts and State Totals by Grade, October 1, 2018*, accessed November 5, 2018, <https://www.schools.utah.gov/data/reports>.

math, and science. This translates into more than 3,000 children attending an elementary school in our target area that consistently underperforms. (See below, Tables 4.1 and 4.2.)

Table 4.1

Roy & West Haven Elementary Schools Proficiency Rates & School Grade					
	Language Arts (FY18)	Math (FY18)	Science (FY18)	DIBELS (FY17)	School Grade (FY17)
State	45%	46%	49%	73%	
Weber District	37%	41%	41%	76%	
Elementary Schools (City of Roy)					
Lakeview	26%	30%	38%	68%	D
Midland	44%	48%	48%	80%	C
Municipal	21%	27%	27%	75%	D
North Park	23%	30%	30%	62%	C
Roy	29%	36%	25%	66%	C
Valley View	31%	36%	36%	75%	C
Elementary Schools (City of West Haven)					
Country View	41%	51%	47%	87%	C
West Haven	36%	42%	44%	70%	C
Below District AVG Proficiency Rate					
Exceeds District AVG Proficiency Rate					

Source: USBE Data Gateway

Our proposed target area is centrally located within two miles of the eight schools mentioned above and was specifically selected to provide a local and convenient choice in public education for families in an area where schools are underperforming and public education “choices” are limited. While many factors contribute to these schools’ low performance on statewide assessments, the disproportionately high percentage of economically disadvantaged households in the area further increases these students’ risk of academic failure. According to USBE Child Nutrition Program reports, five of the ten elementary schools with the highest percentage of Free and Reduced Lunch in Weber School District are located in our target area.²¹ Inasmuch as the average percentage of Economically Disadvantaged students enrolled in our target area is 14% higher than the district average, many of these families have no realistic choice in education for

²¹ USBE Child Nutrition Program (CNP)/National School Lunch Program (NSLP), *Oct. 31 Survey Report 2017*, accessed October 16, 2018, <https://www.schools.utah.gov/data/reports>. Referenced schools/F&R rates include: North Park (59%), Lakeview (56%), Municipal (53%), Roy (52%), and Valley View (50%).

their children.²² This is precisely the educational environment charter schools were designed to support.

Weber School District has worked to improve student achievement in our target area through various strategies, which include supplemental programs, hiring additional staff (e.g. Title I Specialists), professional development/training, and providing additional resources to schools. However, it can be difficult for a district with 28 elementary schools, 10 junior highs, and 8 high schools, to implement new models or monitor and adjust specific programs at the individual elementary school level. Charter schools and smaller districts have the flexibility to focus their attention on a specific school or student population.

Bridge Elementary – Distinguishing Characteristics

Bridge Elementary's Personalized Learning Model ("PL Model") is the key characteristic that distinguishes our program from surrounding public school options. Our PL Model is designed to maximize the benefits of personalized learning in an effort to meet the needs of children in our target area. By incorporating the most effective strategies and elements of a personalized learning model into our mission and instructional program, Bridge Elementary will be uniquely capable of tailoring instruction to meet the needs of individual students and implementing our PL Model with full fidelity.

As a school for personalized learning, each student at Bridge Elementary will have the opportunity to participate in the development of their own Personalized Learning Plan ("PL Plan") that focuses on language arts and math goals. All students will be assigned an advisor that will gather data, update PL Plan goals, and work with students as they strive to meet their plan's goals.

Bridge Elementary's teachers will also benefit from a unique and personalized approach to improving their individual instructional capacities. This begins with a master schedule that dedicates 15 hours each week for full-time teachers to design each student's instruction based on data from ongoing assessments and observations; to collaborate with peers; and to attend needs-based professional learning opportunities.

We believe these distinguishing characteristics combine to create an improved model that will allow instruction and activities to be directly aligned to each student's needs regardless of grade level, economic or ELL status.

Prospective Student Population

We anticipate that Bridge Elementary's prospective student population will closely resemble the needs and demographics of the surrounding schools. In an article published in 2015, nprED cited a study conducted by the Education Research Alliance for New Orleans.²³ The study presented a

²² USBE Report, 2017 School by Gender, Race/Ethnicity, English Learner, Students with Disabilities and Economically Disadvantaged

²³ Kamenetz, Anya. "A New Study Reveals Much About How Parents Really Choose Schools." NPR.org. <https://www.npr.org/sections/ed/2015/01/15/376966406/a-new-study-reveals-much-about-how-parents-really-choose-schools>

minor challenge to the presumption that parents will choose academically stronger schools if empowered by choice. The study identified the school's location as one of the strongest preferences among parents. Based on this report and our own experience with charter schools, we expect Bridge Elementary's student population to come from a combination of families actively seeking a personalized learning environment and families in the area who choose our school because it is the closest public education alternative to their local district school.

Table 4.2

Surrounding Schools - Demographic Profile									
School Name	Oct 1 2018 Enrollment	Title I School	% Free & Reduced	Economically Disadvantaged	%	Special Ed	%	ELL	%
WEBER DISTRICT	32171		31%	9070	28%	4,199	13%	1156	4%
Lakeview	467	Yes	56%	244	52%	62	13%	43	9%
Midland	551		46%	187	34%	77	14%	28	5%
Municipal	372	Yes	53%	183	49%	65	17%	29	8%
North Park	567	Yes	59%	297	52%	114	20%	39	7%
Roy	529	Yes	52%	291	55%	78	15%	28	5%
Valley View	446	Yes	50%	220	49%	64	14%	67	15%
Country View	664		30%	138	21%	78	12%	33	5%
West Haven	630		44%	247	39%	104	17%	31	5%

Student Recruitment & Marketing

As founders of Bridge Elementary, we believe that parents in the target area will find our personalized learning model to be an attractive public education option. Our commitment to personalizing each student's educational experience is reflected throughout our program and will resonate with families. Among other things, parents will learn that students at Bridge Elementary will meet each week with an advisor; will develop their own PL Plan based on their needs and interests; and will participate in small group instruction multiple times throughout the day. Parents will appreciate Bridge Elementary's dedication to providing its teachers with sufficient time to prepare lessons for their child. This individual attention is further demonstrated by our approach to providing personalized homework to help each student achieve his or her PL Plan goals. We anticipate that parents of struggling students will find our model appealing, and Bridge Elementary's program is particularly well suited to meet struggling students' needs. We are confident that as parents learn about our program, they will gain an understanding of the benefits of enrolling at Bridge Elementary.

Our board of directors recognizes that this landscape presents challenges. However, it also presents opportunities. Marketing will be a central focus of our board's efforts to meet our enrollment projections. Despite the fact that there are numerous books and articles on best practices for charter schools, there is little rigorous empirical study on charter school marketing and start up. The majority of available information is anecdotal or focuses on a specific school profile. However, there is a common theme found among charter schools that have achieved their enrollment projections: marketing efforts must be driven by the school's mission, and the most effective marketing is done by word of mouth. Whether the message comes from parents who have attended an open house or enrolled their student following a conversation with a school

representative, the focus of our plan will be to maximize face-to-face interaction with parents to educate them on the benefits of Bridge Elementary's program for their children.

Lani Rounds, Board President, has valuable experience marketing and opening new charter schools. As the Start Up Coordinator for Ascent Academies' Farmington and West Jordan campuses and board member during Leadership Learning Academy's planning and first operational year, she has first hand experience of the effectiveness of personal interactions with parents who are investigating a new school. In addition, we have spoken with other charter school leaders that have recently opened schools in communities with similar demographics to our target area. The general consensus of these shared experiences is that successful first year marketing is a grassroots effort driven by personal contact and regularly scheduled opportunities to discuss the school's academic program and provide answers to questions. While online and social media campaigns will be utilized, our outreach plan will focus on notifying the community and encouraging them to attend public open houses.

Scheduling, announcing, and conducting regular open houses are key elements of our outreach plan. These open houses will include a presentation on charter schools in general and a detailed explanation of Bridge Elementary's model. The open houses will also provide interested parents and community members the opportunity to ask questions about the school.

Before parents can attend an open house, they must hear about the school and have enough interest to investigate what it offers. Therefore, following approval, Bridge Elementary will develop and launch a website aimed at educating the community about charter schools, our program, enrollment procedures, and opportunities to attend open houses. The website will also include a detailed frequently asked questions page, contact information, and all information required by Utah rule and/or law.

To create additional awareness, the school will utilize social media, paid social media ads, search engine optimization, Google Analytics, Post Planner, and other effective online marketing strategies. There are countless tools and resources that can be used to target key demographics, analyze online marketing data, and assist with messaging content. Bridge Elementary will use these tools to optimize our online presence and marketing campaign in an effort to provide families in the area with information on our program and enrollment opportunities.

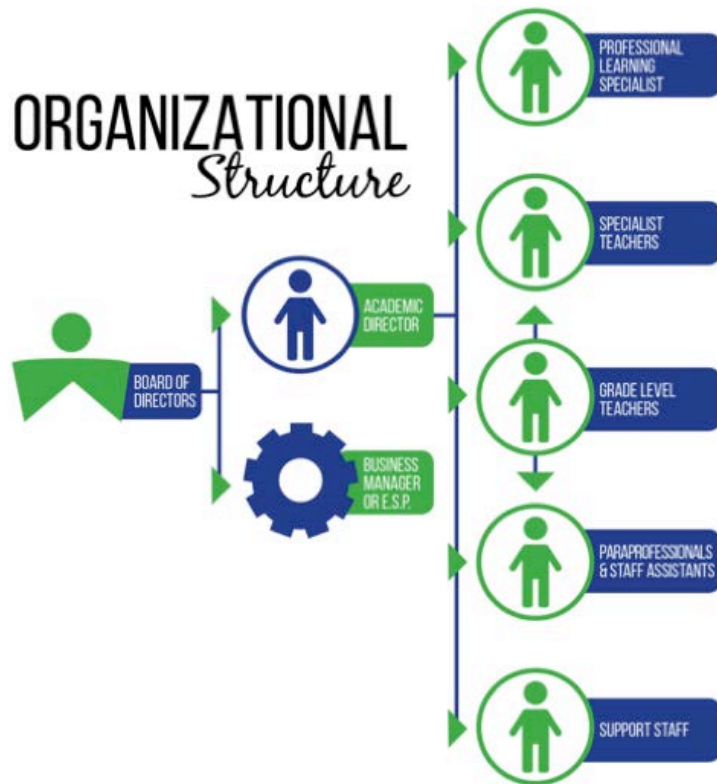
We will establish connections with local community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. We will also utilize print materials, yard signs, posters, press releases, and other traditional marketing materials to inform the community.

If approved, we are confident that families will embrace our vision and share our enthusiasm for Bridge Elementary's potential to improve students' academic achievement and educational experience. Notwithstanding, we recognize that we must be prepared to overcome additional challenges that relate to the socioeconomic realities of our target area. For example, in areas with a higher rate of economically disadvantaged households, student transportation, work conflicts with drop off/pick up schedules, and availability of full-day kindergarten are common issues that

face charter schools. To accommodate these needs, we have researched options for providing before/after school care by collaborating with nonprofit agencies and/or day care providers; providing after school tutoring and access to after school programs, seeking additional funding or other options for providing full-day kindergarten, and developing a robust car-pool program. Ultimately, our board of directors has the capacity, experience and dedication necessary to assess these challenges and create effective solutions that will enable Bridge Elementary to succeed.

5. Governance

Bridge Elementary is a Utah nonprofit corporation organized and existing pursuant to the *Utah Revised Nonprofit Corporation Act*. (See *Appendix B: Articles of Incorporation*.) As a distinct and legally independent entity specifically incorporated for the purpose of operating as a Utah public charter school, Bridge Elementary will hold the charter and be ultimately responsible for the financial decision-making and operations of the school.



As set forth in its Articles of Incorporation, a board of directors consisting of 5 to 7 members governs Bridge Elementary. The board of directors will meet on a regular basis, not less than eight meetings per fiscal year, to conduct the affairs of the school. All corporate powers of the school are exercised under the direction of the board of directors. Currently, the board of directors consists of five members. Each member possesses skills and experience in areas that support the successful implementation (start up) and ultimate governance of the school. While there is a difference in the expertise needed to “start up” and the expertise needed to govern the school, the board of directors’ current composition includes individuals whose experience will benefit the school in both phases.

Two of the primary responsibilities of the board of directors are to protect the legal interests of the charter school and to ensure the school meets the commitments in its charter. Regarding protection of the legal interests of the school, the board of directors has enumerated a host of responsibilities and powers in its articles of incorporation and throughout its charter (see *Appendix C, Articles of Incorporation*, Articles III and V). These powers and responsibilities range from things such as hiring and evaluating the school’s Director to the purchase, ownership and sale of real and personal property. Its authority is to be exercised using sound legal and ethical practices and policies. In addition, the board of directors is responsible for ensuring that the school meets the commitments contained in its charter. These responsibilities include setting the school’s vision/mission and adopting policies that align with that mission; advocating for good external relations with the community, school districts, media, neighbors, parents, and students; hiring and evaluating the administrator and the education service provider if one is

chosen; practicing strategic planning; ensuring adequate resources and managing those resources effectively; and assessing the school's performance.

Board Member Terms & Vacancies

Board members will serve three-year terms. However, in order to ensure continuity on the board, the terms for the initial board of directors are staggered as follows: the board member initially elected to serve as President shall serve a five (5) year term; the board member initially elected to serve as Vice President shall serve a four (4) year term; the board members initially elected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and board members not initially elected to board officer positions will serve two (2) year terms. Board members are eligible for re-election.

The board members of Bridge Elementary are dedicated to providing their expertise to the school in an effort to meet its mission, but they recognize the school's needs and individual board member's circumstances will change over time and may result in changes to the board's composition. The board of directors is committed to reviewing the school's needs and determining whether an additional or a replacement board member(s) would be in Bridge Elementary's best interests. If the board determines to fill an open seat or if a vacancy on the board exists due to resignation, dismissal, or term expiration, the board of directors will request applications from the school community or members of the community at large. The board of directors may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the board.

Governing Board Professional Development & Evaluations

Bridge Elementary's board of directors is comprised of individuals that have dedicated themselves to public education and believe in the importance of developing a commitment to lifelong learning. This shared vision of the importance of learning corresponds with the board of directors' emphasis on self-reflection, self-evaluation and self-improvement. Therefore, the board is dedicated to ensuring it continues to evaluate its effectiveness and expand its knowledge and capacity.

During the planning year, the board of directors' professional development plan will focus on the materials and trainings provided by USBE specialists and the Utah Association of Public Charter Schools. Areas of development will include procurement, facilities, open and public meetings, school finance, special education, and school lunch programs.

The board of directors will conduct, at a minimum, one self-evaluation each year on or around its annual meeting. The board will utilize student/school data and survey information from stakeholders, staff, and/or students to guide its evaluation. One of the purposes of this evaluation is to determine whether Bridge Elementary is meeting the vision, mission and educational philosophy outlined in its charter. Another purpose will be to identify current/future school needs and to determine what additional expertise is needed on the board. This evaluation will help to identify the professional development needs of the existing board members and serve as a tool to assist in the development of an annual professional development schedule. Examples of this professional development plan might include: attendance at USBE sponsored trainings, charter

school association trainings, third party or staff trainings at board meetings, annual board retreat trainings, collaboration with stakeholders from other successfully governed charter schools, or group review of recognized board training literature (e.g. Brian Carpenter’s *Charter School Board University*, Marci Cornell-Feist’s *Board Meetings: A Guide for Charter Schools*, John Carver’s *Boards that Make a Difference*).

In addition to conducting its self-evaluation, the board of directors will be responsible for evaluating the performance of its Director and education service provider. At the beginning of each year, the board will provide the Director with an evaluation tool that sets forth the board’s performance expectations and goals. The Director will be expected to include elements of the evaluation tool in his/her board meeting reports to allow each board member to monitor the Director and the school’s performance throughout the year. At the end of the year, the board of directors will use the evaluation tool to provide the Director with his/her annual evaluation.

The board of directors will also be responsible for evaluating the performance of its education service provider if applicable. The board will utilize the education service provider’s agreement and proposal information to establish the evaluation criteria for assessing performance throughout the term of the agreement. The education service provider will be expected to report at board meetings and provide monthly financial reports to the board of directors to allow the board to monitor performance throughout the year. In the event the education service provider does not meet its obligations under the agreement, the board of directors will ensure the education service provider is notified of its failure and take remedial steps or other actions as necessary.

Legal Compliance & Assurances

As noted below, members of the board of directors have significant experience with public education and the legal requirements that apply to public charter schools. Whether it is an issue regarding governance (such as Utah’s *Open and Public Meetings Act*) or school operations (such as the federal *Individuals with Disabilities Education Act*), the board understands its responsibility to ensure Bridge Elementary operates in compliance with applicable law. Therefore, the board of directors acknowledges and/or makes the following assurances:

In accordance with *Utah Code Ann.* § 53A-1a-511(8), the board of directors acknowledges that the school will be subject to Title 52, Chapter 4, *Open and Public Meetings Act*; and Title 63G, Chapter 2, *Government Records Access and Management Act*. In connection therewith, the board of directors will comply with any ongoing and required training requirements contained in these laws.

In accordance with *Utah Code Ann.* § 53G-5-302(2)(c)(ii), the board of directors assures that it will complete a background check for each member within 30 days of authorization consistent with *Utah Code Ann.* § 53G-5-408.

Inasmuch as Bridge Elementary is recognized as a distinct and legally independent entity that is responsible for the financial decision-making and business operations of the school, the board of directors specifically

acknowledges its understanding of this responsibility and assures that these responsibilities cannot and will not be relinquished.

Board of Directors: Experience & Background

Bridge Elementary's board of directors consists of a group of individuals who have demonstrated their capacity to implement and govern a successful charter school. As described below, members of the board have expertise in public school administration, charter school start up, business, accounting, public policy, finance, human resources, procurement, and nonprofit governance.

The board of directors' involvement with charter school operations and governance has provided its members with the practical experience to know how, and when, it is appropriate to engage professionals to provide specific support to the board (e.g. legal services, real estate services, audit support). Inasmuch as it is difficult to organize a volunteer board with professional backgrounds in every aspect of charter school governance, the board's capacity to identify specific needs and procure professional services to meet those needs will enhance its ability to successfully govern Bridge Elementary.

Our board members' experience with charter school administration, state government, school governance, and public education in general has created a shared awareness of the important role the school will play in representing its community. Our board members have spent their careers and donated their time to enhancing public education, and we are committed to ensure that Bridge Elementary establishes a reputation for excellence and represents its community well.

Lani Rounds serves as the President of the board of directors for Bridge Elementary. Lani's passion in life is improving public education. She has worked as an educator for 15 years in both traditional school districts and charter schools in elementary and junior high school settings. She possesses a unique and valuable background that will benefit the board through the planning, implementation and operational phases of the school, and she is fully committed to the school's program and success. Lani has experience as a special education teacher in Weber School District and at Quest Academy, and subsequently worked as a special education director and then principal at Quest Academy and Ascent Academies. In addition, she has served as a start-up coordinator and network administrator for Ascent Academies of Utah. Lani is currently an education specialist at Academica West.

In her roles as a charter school start up coordinator and school administrator, she gained valuable expertise as she was charged with the responsibility of overseeing start up and operational school budgets; interviewing and hiring staff; writing and administering grants; procuring property, equipment and supplies to successfully open new schools; developing new school administrative procedures; marketing new schools to their communities; and managing the daily responsibilities of a charter school director. Her ground-level school management experience has been further enhanced by her service

on multiple charter school boards. As a result of her passion and insight, Lani was recruited and served a term on Leadership Learning Academy's board of directors. Following a brief "retirement" from board service, she was asked to serve on Wasatch Peak Academy's board of directors, and she continues to serve in that capacity.

Keri Toponce serves as the Vice President of Bridge Elementary's board of directors. Keri is a passionate teacher with expertise in curriculum and lesson plan development. She has 10 years of experience as a public educator in both charter and traditional district schools. She has worked as a curriculum writer for Gibbs Smith and Teachers Pay Teachers. She has spent countless hours differentiating curriculum as a classroom teacher and is committed to the success of Bridge Elementary's individualized learning program. Keri's expertise with curriculum and lesson plan development will provide a valuable resource to the board as it oversees implementation of the school's model and assesses school performance. Her commitment to public education is further evidenced by her years of service as the Academic Enhancement Chair for the POEC at Syracuse Arts Academy.

Matthew Mouritsen serves as the board of directors' Financial Coordinator. Matthew is the Director of the Master of Business Administration Program and a professor in the School of Accounting & Taxation at Weber State University. Matthew's areas of expertise include teaching, leadership, accounting and cost management, asset management, organization, quality management, project management, problem-solving, presentations, accreditation, assurance of learning, and written/verbal communication. Matthew possesses a broad understanding of nonprofit finance, taxation, and governance issues. In completing his PhD degree, his dissertation was entitled *The Development and Application of a Model Total Quality Education Approach to Utah School Districts*, which remains applicable to K-12 education in Utah. Matthew has been a member of numerous councils and committees, and he has been invited to present to countless nonprofit organizations on issues related to project and asset management. He will provide valuable guidance to the board of directors as we seek to allocate and safeguard Bridge Elementary's financial resources.

Debbie Nelson serves as the board of directors' Secretary. Debbie has 16 years experience as a guidance counselor in Ogden School District and two charter schools. Through her public education experience, she has developed a profound understanding of the diverse needs of individuals and the role of personalized attention. Debbie brings valuable expertise to the board with her ability to navigate through many of the conflicts/issues that often face public schools, and her capacity to manage relationships in an effort to represent her school community well.

Senator Howard Stephenson serves on the board of directors and brings with him a lifelong commitment to improving public education in Utah. Senator Stephenson has been a member of the Utah State Senate since 1993. Currently he serves on the Higher Education Appropriations Subcommittee, Education Interim Subcommittee, Public Education Appropriations Subcommittee, Revenue and Taxation Interim Committee, Senate Education Committee, Senate Education Confirmation Committee, Senate Revenue and Taxation Confirmation Committee, Economic Development Legislative Liaison Committee, and Utah Tax Review Commission. In addition, Senator Stephenson serves as the president of the Utah Taxpayers Association, chair of the National Taxpayers Conference, and member of the American Legislative Exchange Council; Council of State Governments; and Danforth Foundation Policymakers' Institute.

As a public servant, Senator Stephenson has been the honored recipient of the Utah Council for Exceptional Children Legislator of the Year; Utah Association for Gifted Children Community Service Award; Alpine School District Children's Behavioral Therapy Unit Autism Preschool Recognition; Education Leadership Coalition Recognition; Utah Valley Autism Preschool Recognition; Utah Information Technology Association Recognition; and National Federation of Independent Business Guardian of Small Business Award.

NOTE: As indicated in the Required Information section above, the board of directors submitted a copy of Bridge Elementary's Charter School Application to Weber School District on November 9, 2018.

6. Staffing

Organizational Structure & Day-to-Day Operations

Bridge Elementary utilizes an innovative personalized learning model (the “PL Model”) that requires an organizational structure that will ensure teachers have sufficient time to plan, design, and implement data-based personalized instruction. Additionally, in order to deliver a personalized learning experience to our students, teachers must have the time to receive ongoing needs-based professional learning.

The organizational structure of the school includes a Director, an Instructional / Curriculum Specialist, a Professional Learning Specialist, an office manager and an office secretary. Bridge Elementary will also utilize the services of an education service provider or business manager. The board’s role in staffing will include hiring and evaluating the Director and education service provider/business manager. Although the Director and education service provider/business manager will report to the board at board meetings, the board may call for data presented by the Professional Learning Specialist or the Instructional / Curriculum Specialist to help them ascertain student progress or to complete an annual evaluation of the Director.

Bridge Elementary’s licensed teachers, Professional Learning Specialist, Instructional / Curriculum Specialist and counselor will serve as student advisors. At full enrollment, staff members will have a student advisory caseload of approximately 18 students each. Advisors will meet individually with assigned students to review their Personalized Learning Plan (“PL Plan”) goals, progress towards goals, and to guide students in devising strategies to help them achieve their personal learning goals. All advisory meetings will be logged in the student’s digital file and will be accessible to teachers, advisors and parents.

Director

The Director will analyze student data to identify trends and best practices. Student Data will be digitally stored and remotely accessible by the Director, teachers and parents. The Director will conduct teacher observations. The Director will use data analysis from all sources to determine the effectiveness of curriculum and make curriculum adjustments as needed. In addition, the Director will oversee assessment, both in-house assessments and state mandated assessments such as end-of-level testing and reading assessments. The Director will analyze assessment data to identify strengths and weaknesses in curriculum and instruction, and in conjunction with the Professional Learning Specialist and Instructional / Curriculum Specialist, will create a school-wide improvement plan to ensure students are making desired progress.

The Director will collaborate with the Professional Learning Specialist and Instructional / Curriculum Specialist to analyze and discuss data and trends, and to identify professional learning needs. This collaboration is essential to ensure teachers: (i) receive the training necessary to design and implement the personalized learning curriculum effectively; and (ii) receive the training needed to create a personalized learning environment that utilizes the best practices identified in *Section 3: Program of Instruction*.

The Director may also serve as a student advisor allowing Bridge Elementary to maintain an average student-to-advisor ratio of 18:1.

The Director will also be responsible for budget oversight, assurance that all state and federal reports are filed timely, serving as the primary contact for the board and the education service provider, human resource activities (including teacher and staff recruitment and retention), marketing and advertising, student recruitment and retention, parent contact beyond the student's teacher or advisor, student discipline, implementation of parent surveys, and oversight of building and compliance with health and safety policies.

The Director will be responsible for teacher/staff interviewing, hiring, evaluation and recruitment. He/She will attend job fairs and advertise teacher job postings on the school's website and other locations such as Teachers-Teachers.com and the Department of Workforce Services. The Director will also research recruitment methods of neighboring schools and districts to ensure Bridge Elementary's compensation package remains competitive.

The Director will also be responsible for student recruitment and retention. He/She will work with the board to design and implement surveys for parents to determine if their students' needs are being met through Bridge Elementary's PL Model.

Director Qualifications & Recruitment. The board of directors will actively recruit a Director with the following qualifications as their guide: bachelor's degree (master's degree preferred); administrative endorsement with prior administrative experience and demonstrated results working with a variety of stakeholders; a background in developing, implementing and monitoring curriculum; a genuine commitment to Bridge Elementary's PL Model; proficiency administering and interpreting assessments; leadership experience with a vision for creating a culture of accountability and achievement; an understanding of the Utah educational system; and experience in charter school operations and familiarity working with public school budgets and finance.

When funds become available to hire the Director, the board of directors will advertise for the position. The board will utilize personal networking and contacts, Teachers-Teachers.com, Utah Department of Workforce Services, university education programs, and a variety of job service boards and other networking resources to actively recruit the most qualified individuals to serve as Bridge Elementary's Director.

Professional Learning Specialist

The Professional Learning Specialist is included in the initial budget as a part-time hourly position, and the hours will vary based on the professional learning needs of teachers. Because of the PL Model, Bridge Elementary's Director will work with teachers and staff to develop a master schedule that allows grade level teachers a minimum of 15 hours per week during which they are not delivering instruction or meeting with students during the advisory periods. This scheduling will ensure teachers are available up to two hours weekly, during contract hours, to receive needs-based professional learning. Accordingly, the master schedule will ensure the Professional Learning Specialist has flexibility in scheduling the professional learning for individuals, teams, or groups of teachers as needed.

The Professional Learning Specialist will initiate surveys and observations to determine teachers' professional learning needs. Through their extensive research, Hattie, Fisher, and Frey concluded that quality and needs-based professional learning has a tremendous positive impact on student achievement.²⁴ The Professional Learning Specialist will also review observation data and student academic data with the Director and Instructional / Curriculum Specialist to determine which teachers, content areas, and best practices may need additional support. The Professional Learning Specialist will also provide professional learning in the areas of implementation of best practices and classroom management. This innovative method of delivering needs-based professional learning, with professional learning time built in as part of our teachers' schedules, ensures that teachers receive a personalized professional learning experience without having to attend professional learning outside contract hours. The Professional Learning Specialist will also serve as a student advisor allowing Bridge Elementary to maintain an average student-to-advisor ratio of 18:1.

Instructional / Curriculum Specialist

The Instructional / Curriculum Specialist ("IC Specialist") is included in the budget as a full-time, salaried position. This individual will collaborate closely with the Director and Professional Learning Specialist to ensure teachers are using research-based curriculum and best practices. The IC Specialist will also implement microteaching, a method in which teachers are recorded while teaching and later review and reflect upon the video recording. This approach will allow teachers to reflect on their instructional delivery and make changes as necessary to improve their instruction. According to research conducted by Hattie et al., the effect size of utilizing microteaching for teacher development has an enormous impact on student achievement.²⁵ The IC Specialist will also conduct informal classroom observations and provide feedback to teachers to help them improve their instructional techniques. The IC Specialist will coordinate with the Director to allow teachers the opportunity to observe their colleagues during instruction. The IC Specialist will also be instrumental in creating the opportunities for horizontal and vertical team meetings and for helping these teams create efficient and effective professional learning communities ("PLC") where the focus is on student learning.

The IC Specialist will assist teachers in analyzing student data, designing appropriate and effective lessons using research-based curriculum, and implementing the curriculum utilizing research-based best practices. The IC Specialist will also serve as a student advisor allowing Bridge Elementary to maintain an average student-to-advisor ratio of 18:1.

Education Service Provider

As administrative duties and responsibilities have been discussed and defined, the board has recognized the benefits of utilizing an education service provider to assist the school. In addition to meeting the demands of our PL Model, Bridge Elementary must address ongoing issues relating to finance, corporate law, public school rules/laws, marketing, human resources, real estate development, special education, accounting, auditing, law, human resources, payroll, start-up, school finance, governance and general operations. It is expected that engagement of an

²⁴ Hattie, Fisher, and Frey, *Visible Learning for Literacy* (2016).

²⁵ Ibid.

education service provider will alleviate many of these burdens from the administration and office staff. Accordingly, Bridge Elementary's Director will benefit from additional time to focus his/her efforts on implementing the school's PL Model. For more information on the selection of an educational services provider, please see *Section 8: Contracts*.

Counselor

Although elementary schools are not required to have a counselor on-site, Bridge Elementary's budget includes a part-time counselor. The counselor is a critical component to our instructional model. The counselor will deliver consistent character education lessons to each grade level focusing on social skills development with an emphasis on goal setting and study skills. Student instruction in goal setting and study skills produces some of the highest results in terms of student achievement as identified by Hattie et al.²⁶ When necessary, the counselor will work with individual students, or small groups of students to address any needs that may be interfering with their ability to fully benefit from the learning and instruction delivered at Bridge Elementary. For example, a student with high anxiety may benefit from learning skills to cope with anxiety during testing. The counselor will also serve as a student advisor allowing Bridge Elementary to maintain an average student-to-advisor ratio of 18:1.

Grade Level Teachers

At full capacity, each grade (1st-6th) will have three full-time, grade level, licensed teachers. At full capacity, Bridge Elementary will also have 1.5 full-time equivalent (FTE) kindergarten teachers providing instruction for three half-day kindergarten classes. The kindergarten teachers will implement a more traditional kindergarten program delivering needs-based, small group centers for language arts and math. Kindergarten students will have a basic personalized plan identifying individualized goals. Kindergarten students will meet periodically with their teachers to review their goals and progress towards their goals. The kindergarten teachers will gather data to determine students' academic needs and academic progress and report this information to parents several times throughout the year, including during parent-teacher conferences.

Each grade-level teacher, including kindergarten teachers, is assigned a paraprofessional. Grade-level teachers are responsible for overseeing the activities of the paraprofessional. Additionally, grade-level teachers are responsible for designing curriculum and instruction aligned with students' needs and the goals in their PL Plans. In addition to receiving instruction based on the student's personal learning goals, all students will receive instruction aligned with the Utah Core Standards. Teachers will also provide ongoing formative evaluation through small group instruction and daily exit tickets. In their research, Hattie and his colleagues concluded that utilizing ongoing formative evaluation has one of the greatest impacts on student achievement.²⁷

Teachers will review student data from ongoing formative evaluation, adaptive computer-based instruction, advisory meetings, and the student's personal learning plan and will create small group lessons and center-based activities aligned with the student's needs. Teachers will also use the data to assign specific computer-based learning activities, as needed, to support and extend

²⁶ Ibid.

²⁷ Ibid.

the student's learning. Teachers will review data weekly and regroup students for rotations based on several factors including the student's immediate needs, areas of interest, and group dynamics. The groups will remain fluid to ensure students are not grouped only by ability.

The majority of teachers' face-to-face instruction will be done during small group instruction. The student make-up of small groups is fluid and can change based on several factors including, but not limited to, students' academic needs, interests, or the specific lesson. The goal of small group instruction is to keep the group size less than 10, with 6-8 being the ideal size. Teachers will deliver either math or English language arts instruction based on their skill set, content knowledge and preference. Small group instruction is student-centered based on student needs. Small group instruction decreases student behaviors, improves classroom management, allows for immediate feedback, provides spaced versus mass practice of skills, and affords teachers the opportunity to strengthen the teacher-student relationship. Educational researchers have identified each of these practices as having a significant effect on student achievement.

The structure of our PL Model also allows Bridge Elementary to create a unique physical learning space. Ideally, instead of having separate grade-level classrooms, grade-level students at Bridge Elementary will be in one large classroom with articulating dividers. The space will include three or four small-group breakout rooms within the classroom. The grade-level teachers will deliver small group instruction within the breakout rooms located in the classroom. The paraprofessionals will remain in the larger portion of the classroom where they will supervise the center-based and computer-based activities. The articulating dividers will allow for a large classroom to be separated into up to three smaller classrooms as needed.

In a personalized learning model, providing students' with a choice in their academic pursuits is an important component. Teachers will work the Director and the ICS to determine how student choice will be implemented at each grade level. An expanded explanation of "Educational Choice" can be found in our *Program of Instruction*.

As previously mentioned, at Bridge Elementary full-time grade-level teachers will have 15 hours per week during which they are not delivering instruction or meeting with students during the advisory periods. Of that time, a minimum of 15 hours will be dedicated to review of data, curriculum design, instructional planning and meeting with colleagues. Approximately two hours of this time will be used for professional learning based on the teacher's needs.

All grade-level teachers will serve as student advisors allowing Bridge Elementary to maintain an average student-to-advisor ratio of 18:1.

Bridge Elementary will follow all applicable USBE standards in hiring state qualified and licensed teachers. Preference will be given to teachers holding a bachelor's degree from an accredited higher education institution with the appropriate areas of concentration and endorsements that meet the USBE state qualification standards. In addition to the technical hiring requirements, the Director will focus on hiring teachers that demonstrate a genuine commitment to Bridge Elementary's PL Model.

The school will utilize multiple resources to assist with its hiring goals. These resources include, but are not limited to, Teachers-Teachers.com, Utah Department of Workforce Services, teacher fairs, networking, and online recruitment tools.

Specialist Teachers

The specialist teachers are part-time licensed teachers and are assigned to specific grade levels. The specialists design and deliver whole group instruction in the areas of science, social studies, writing integration, art, music, physical education and health based on the Utah Core Standards. Specialist teachers will provide approximately 12 hours of weekly instruction and will have approximately eight hours weekly for analyzing data, planning and preparing whole group, grade level lessons. In addition, specialist teachers will serve as student advisors. Depending on the content area, during instructional time, the specialist teacher may have the entire grade level student body present with support from three paraprofessionals.

Special Education Teacher

The special education teacher is responsible for working with the student's Individualized Education Program ("IEP") team to develop an IEP to provide the necessary services and specialized instruction for students with disabilities. The special education teacher will implement the student's IEP either by providing the services identified in the IEP or by assuring qualified individuals are providing the services required in the IEP. The special education teacher will ensure special education practices are in compliance with state rules, procedures, and the Individuals with Disabilities Education Act ("IDEA"). The special education teacher will also be responsible for ensuring all required special education reports are completed and filed in a timely manner. Additionally, the special education teacher will supervise and guide the activities of the assigned paraprofessional.

Office Manager

The office manager is a full-time position as reflected in the budget. The office manager works under the direction of the Director. The office manager's primary duties include lottery, registration, payroll for hourly employees, scheduling, immunization and health reports, managing UTREX data, routing parent help desk requests, supply requisition and ordering, supervising activities of the part-time secretary and staff assistants, and other duties typically required by the school office.

Secretary

The secretary is a part-time position and the individual works under the direction of the office manager.

Paraprofessionals

Bridge Elementary's innovative PL Model requires the assistance of multiple part-time, state qualified paraprofessionals. Bridge Elementary has budgeted for three paraprofessionals per grade-level and two for special education at full enrollment.

All paraprofessionals work under the supervision of an assigned teacher. During rotations, paraprofessionals assigned to a grade level are responsible for providing assistance and

supervision during centers and computer-based instruction. During whole group activities, paraprofessionals are responsible for assisting the teacher with classroom management or hands-on activities. The master schedule, developed by the administration, may include other duties such as recess supervision, lunch supervision, grade-level read alouds, or parking lot duty. The paraprofessional assigned to the special education department will work under the direction of the special education teacher to ensure students' service time and service pattern are upheld as outlined in their IEPs.

All paraprofessionals at Bridge Elementary will have a minimum of an associate's degree from a college or university or will receive a passing score on the Para-Pro Praxis test. Preferred qualifications for paraprofessionals include a bachelor's degree in the applicable field, valid licensure or endorsements in the applicable field, experience working in a school environment, driven and self-motivated with great communication skills, demonstrated proficiency in the specified area, and a commitment to Bridge Elementary's PL Model.

Staff Assistants

Staff assistants are part-time hourly positions and may provide student supervision during recess, lunch, and supervision before and after school in the parking lot. Some staff assistants may also assist teachers with preparing instructional materials.

Child Nutrition Program (CNP) Director

The CNP Director will be responsible for maintaining a school lunch program that complies with state and federal requirements.

Teacher Recruitment & Retention

With the increasing demand for certified and licensed teachers, Bridge Elementary will employ a variety of strategies to recruit and retain effective teachers. Due to the uniqueness of our model, our board believes that hiring some newer teachers who have not been teaching in a traditional learning environment will be a benefit to the school. The generous amount of time Bridge Elementary provides teachers for preparation, data analysis and needs-based professional learning will allow teachers the time needed to become masterful at designing instruction for students and delivering instruction in a small group environment. The built-in time for planning, data-analysis, and professional learning, also provides Bridge Elementary an opportunity to hire, if necessary, some teachers through the Academic Pathway to Teaching (APT) licensing process with confidence that the school can provide these teachers with the training and instruction needed to successfully implement the PL Model. Although there are benefits with hiring newer teachers and teachers hired through alternate routes, our founding board also recognizes the value of seasoned, masterful teachers, and we will strive, through budgeting and marketing, to attract, hire and retain veteran teachers who are passionate about personalized learning.

The Director will be responsible for teacher recruitment. Employment opportunities at Bridge Elementary will be posted on the school website, to Teachers-Teachers.com, to the Department of Workforce Services, and to other local employment websites. Active recruitment will take place through local colleges and universities, job fairs, and outreach efforts. Bridge Elementary will advertise and distribute materials such as brochures, flyers, and online media guides to

provide interested candidates with details about our PL Model as well as the expectations and benefits of working at our school.

As the executive of the school, the Director will be expected to build mutually respectful relationships with the teaching and support staff. Healthy boundaries will be developed so staff members understand the organizational structure of the school and care will be exercised to create a fair and supportive culture. The Director will avoid favoritism and strive to have open communication where feedback is received and given. Staff input may be considered when making school decisions to keep employees actively engaged in the performance of the school and students.

Bridge Elementary's efforts to recruit effective teachers will be subsequently reinforced by its efforts to retain its effective teachers. As an organization, our goal is to work with teachers to determine their individual goals/needs and to provide them with the resources and development opportunities needed to become as effective as possible. Bridge Elementary's teaching schedule and deliberate focus on internal professional development will improve student performance as well as promote retention of the school's teaching staff.

Employee – Employer Relationship

Bridge Elementary will be an at-will equal opportunity employer.

Staffing Based on Enrollment

The board of directors expects to meet its projected enrollment capacity in its first year. Although the hope is for full enrollment in grades 5 and 6, experience with other charter schools has shown that the upper grades are typically more challenging to fill. Bridge Elementary has devised two staffing plans to adjust for the expectation of reduced numbers in grades 5 and 6.

Plan A

If enrollment numbers allow, we will increase the 3rd grade class and 4th grade class to four classes per grade and adjust the scheduling as necessary. This plan will ensure years two and three have full enrollment with the teachers moving to another grade as necessary.

Plan B

If enrollment numbers do not support “bubbling” as described in Plan A, the school will hire one 5th grade and one 6th grade teacher, the corresponding numbers of paraprofessionals, and revise the schedule accordingly so each grade level has the same number of rotations, activities and whole group instruction as grades 1 through 4.

Table 6.1: Bridge Elementary Staffing

Title	Number of Staff	Hours Per Week
Director	1	40 hrs/wk (Salary)
Instructional / Curriculum Specialist (ICS)	1	40 hrs/wk (Salary)
Professional Learning Specialist	1	20 hrs/wk (Hourly)
Counselor	1	20 hrs/wk (Hourly)
Office Manager	1	40 hrs/wk (Salary)
Secretary	2	28 hrs/wk (Salary)
Special Education Teacher	1	40 hrs/wk (Salary)
Grade-level Teachers	1 per class	40 hrs/wk (Salary)
Child Nutrition Director	1	40 hrs/wk (Salary)
Special education paraprofessionals	2	28 hrs/wk (Hourly)
Grade-level paraprofessionals	1 per class	28 hrs/wk (Hourly)
Teacher Specialists	1 per 4 classes	20 hrs/wk (Salary)
Staff Assistants	9 – Recess, Lunchroom, Kitchen, Copies, Misc.	12 hrs/wk (Hourly)

6A. Required Employment Policies

Background Check Policy

Purpose: The purpose of this policy is to protect the safety, health and security of Bridge Elementary's students, employees, and property.

Policy: Bridge Elementary will comply with the provisions of *Utah Code Ann. § 53G-11-402* and *Utah Admin. Code R277-516* regarding employee background checks. In order to protect the health and safety of all students and protect the property of the school, the school requires (a) all board members, (b) all potential employees and (c) any volunteers who will be given significant unsupervised access to a student in connection with the volunteer's assignment to submit to a criminal background check and ongoing monitoring as a condition for employment or appointment. Bridge Elementary's Director shall establish administrative procedures consistent with this policy and applicable law.

Procedures: The following procedures are established pursuant to the Background Check Policy above:

Individuals Subject to Background Checks

Bridge Elementary requires that the following individuals submit to a criminal background check and ongoing monitoring as provided in *Utah Code Ann. § 53G-11-402* as a condition for employment or appointment: (a) each new non-USBE-licensed employee; (b) each volunteer who will be given significant unsupervised access to a student in connection with the volunteer's assignment; (c) each employee of a staffing service who works at the school; and (d) each board member.

Additionally, each new employee who is licensed by the USBE must obtain a background check and submit to ongoing monitoring as required in connection with USBE's licensure requirements.

Conducting the Background Check

Any person submitting to a background check for the school will sign a waiver notifying the individuals: (a) that a criminal background check will be conducted, (b) who will see the information received as a result of the background check, and (c) how that information will be used.

Bridge Elementary will collect the following from an individual required to submit to a background check for the school: (a) personal identifying information (including but not limited to: current name, former names, nicknames and aliases, date of birth, address, telephone number, driver license number or other government-issued identification number, social security number, and fingerprints); (b) a fee as set forth below; and (c) consent and waiver on a form specified by the school for the background check acknowledging that their fingerprints are being registered for ongoing monitoring by the school.

Bridge Elementary will submit such individuals' personal identifying information, including fingerprints, to the Utah Bureau of Criminal Identification for an initial background check and ongoing monitoring (if the results of the initial criminal background check do not contain disqualifying criminal history information as determined by the school).

Ongoing Monitoring

Bridge Elementary will request that the fingerprints taken for the purpose of conducting criminal background checks be registered with any rap back system maintained to provide ongoing status notifications to the school of any criminal history reported on individuals whose fingerprints are registered in the system.

Payment of Fee for Background Check

Applicants for employment, including substitutes, shall be required to pay the designated costs of background checks subject to the provisions of *Utah Code Ann.* § 53G-11-402(2). The school will not pay the cost of fingerprinting for school employees or volunteers.

Background Check Evaluation

When making decisions regarding employment or appointment based on the information received from a criminal background check, the School will consider: (a) any convictions, including pleas in abeyance; (b) any matters involving a felony; and (c) any matters involving an alleged: sexual offense; class A misdemeanor drug offense; offense against the person under Title 76, Chapter 5, Offenses Against the Person; class A misdemeanor property offense that is alleged to have occurred within the previous three years; and any other type of criminal offense, if more than one occurrence of the same type of offense is alleged to have occurred within the previous eight years. Only those convictions which are job-related for the employee, applicant, or volunteer will be considered by the school.

Opportunity to Respond to Background Check

Bridge Elementary will provide an individual an opportunity to review and respond to any criminal history information received as a result of submitting for a criminal background check or through ongoing monitoring. If a person is denied employment or appointment or is dismissed from employment or appointment because of information obtained through a criminal background check or ongoing monitoring, the person may request a review of the information received and the reasons for the disqualification and shall be provided written notice of the reasons for denial or dismissal and of the individual's right to request a review of the disqualification.

Confidentiality

Information received by Bridge Elementary as a result of a background check will only be available to individuals involved in the hiring or background investigation process for that individual *and* used for the purpose of assisting the school in making employment-related decisions. Any person who disseminates or uses any such information for any other purpose is subject to criminal penalties and civil liability as set forth in applicable law.

Privacy Risk Mitigation Strategy

Bridge Elementary will employ reasonable privacy risk mitigation strategies to ensure that the school only receives notifications for individuals with whom the school maintains an authorizing relationship. Specifically, upon (a) termination of an employee's employment with the school, (b) expiration of a board member's term without renewal, or (c) resignation of board member, the administration will ensure that the school takes any steps necessary to terminate ongoing monitoring for such individuals and will document the date on which such steps were taken. For volunteers, the administration will ensure that the school establishes a schedule of volunteers registered for ongoing monitoring, consult with school personnel to determine whether such individuals are still volunteering for the school, and ensure that ongoing monitoring for individuals is terminated as appropriate.

Conflict of Interest Policy

Purpose. The purpose of this policy is to protect Bridge Elementary’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

(Note: this Conflict of Interest Policy is taken from the IRS Form 1023 Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code instructions.)

Article I - Definitions

The following definitions apply to this Conflict of Interest Policy:

1. **Interested Person.** Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which the school has a transaction or arrangement;
 - b. A compensation arrangement with the school or with any entity or individual with which the school has a transaction or arrangement; or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement.

“Compensation” includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article II, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article II – Procedures

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the board of directors considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board members shall decide if a conflict of interest exists.
3. **Procedures for Addressing the Conflict of Interest:**
 - a. An interested person may make a presentation at the governing board, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board may appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.
4. **Violations of the Conflict of Interest Policy.**
 - a. If the governing board has reasonable cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation if warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article III – Records of Proceedings

1. **Minutes.** The minutes of the governing board shall contain:
 - a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the

financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article IV – Compensation

A member of the governing board who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.

Article V – Annual Statements

Each member of the governing board shall annually sign a statement which affirms such person has received a copy of the conflicts of interest policy; has read and understands the policy; has agreed to comply with the policy; and understands the school is charitable and in order to acquire and maintain federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VI – Periodic Reviews

To ensure the school operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining; and
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the school's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VI, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Employment of Relatives Policy

Purpose: Bridge Elementary wishes to avoid the perception of preferential treatment and the difficulties that can arise from the employment of relatives. However, the school is committed to recruiting, selecting, employing and promoting the best-qualified candidate for all available positions.

Definitions: For purposes of this policy, a "**relative**" is defined as a spouse; parent or grandparent or spouse or anyone who took the place of a parent or grandparent, including step-parents and step-grandparents; child or child's spouse, including step-children and current foster children; grandchild or grandchild's spouse, including step grandchildren; sibling or sibling's spouse, including step and half-siblings; aunt or uncle or their spouse; niece or nephew or their spouse; first cousin or their spouse; and brother-in-law, sister-in-law, son-in-law, or daughter-in-law or their spouse.

Policy: The recruitment, selection and advancement of school employees will be made on the basis of demonstrated work, knowledge, skills, and abilities. As such, the school will comply with the following guidelines regarding employment of relatives:

- An employee may not directly supervise a relative of the employee.
- Relatives should not work on the same team.
- If a family relationship between two employees develops during employment, the Director should ensure that a subordinate/supervisor relationship does not exist between the employees.
- Applicants must disclose the names of relatives currently employed by the school on the employment application.
- An employee will not participate in any part of the employee evaluation process for their relative.
- During the hiring process, relative(s) of the applicant participating on the hiring committee may only participate passively: (1) he/she cannot score the applicant during the screening process; (2) he/she cannot ask questions of the applicant during the interview process; and (3) he/she cannot score the applicant during the interview.
- If a relative of the Director is to be considered for employment in the school, the Principal shall: (1) disclose the relationship, in writing, to the board of directors; (2) submit the employment decision to the board of directors for the approval, by majority vote; and (3) be absent from any meeting when the employment is being considered and determined.

Employee Evaluation Policy

Purpose. The purpose of this policy is to improve student learning and success through a process of employee evaluation and professional development that will improve and support qualified and effective teaching practices at Bridge Elementary.

Policy. The board of directors is responsible for conducting an annual evaluation of the school's Director. To meet its evaluation responsibilities, the board of directors will develop an evaluation tool that outlines the board's priorities, expectations, and charter goals that are the responsibility of the Director.

Bridge Elementary's Director is responsible for evaluating the performance of the school's teachers and other staff members. The Director and the Professional Learning Specialist will develop an evaluation tool for teachers. The evaluation tool will incorporate Bridge Elementary's mission and philosophy and assess teachers' implementation of Utah Core Standards. The Director and Professional Learning Specialist will continue to revise and refine the evaluation tool to ensure that it adequately and appropriately measures key aspects of teachers' effectiveness.

The teacher evaluation process will occur over the course of the entire year. At the beginning of the year, the Director will introduce employees to the current evaluation tool, discuss the methodology used in the evaluation process, and review job descriptions and expectations. Prior to the start of the school year, teachers will prepare a professional development plan and associated goals in consultation with the Director and/or Professional Learning Specialist. Goals will be divided into four main areas: Curriculum & Assessment, Pedagogy, Classroom Management, and Professional Development.

The Director and/or Professional Learning Specialist will conduct at least one formal teacher observation each year for Level 2 and 3 teachers and at least two formal teacher observations for Level 1 teachers.

During the school year, the Director and/or Professional Learning Specialist will observe and assess the following criteria: classroom management skills, knowledge and implementation of the curriculum and mission of Bridge Elementary, instructional effectiveness, grading practices and organization, and professional practices.

7. Business & Operations Plan

7A. Budget (narrative)

Bridge Elementary's board of directors understands that in order to successfully implement its personalized learning model, the board and administration must be diligent in making sound financial decisions. This includes exercising discretion with school expenses, including, but not limited to, facilities, maintenance and operations, staffing and benefits, curriculum, materials, technology, and purchased services.

Bridge Elementary is committed to being a fiscally responsible nonprofit charter school in compliance with all state and federal financial reporting requirements, and filing reports in a timely and accurate manner. As stewards of taxpayer dollars, our board of directors will review monthly and yearly budgets for both state and federal funds to ensure the monies spent advance Bridge Elementary's mission and goals.

EXPLANATION OF GENERAL BUDGET ASSUMPTIONS

Budgeting, Budget Oversight & Financial Reports

Bridge Elementary's board of directors will appoint a budget officer. Before June 1st of each year, the budget officer will prepare a tentative budget, with supporting documentation, and submit it to the governing board in accordance with *Utah Code Ann.* § 53G-7-302. This will include: (a) the revenues and expenditures of the preceding fiscal year; (b) the estimated revenues and expenditures of the current fiscal year; (c) a detailed estimate of the essential expenditures for all purposes for the next succeeding fiscal year; and (d) the estimated financial condition of the school by funds at the close of the current fiscal year. This tentative budget will be filed with the school's Director and be available for public inspection at least 15 days before the date of adoption. Any budget amendments will be noticed to all board members at least one week in advance.

In accordance with *Utah Code Ann.* § 53G-7-307, the budget officer of the board may not draw warrants on funds except in accordance with and within the limits of the budget passed.

Bridge Elementary will submit required monthly financial reports in the planning year, followed by required quarterly financial reports beginning in the first operational year. The school will ensure that all other reports are completed and submitted in accordance with their prescribed methods and deadlines. Examples of financial reports that will be submitted in accordance with state statute or USBE requirements include: Annual Financial Report and Annual Program Reports by October 1st of each year, IRS Form 990, Monthly Financial and Enrollment Summary reports monthly for the first year and quarterly for each additional year thereafter; Negotiations Report; and following all necessary laws in regards to transparency and certifying at the end of each year these requirements have been met.

In addition to the monthly budget reports noted in above, the board and the Director will review the budget and reports on a regular and consistent basis. To ensure proper financial oversight, the

board has appointed a Financial Coordinator (an officer of the board) who is responsible for reviewing and reporting on the ongoing financial activities of the school. The Financial Coordinator and the board will ensure that the Director adheres to the approved budget, and that the individuals charged with the school's business activities are properly reporting these activities to the USBE.

The focus of the board's financial oversight will be to provide checks and balances to ensure the proper expenditure of public funds, and to oversee the cash flow activities of the school. Bridge Elementary will work towards building an adequate cash reserve in the first year of operation. This reserve will be used for future unexpected events, decreases in state and/or federal funds or targeted future expenditures.

In addition, each member of the board will be provided with monthly budget reports as outlined in *Utah Code Ann.* § 53G-7-309. The report will include the following information: (a) the amounts of all budget appropriations; (b) the disbursements from the appropriations as of the date of the report; and (c) the percentage of the disbursements as of the date of the report. Within five days of providing the monthly report, the budget officer shall make a copy available for public inspection.

Cash Flow Analysis

Cash flow is a critical element of financial oversight for charter schools in their opening operational years. With so many demands on cash at the beginning of the year, the board of directors must carefully manage the school's cash balances to ensure it can meet its obligations. The board of directors understands that it needs to purchase the majority of its furniture, computers, textbooks, supplies, and food service equipment near the end of its planning year and at the beginning of its first operational year. Even with favorable terms from vendors, the school will have a large outlay of cash in the first quarter of its first operational year. In addition, the school will not have access to most, if not all, of its federal funds until after the Utah Consolidated Application is approved and made available for reimbursement.

In response to these concerns, the school has completed a cash flow analysis of its needs for the first three years of operation. Revenues and expenses have been placed in the month in which the cash inflow or outflow will likely occur. A copy of that cash flow analysis is included in below.

Financial Audit & Controls

Bridge Elementary recognizes that the board is responsible for ensuring the school complies with all state-mandated reports and deadlines and instituting proper controls to mitigate risk factors that exist in a business environment. The school will comply with *Utah Code Ann.* § 51-2a-201. With this in mind, the school will contract with an independent CPA firm to conduct an annual independent audit at the end of each fiscal year as required by law.

For the planning year, it is anticipated that revenues and/or expenditures of the school will be less than \$1,000,000. As such, the school will contract with an independent CPA firm to create a financial report "in the manner prescribed by the state auditor" in accordance with *Utah Code Ann.* § 51-2a-201. For each subsequent year of operation, the school plans on receiving more

than \$1,000,000 in revenues and expenditures, and therefore, the board will engage an independent CPA firm to conduct an audit of the school's finances and produce the required report. The audit report will be delivered to both the USBE and the Utah State Auditors' Office by November 30th each year in compliance with state requirements.

PLANNING YEAR: Explanation of Key Budget Assumptions

Bridge Elementary intends to hire the school's Director for the final six months of its Planning Year (2019-2020 fiscal year). In addition, the school has set aside funds to hire a secretary for the final four months of its Planning Year. The Director will be hired in January 2020 and will be assigned to perform the pre-opening duties contained in the pre-opening checklist provided by the USBE, as well as pre-opening duties assigned by the board of directors. It is anticipated that these start-up activities will include: recruiting and registration of students, recruiting and hiring faculty and staff; procurement of textbooks, library books and materials; outfitting the classrooms and office space with furnishings; implementing a technology plan; writing the teacher handbook and preparing a parent and student handbook. The secretary will assist in these duties under the direction of the Director.

Both of these positions will be subject to available funding from the Utah Charter School Revolving Loan program. The board of directors understands that under *Utah Admin. Code* R277-480-04, a school may request the lesser of \$1,000 per "pupil based on approved enrollment capacity of the first year" or \$300,000. Bridge Elementary intends to petition the Charter School Revolving Account Committee for the full \$300,000 of funding, and has included this amount in the planning year budget, along with the principal and interest payments back to the state beginning in the first year of operation. In addition, the school anticipates receiving funds from the Utah State Charter School Implementation and Start Up Grant. The school has budgeted \$141,500 for its planning year allocation based on the anticipated student enrollment and the formula listed in the grant application.

The board of directors intends to hire its Director for last six months of the 2019-2020 fiscal year at an annual rate of \$90,000 (pro-rated in the budget at \$45,000 to cover six (6) months of employment during the planning year). It is anticipated that Bridge Elementary will provide the Director access to benefits and retirement options during the planning year. These benefits are listed in greater detail in the first operational year's explanation of key budget assumptions under *Payroll & Benefits*.

Bridge Elementary intends to purchase computers for the Director and secretary's use to complete the necessary tasks during the planning year, but it is not anticipated that any office space will be leased or rented during the planning year. \$2,500 has been allocated to provide the Director and secretary with office supplies (filing cabinet, printer, office supplies, etc.) for the initial planning phase.

The school has also set aside funds during the planning year for purchased services and insurance. The school has budgeted \$4,000 for legal fees (300 – Purchased Professional Services under the Building Acquisitions section). These fees will be used to retain an attorney to review

contracts, leases or purchase agreements for facilities, etc. An additional \$2,500 has been allocated for website development and \$7,500 for marketing, for a total of \$10,000 (300 – Purchased Professional Services under the School Administration section).

Bridge Elementary will secure a fidelity bond in the amount consistent with *Utah Admin Code* R628-4-4. The school will ensure that the bond it receives is issued by a corporate surety licensed to do business in the state of Utah and having a current A.M. Best Rating of “A” or better. The school has budgeted \$1,500 to purchase insurance during the planning year. This bond will be renewed annually to remain in compliance with the administrative rule.

FIRST OPERATIONAL YEAR (2020-2021): Explanation of Key Budget Assumptions

Enrollment: Bridge Elementary has applied to open its doors in August 2020. The school anticipates having a first year enrollment of 532 students in grades K-6.

Revenue: During the 2020-2021 fiscal year, Bridge Elementary has budgeted to receive \$3,434,951 (for the 532 students) from the state of Utah’s WPU and non-WPU funding programs. Revenue projections are based on the USBE charter school funding worksheet.

In addition, the school included \$95,750 in the first year of operation from the Utah Charter School Implementation Grant program. The school calculated the award amount by using the formula listed in the grant application. Bridge Elementary understands there is no guarantee of the award or the amount and actual awards will be based on verified enrollment. If changes to this amount or other yearly amounts occur, the board of directors will make the necessary increases or decreases to both the revenue amount and related expenses to ensure grant funds are expended properly and the budget remains accurate and viable.

The school has estimated the amount of IDEA and Title funds it may receive in the 2020-2021 school year using the formula found within the charter school funding worksheet. The school also compared these amounts to existing charter schools of similar size and enrollment demographics, and found the estimates comparable.

Local revenue for the school consists mainly of Child Nutrition Program (CNP) sales with a small amount of revenue stemming from other local revenue such as field trip donations, parent organization fundraisers, fines, and other sources. These amounts are minimal, and the school understands it cannot charge fees to students of an elementary education agency.

Fundraising. It is anticipated that fundraising will be done by a parent organization for the direct benefit of the school. Any donations that are given directly to the school will be considered additional revenue and will supplement, not replace, regularly budgeted funds. Any restricted donations will be used in accordance to the donor’s request. Any unrestricted donations may be used at the discretion of the board or Director.

First Year Major Expenses:

Classroom Furnishings. \$130,000 has been budgeted between 2019-2020 and 2020-2021 to allow Bridge Elementary to equip the school with student and teacher desks, library tables, bookcases, front office furniture, computer desks, etc. This has been divided between years because some of the purchases will come from the start up grant and the revolving loan in the planning year and must be purchased prior to June 30, 2020.

\$20,000 has been allocated for additional property needs in instruction, student support services, school administration, and operations and maintenance.

\$60,000 has been budgeted (in the planning year to allow for delivery and installation) for the purchase of equipment needed to operate a food service program in compliance with the National School Lunch Program (NSLP) guidelines established by the USDA.

Computer Equipment. Bridge Elementary has budgeted a combined \$225,000 for the purchase and setup of computer and network equipment in the planning year and first year of operation. The budget includes \$175,000 in the planning year (2019-2020) with the remaining \$50,000 budgeted for purchases in 2020-2021. Because these purchases will occur near the end of the 2019-2020 fiscal year and at the very beginning of the 2020-2021 fiscal year, the timing of these purchases may vary slightly. However, grant funds have been budgeted for items that will correspond with the timing requirements of the grant program. Things that could affect this timing include the availability and construction timetable of the facilities, procurement and pricing, student enrollment, funding availability, and other factors. Budgeted amounts will provide for computer labs, staff computers, administrative computers, suite licenses, network and server infrastructure as well as peripheral items.

Text, Curriculum, & Library Materials. \$66,500 (\$125 per student) has been allocated for the purchase of classroom textbooks. Based on Bridge Elementary's curriculum plan which utilizes many open source materials, this amount is lower than some traditional school budgets. An additional \$15,000 has been budgeted for library books, periodicals, and audio-visual materials for the school's media center.

Payroll & Benefits. The projected salaries shown on the budget are based on expected averages for the positions listed below:

Teachers. While some teachers will be paid more or less based on levels of experience, education, and area of instruction, it is anticipated that the average teacher salary will be \$48,000. The school anticipates a total payroll expenditure of \$1,020,000 for twenty-one and a quarter (21.25) Full Time Equivalencies (FTE). In accordance with the staffing needs outlined in *Section 6: Staffing*, this 21.25 FTE includes 18 grade level teachers, 2.25 specialist teachers, and 1 special education teacher.

Each benefits-eligible teacher is budgeted to receive the opportunity to enroll in health, dental, life, and other benefits. To meet this goal and provide a competitive benefits package, the school has set aside 14% of salary costs for eligible employees (Teachers

and Administrative Staff). It is undecided if Bridge Elementary will provide benefits in a traditional, employer contribution manner or if the school will provide each benefits eligible employee with a benefit stipend. Prior to the 2020-2021 school year, the board will examine the environment, contact brokers, issue any necessary RFPs, and consult current law to ensure the best insurance options for school employees.

The school does not anticipate participating in the Utah State Retirement System, but does plan to provide a 401(k) match up to 5% for all eligible employees who choose to contribute. The amount of the match will be evaluated in future years to ensure the school is providing a competitive package of benefits that will help recruit and retain teachers in a competitive environment.

Administration. As noted above, the school plans to hire its Director in the second half of the planning year, as well as employ a half-time (.5) counselor (this may be a salaried or hourly position). The school will be staffed with one full-time office manager as well as two part-time hourly secretaries to assist in the front office.

Instructional Staff Support. The school plans on hiring one full-time Instructional Curriculum Specialist (ICS) and a half-time (0.50) Professional Learning Specialist to provide teachers with professional development, coaching, advising, and to assist the Director's efforts to implement the school's personalized learning model.

Paraprofessionals & Aides. In accordance with the staffing needs described in *Section 6: Staffing*, Bridge Elementary's model requires teacher aides and paraprofessionals (encompassing both regular education and special education). The school has budgeted \$252,000 for 20 hourly employees which aligns with its staffing plan. The budget also includes \$21,600 for five hourly employees to assist with recess, making copies and teacher workroom assistance, and various miscellaneous tasks and duties.

Food Services. Bridge Elementary intends to provide its students with a school lunch program that meets the requirements of the National School Lunch Program. As previously mentioned, the school has set aside \$60,000 for the necessary food service equipment. This amount was based on information provided by charter schools that opened during the 2018-2019 school year and operate a National School Lunch Program.

The school has budgeted to staff the program with one lunch manager, along with four additional hourly food service assistants. It is anticipated that the lunch manager will be familiar with the requirements of the National School Lunch Program, will attend required state meetings, file required state reports, and meet all federal guidelines as well as local health regulations.

Contract Services. Bridge Elementary intends to explore options for contracting with an education service provider for many of the school's business requirements. The services that the school anticipates receiving from the education service provider are discussed in *Section 6: Staffing* and *Section 8: Contracts*, but may include: monthly and annual budget preparation, accounting, legal, policy review, bookkeeping, employee recruitment, human resource

management, payroll, UCA and grant application preparation, building maintenance, initial and on-going board training, state and federal compliance, special education consulting, director mentoring, finance training, and other special projects and research as directed by the school. The amount budgeted for this service is a projection based on information obtained from other Utah charter schools using a full-service education service provider. The amount budgeted is \$159,600 for 2020-2021. Bridge Elementary will comply with the applicable purchasing and procurement procedures outlined in *Section 8: Contracts*.

The school has budgeted \$40,000 for IT support services in addition to the cost of initial network and computer installation. Other services such as snow removal, landscaping, custodial, special education services (such as speech and occupational therapy), web development, etc. may also be handled on a contract basis.

Other Expenses. To support the school's staff in implementing the program of instruction outlined in the charter, Bridge Elementary has budgeted for instructional and operating supplies, materials, and professional development.

\$22,000 has been budgeted for professional development activities in 2020-2021. These activities include workshops and in-school training, all consultant fees and travel expenses, and teacher resource materials.

\$79,800 has been budgeted for instructional and administrative supplies for students, administrators, and teachers. Included in this amount is the state-mandated allotment for standard classroom materials and supplies, general supplies for the teacher workroom, art specific classroom materials, front office supplies, and other necessary items.

Facilities. As outlined in the *Facility Plan* below, Bridge Elementary anticipates leasing a building of approximately 42,336 square feet each. Based on the board's analysis of comparable charter school facilities, it is estimated that the building will cost \$15.50 per square foot annually. In addition to this lease expense (anticipated being \$584,295 in its first operational year based on its occupation of 325 days of the 365 days in the fiscal year), the school has budgeted the following amounts to ensure that the facility meets the school's needs:

\$40,000 for custodial services. It has not been determined whether or not the school will contract for these services or hire employees to fill this role, but for budget purposes it has been listed as a purchased service.

\$45,000 (\$1.06 per square foot) for utilities such as electricity, natural gas, water, sewer, garbage collection, etc.

\$26,660 for general liability insurance and property insurance (including the building and contents owned by the school).

\$7,500 for janitorial and operational supplies. This includes bathroom products, cleaners, brooms, mops, towels, and other items.

Cash Flow. According to the cash flow analysis provided below, Bridge Elementary is able to maintain a positive cash flow throughout the year with a high of \$306,031 at the end of May 2021, and a low of \$224,512 at the end of July 2020. The school will manage its relationships with vendors, contractors, landlord, and others to ensure that the school negotiates favorable payment terms while also meeting its cash obligations.

SECOND OPERATIONAL YEAR (2021-2022): Explanation of Key Budget Assumptions

Enrollment: Enrollment will increase for the 2021-2022 school year to 588 students enrolled in grades K-6.

Revenue: The school anticipates \$3,949,030 in State Regular WPU and Non-WPU funding for FY2022. The school has budgeted \$49,250 in additional start-up funds as discussed in the previous years, but the base state funding includes an estimated 2.5% total increase in funding between the base year (2020-2021 funding worksheet described in the revenue section of year one) and the 2021-2022 school year.

Second Year Major Expenses:

Classroom Furnishings & Equipment. The school has budgeted \$35,000 to allow for additional furniture items in the classroom. The school has also budgeted an additional \$37,900 for additional, function specific property needs.

Computer Equipment. \$60,000 has been budgeted for technology. This is mainly targeted at additional computers for student use as well as additional equipment for teaching and administrative use.

Text, Curriculum & Library Materials. \$44,100 (\$75 per student) has been budgeted for additional textbooks and classroom sets for students. An additional \$12,500 has also been budgeted for library books, periodicals, and audio/visual materials.

Payroll & Benefits. An increase of 7.5% in the cost of insurance has been budgeted beginning in the second operational year. According to the National Conference of State Legislatures, the difference in 2016 net premium and 2017 net premium of the lowest cost plan in the metal tier of HealthCare.gov increased by 9% in the state of Utah.²⁸ While the board cannot predict future increases, it is hopeful that a 7.5% increase in benefits will help employees offset future increases. Increases to the amount the school contributes will be evaluated annually to ensure a competitive workplace with other employers.

Staffing for Bridge Elementary is anticipated as follows:

Teachers. The school has budgeted \$1,150,560 in salaries for an estimated 23.5 Full Time Equivalencies (FTE). This includes an increase of two (2) teachers for the

²⁸ U.S. Department of Health & Human Services, *Health Plan Choice and Premiums in the 2017 Health Insurance Marketplace*, <https://aspe.hhs.gov/system/files/pdf/212721/2017MarketplaceLandscapeBrief.pdf>.

additional students enrolled as well as an additional .25 specialist teacher. The remaining teachers align with the 2020-2021 school year as outlined in *Section 6: Staffing plan*.

Administration. Administrative staffing at Bridge Elementary will continue as described in the first operational year, with slight increases in salaries and cost of benefits.

Teacher Aides and Paraprofessionals. The number of teacher aides and paraprofessionals (for both the regular classroom and special education) will be increase to 22 as described in *Section 6: Staffing*. The school has budgeted \$282,744 for the school year. Additional teacher aides and paraprofessionals will be evaluated yearly. Factors that will impact the number of these individuals include: individual student needs, net asset balances, state funding changes, and federal grant funding. The budget also includes \$22,248 for continued utilization of five hourly employees to assist with recess, making copies and teacher workroom assistance.

Audit & Controls. Bridge Elementary will continue to follow procedures required by *Utah Code Ann. § 51-2a-201* and review the annual audit performed by the school's independent CPA firm. Upon receipt and review of the annual audit report, Bridge Elementary's board will ensure that the school acts upon and addresses any comments that arise from the independent audit. The Director and the education service provider/business manager will be requested to report on the progress of these items regularly in board and finance committee meetings.

Balanced Budget. The board will continue to comply with all state rules regarding budget reporting and public availability as outlined previously. The board will continue to follow procedures adopted in the planning year and first year of operation. The board will approve an annual budget in compliance with state law before the beginning of each fiscal year and the board and the Director will continue to review the budget at least monthly to ensure financial stability.

The Financial Coordinator from the board will also continue to review and report on the ongoing financial activities of Bridge Elementary and report on items related to the budget, cash flow needs, and any additional items deemed necessary. The Financial Coordinator, in conjunction with the board, will continue to ensure that the Director adheres to the approved budget, and that the individuals charged with the school's business activities are properly reporting the those activities to the board and the USBE.

Cash Flow. The school has put together a cash flow analysis of its needs for the first three (3) years of operation. Revenues and expenses have been placed in the month in which the cash inflow or outflow will likely occur. According to the analysis, Bridge Elementary is able to maintain a positive cash flow throughout the second year of operation with a high of \$452,240 at the end of June 2022, and a low of \$193,175 at the end of October 2021. The school will continue to manage its relationships with vendors, contractors, landlord, and others to ensure that the school negotiates favorable payment terms while also meeting its cash obligations.

THIRD OPERATIONAL YEAR (2022-2023): Explanation of Key Budget Assumptions

Enrollment: Enrollment will remain the same as 2021-2022 with 588 students enrolled in grades K-6.

Revenue: The school anticipates \$4,047,755 in State Regular WPU and Non-WPU funding Year Two. The school has not included additional start-up funds, as included in the previous years, but has estimated a 2.5% total increase in state funding between the 2021-2022 and 2022-2023 school year.

Year Three Major Expenses:

Classroom Furnishings & Equipment. The school has budgeted \$25,000 to allow for additional items in the classroom. In addition, \$30,000 has been budgeted for additional, function specific property needs.

Computer Equipment. \$50,000 has been budgeted for year three technology purchases. Bridge Elementary will invest in additional student devices and teacher devices to meet anticipated needs of the school.

Textbooks, Curriculum & Library Materials. \$29,400 (\$50 per student) has been budgeted for additional textbooks and classroom sets for students. An additional \$9,500 has also been budgeted for library books, periodicals, and audio/visual materials, to establish a robust media center with an increasing catalog of titles and materials.

Payroll & Benefits. An increase of 7.5% in the cost of insurance has been budgeted for the third operational year, again with the expectation that the school will contribute more than half of the anticipated increase in insurance costs.

Staffing for the school is anticipated at the following levels:

Teachers. The school has budgeted a 2% increase in salaries for \$1,173,571 in salaries for the estimated 23.5 Full Time Equivalencies (FTE). This 2% increase will be evaluated each year by the board of directors to ensure a competitive work environment that attracts and retains quality educators.

Administration. No change in the number of staff, but a small amount has been set aside for staff increases.

Teacher Aides and Paraprofessionals. No change in the number of staff, but a small amount has been set aside for staff increases.

Audit & Controls. The school will continue to follow procedures established in previous years.

Balanced Budget. Bridge Elementary will continue to follow procedures adopted in the planning year and first two years of operation.

Low Enrollment & Closure Funds

The board of directors carefully reviewed its budget projections to ensure Bridge Elementary can operate at below capacity enrollment. The school has prepared an alternative budget to show that, with as low as 79% of anticipated first year enrollment (and 72% of full capacity), the school can operate and deliver its academic program. The low enrollment budget reflects the board's understanding that some costs, such as a facility lease, will remain unchanged due to the enrollment numbers of the school. Accordingly, the 79% budget reflects the entire amount of the estimated lease payment being paid.

Other items kept consistent include benefit and payroll tax costs, as well as average salaries. The school acknowledges that it would have to operate with fewer teachers, but has worked to maintain the teacher-student ratio as low as possible. Other items that are variable include instructional supplies and materials, hourly employees, additional administrative help, furniture, and technology.

Within each year, Bridge Elementary is able to serve the needs of its students at 79% enrollment while maintaining a percentage of total revenues greater than 5% in reserves. In addition, in case of either voluntary or involuntary closure, the school has ensured that its net fund balance is greater than the necessary closure amount established by the state's formula. The board understands that these funds would be required to fund purchased property, debt service, and other items for the time period needed to wind up operations of the school at the end of any given year.

FY21 Budget (First Operational Year)

Charter Name: Bridge Elementary		FY21		
First Operational Year		100% Enrollment		
Number of Students:		532		
Grade Configuration:		Grades K-12		
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		319	\$129,851	
Student Activities		\$0		
Other		\$15,000		
Total Revenue From Local Sources (1000)		\$144,851		
Start Up and Implementation Award		\$95,750		
State Educational Funding		\$3,434,951		
Total Revenue from State Sources (3000)		\$3,530,701		
Lunch and Breakfast Reimbursement		128	\$51,940	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$77,459		
Elementary and Secondary Education Act (ESEA)		\$21,195		
Total Revenue from Federal Sources (4000)		\$150,594		
Private Grants & Donations:		\$0		
Source(s) (specify)				
Loans:		\$0		
Commercial		\$0		
Other (specify)		\$0		
Prior Year Carryforward		\$44,240		
Total Revenue from Other Sources (5000)		\$44,240		
Total Revenue		\$3,870,386		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	21.25	\$48,000	\$1,020,000
10.132	Salaries - Substitute Teachers	212.50	\$90	\$19,125
10.161	Salaries - Teacher Aides and Paraprofessionals	20.00	\$12,600	\$252,000
10.100	Salaries - Other 1000-Instruction	0.00	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,291,125
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.50	\$50,400	\$25,200
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	5.00	\$4,320	\$21,600
	Total - STUDENT SUPPORT Salaries (100)			\$46,800
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	1.50	\$59,200	\$88,800
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$88,800
24.121	Salaries - Principals and Assistants	1.00	\$90,000	\$90,000
24.152	Salaries - Secretarial and Clerical	2.00	\$33,120	\$66,240
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$156,240
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - Food Services	5.00	\$23,187	\$69,560
	Total -FOOD SERVICES Salaries (100)			\$69,560
	TOTAL - ALL SALARIES (100)			\$1,652,525

New School Application – BRIDGE ELEMENTARY

--- BENEFITS ---				
10.210	Retirement - Instruction	5%	\$1,291,125	\$64,556
21.210	Retirement - Student Support	5%	\$46,800	\$2,340
22.210	Retirement - Instructional Staff Support	5%	\$88,800	\$4,440
24.210	Retirement - School Administration	5%	\$156,240	\$7,812
26.210	Retirement - Operation & Main of Facilities	5%	\$0	\$0
31.210	Retirement - Food Services	5%	\$69,560	\$3,478
	Total - All Retirement			\$82,626
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,291,125	\$129,113
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$46,800	\$4,680
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$156,240	\$15,624
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance	10%	\$0	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$69,560	\$6,956
	Total - Social Security/FICA/Unemployment/Workers Comp			\$156,373
10.240	Insurance (Health/Dental/Life) - Instruction	14%	\$1,291,125	\$174,302
21.240	Insurance (Health/Dental/Life) - Student Support	14%	\$46,800	\$6,318
24.240	Insurance (Health/Dental/Life) - School Administration	14%	\$156,240	\$21,092
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	14%	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	14%	\$69,560	\$9,391
	Total- All Insurance(Health/Dental/Life)			\$211,103
10.200	Other Benefits (specify) - Instruction	0%	\$1,291,125	\$0
21.200	Other Benefits (specify) - Student Support	0%	\$46,800	\$0
24.200	Other Benefits (specify) - School Administration	0%	\$156,240	\$0
26.200	Other Benefits (specify) - Operation & Maintenance of Facilities	0%	\$0	\$0
31.200	Other Benefits (specify) - Food Services	0%	\$69,560	\$0
	Total - All Other Insurance			\$0
	TOTAL ALL BENEFITS (200)			\$450,102
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$50,000
21.300	Purchased Prof & Tech Services - Student Support			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$22,000
24.300	Purchased Prof & Tech Services - School Administration			\$159,600
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$40,000
31.300	Purchased Prof & Tech Services - Food Services			\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)			\$271,600
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$105,000
26.441	Rental of Land & Buildings			\$584,295
26.450	Construction and Remodeling			\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)			\$689,295
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$12,600
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$24,000
45.522	Liability Insurance			\$2,660
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$1,200
26.530	Communication(telephone and other)			\$19,200
24.540	Advertising			\$5,000
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$0
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$2,000
24.580	Travel/Per Diem			\$4,000
26.580	Travel/Per Diem			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
	TOTAL - OTHER PURCHASED SERVICES (500)			\$70,660

New School Application – BRIDGE ELEMENTARY

--- SUPPLIES ---			
10.600	Instructional Supplies		\$79,800
10.641	Textbooks		\$66,500
21.600	Supplies - Student Support Services		\$5,000
22.644	Library Books		\$15,000
22.650	Periodicals		\$2,500
24.600	Supplies - School Administration		\$7,500
26.600	Supplies - Operation & Maintenance of Facilities		\$7,500
31.600	Supplies - Food Service		\$7,000
31.630	Food - Food Service		\$60,000
TOTAL - ALL SUPPLIES (600)			\$250,800
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$5,000
21.700	Property - Student Support Services		\$5,000
24.700	Property - School Administration		\$5,000
26.700	Property - Operation & Maintenance of Facilities		\$5,000
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$30,000
24.733	Furniture and Fixtures - School Administration		\$5,000
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$55,000
24.734	Technology Equipment - School Administration		\$7,500
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$117,500
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$5,000
21.800	Other Objects- Student Support		\$100
24.800	Other Objects- School Administration		\$5,000
26.800	Other Objects - Operation & Maintenance of Facilities		\$2,500
31.800	Other Objects - Food Services		\$2,000
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$14,600
10.810	Dues and Fees - Instruction		\$4,000
21.810	Dues and Fees - Student Support		\$2,000
24.810	Dues and Fees -School Administration		\$4,000
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$10,000
	Total - All Dues and Fees		\$20,000
TOTAL - OTHER OBJECTS (800)			\$34,600
Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$5,585
45.840	Redemption of Principal		\$57,514
Total other financing sources (uses) and other items			\$63,099
1000	Total Local		\$144,851
3000	Total State		\$3,530,701
4000	Total Federal		\$150,594
TOTAL REVENUES			\$3,826,146

New School Application – BRIDGE ELEMENTARY

100	Salaries		\$1,652,525
200	Employee Benefits		\$450,102
300	Purchased Professional and Technical Services		\$271,600
400	Purchased Property Services		\$689,295
500	Other Purchased Services		\$70,660
600	Supplies		\$250,800
700	Property		\$117,500
800	Other Objects		\$97,699
TOTAL EXPENDITURES			\$3,600,180
Excess or Deficiency of Revenues over Expenditures			\$225,966
Other Sources of Funding (5000)			\$44,240
Net Asset Balance (Fund Balance)			\$270,206
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			7%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			6%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$131,166

FY21 Revenue

CHARTER SCHOOL WORKSHEET

*****PROJECTION ONLY*****

Charter Name: Bridge Elementary

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	84	0.55	46.2
Estimated enrollment (1-3)	252	0.9	226.8
Estimated enrollment (4-6)	196	0.9	176.4
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	8.4		
Special Ed enrollment (1-12)	44.8		
Special Ed (Self-Contained)	5.32		
Number of Teachers (K-6)			
Number of Teachers (7-12)			
WPU Value	\$3,395		
No. of Teachers (FTE) (CACTUS)	21.25		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	449.4000	\$ 1,525,713
Professional Staff	0.059507	26.7424	90,791
Restricted Basic School:			
Special Ed--Add-on	1.0000	54.7400	149,221
Spec. Ed. Self-Contained	1.0000	5.3200	18,061
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$276.33 per K-8 ADM		147,008
Total WPU Programs		536.2024	\$ 1,930,794
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 15,175
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		14,034
Enhancement for Accelerated Students	\$5.00 per student		2,660
Other			
School Land Trust Program	\$49.35 per student		26,254
Reading Achievement Program	\$15.81 per student-Guarantee Program		5,312
Charter Administrative Costs	\$100 per student		53,200
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		110,819
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	537.32	516
Charter School Local Replacements	\$2237 per student		1,201,985
Total Non-WPU			\$ 1,433,059
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	21.25	3,747
Total One Time			\$ 3,747
ESTIMATED Total All State Funding			
			\$ 3,434,951
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			

FY21 Breakeven Budget

Charter Name: Bridge Elementary		FY21		
First Operational Year		Breakeven Enrollment		
Number of Students:		424		
Grade Configuration:		Grades K-12		
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		284	\$115,564	
Student Activities		\$0		
Other		\$11,250		
Total Revenue From Local Sources (1000)		\$126,814		
Start Up and Implementation Award		\$87,500		
State Educational Funding		\$2,773,387		
Total Revenue from State Sources (3000)		\$2,860,887		
Lunch and Breakfast Reimbursement		114	\$46,225	
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$61,734		
Elementary and Secondary Education Act (ESEA)		\$16,892		
Total Revenue from Federal Sources (4000)		\$124,852		
Private Grants & Donations:		\$0		
Source(s) (specify)				
Loans:		\$0		
Commercial		\$0		
Other (specify)		\$0		
Prior Year Carryforward		\$44,240		
Total Revenue from Other Sources (5000)		\$44,240		
Total Revenue		\$3,156,794		
Expenditures		Number	Salary/Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	17.00	\$48,000	\$816,000
10.132	Salaries - Substitute Teachers	170.00	\$90	\$15,300
10.161	Salaries - Teacher Aides and Paraprofessionals	17.00	\$12,600	\$214,200
10.100	Salaries - Other 1000-Instruction	0.0	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)			\$1,045,500
21.141	Salaries - Attendance and Social Work Personnel	0.00	\$0	\$0
21.142	Salaries - Guidance Personnel	0.50	\$50,400	\$25,200
21.143	Salaries - Health Services Personnel	0.00	\$0	\$0
21.144	Salaries - Psychological Personnel	0.00	\$0	\$0
21.152	Salaries - Secretarial and Clerical	0.00	\$0	\$0
21.100	Salaries - Other 2100-Student Support	3.00	\$4,320	\$12,960
	Total - STUDENT SUPPORT Salaries (100)			\$38,160
22.145	Salaries - Media Personnel - Certified	0.00	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0
22.100	Salaries - Other 2200-Instructional Staff Support	1.00	\$59,200	\$59,200
	Total - INSTRUCTIONAL STAFF SUPPORT Salaries (100)			\$59,200
24.121	Salaries - Principals and Assistants	1.00	\$90,000	\$90,000
24.152	Salaries - Secretarial and Clerical	1.50	\$33,120	\$49,680
24.100	Salaries - Other 2400-School Administration	0.00	\$0	\$0
	Total -SCHOOL ADMINISTRATION Salaries (100)			\$139,680
26.100	Salaries - Operation & Maintenance of Facilities	0.00	\$0	\$0
	Total -OPERATION & MAINT OF FACILITIES Salaries (100)			\$0
31.100	Salaries - Food Services	3.00	\$23,187	\$52,280
	Total -FOOD SERVICES Salaries (100)			\$52,280
	TOTAL - ALL SALARIES (100)			\$1,334,820

New School Application – BRIDGE ELEMENTARY

--- BENEFITS ---				
10.210	Retirement - Instruction	5%	\$1,045,500	\$52,275
21.210	Retirement - Student Support	5%	\$38,160	\$1,908
22.210	Retirement - Instructional Staff Support	5%	\$59,200	\$2,960
24.210	Retirement - School Administration	5%	\$139,680	\$6,984
26.210	Retirement - Operation & Main of Facilities	5%	\$0	\$0
31.210	Retirement - Food Services	5%	\$52,280	\$2,614
	Total - All Retirement			\$66,741
10.220	Social Security/FICA/Unemployment/Workers Comp - Instruction	10%	\$1,045,500	\$104,550
21.220	Social Security/FICA/Unemployment/Workers Comp - Student Support	10%	\$38,160	\$3,816
24.220	Social Security/FICA/Unemployment/Workers Comp -School Administration	10%	\$139,680	\$13,968
26.220	Social Security/FICA/Unemployment/Workers Comp - Operation & Maintenance of Facilities	10%	\$0	\$0
31.220	Social Security/FICA/Unemployment/Workers Comp - Food Services	10%	\$52,280	\$5,228
	Total - Social Security/FICA/Unemployment/Workers Comp			\$127,562
10.240	Insurance (Health/Dental/Life) - Instruction	14%	\$1,045,500	\$141,143
21.240	Insurance (Health/Dental/Life) - Student Support	14%	\$38,160	\$5,152
24.240	Insurance (Health/Dental/Life) - School Administration	14%	\$139,680	\$18,857
26.240	Insurance (Health/Dental/Life) - Operation & Maintenance of Facilities	14%	\$0	\$0
31.240	Insurance (Health/Dental/Life) - Food Services	14%	\$52,280	\$7,058
	Total- All Insurance(Health/Dental/Life)			\$172,209
10.200	Other Benefits (<i>specify</i>) - Instruction	0%	\$1,045,500	\$0
21.200	Other Benefits (<i>specify</i>) - Student Support	0%	\$38,160	\$0
24.200	Other Benefits (<i>specify</i>) - School Administration	0%	\$139,680	\$0
26.200	Other Benefits (<i>specify</i>) - Operation & Maintenance of Facilities	0%	\$0	\$0
31.200	Other Benefits (<i>specify</i>) - Food Services	0%	\$52,280	\$0
	Total - All Other Insurance			\$0
	TOTAL ALL BENEFITS (200)			\$366,512
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - Instruction			\$37,500
21.300	Purchased Prof & Tech Services - Student Support			\$0
22.300	Purchased Prof & Tech Services - Instructional Staff Support			\$16,500
24.300	Purchased Prof & Tech Services - School Administration			\$127,200
26.300	Purchased Prof & Tech Services - Operation & Maintenance of Facilities			\$30,000
31.300	Purchased Prof & Tech Services - Food Services			\$0
	TOTAL ALL PURCHASED PROF & TECH SERVICES (300)			\$211,200
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$94,500
26.441	Rental of Land & Buildings			\$584,295
26.450	Construction and Remodeling			\$0
	TOTAL ALL PURCHASED PROPERTY SERVICES (400)			\$678,795
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$9,450
24.520	Insurance(other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$24,000
45.522	Liability Insurance			\$2,120
10.530	Communication(telephone and other)			\$0
21.530	Communication(telephone and other)			\$0
24.530	Communication(telephone and other)			\$1,200
26.530	Communication(telephone and other)			\$19,200
24.540	Advertising			\$5,000
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$0
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$1,500
24.580	Travel/Per Diem			\$3,000
26.580	Travel/Per Diem			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
	TOTAL OTHER PURCHASED SERVICES (500)			\$65,470

New School Application – BRIDGE ELEMENTARY

--- SUPPLIES ---			
10.600	Instructional Supplies		\$63,600
10.641	Textbooks		\$53,000
21.600	Supplies - Student Support Services		\$3,750
22.644	Library Books		\$11,250
22.650	Periodicals		\$1,875
24.600	Supplies - School Administration		\$5,625
26.600	Supplies - Operation & Maintenance of Facilities		\$5,625
31.600	Supplies - Food Service		\$5,250
31.630	Food - Food Service		\$45,000
TOTAL - ALL SUPPLIES (600)			\$194,975
--- PROPERTY ---			
10.700	Property (Instructional Equipment) - Instruction		\$2,000
21.700	Property - Student Support Services		\$2,000
24.700	Property - School Administration		\$2,000
26.700	Property - Operation & Maintenance of Facilities		\$2,000
31.700	Property - Food Services		\$0
31.780	Depreciation - Kitchen Equipment Depreciation		\$0
49.710	Land and Improvements		\$0
49.720	Buildings		\$0
27.732	School Buses		\$0
10.733	Furniture and Fixtures - Instruction		\$5,000
24.733	Furniture and Fixtures - School Administration		\$0
21.733	Furniture and Fixtures - Student Support Services		\$0
10.734	Technology Equipment - Instruction		\$10,000
24.734	Technology Equipment - School Administration		\$3,750
21.734	Technology Equipment - Student Support Services		\$0
27.735	Non-Bus Vehicles		\$0
10.739	Other Equipment - Instruction		\$0
21.739	Other Equipment - Student Support Services		\$0
24.739	Other Equipment - School Administration		\$0
TOTAL - ALL PROPERTY (700)			\$26,750
--- OTHER OBJECTS ---			
10.800	Other Objects- Instruction		\$4,000
21.800	Other Objects- Student Support		\$80
24.800	Other Objects- School Administration		\$4,000
26.800	Other Objects - Operation & Maintenance of Facilities		\$2,000
31.800	Other Objects - Food Services		\$1,600
45.800	Other Objects - Building Acquisition		\$0
	Total - All Other Objects		\$11,680
10.810	Dues and Fees - Instruction		\$3,200
21.810	Dues and Fees - Student Support		\$1,600
24.810	Dues and Fees -School Administration		\$3,200
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$10,000
	Total - All Dues and Fees		\$18,000
TOTAL - OTHER OBJECTS (800)			\$29,680
Total Building Acquisition & Instruction (4500)			
45.830	Interest		\$5,585
45.840	Redemption of Principal		\$57,514
Total other financing sources (uses) and other items			\$63,099
1000	Total Local		\$126,814
3000	Total State		\$2,860,887
4000	Total Federal		\$124,852
TOTAL REVENUES			\$3,112,553

New School Application – BRIDGE ELEMENTARY

100	Salaries		\$1,334,820
200	Employee Benefits		\$366,512
300	Purchased Professional and Technical Services		\$211,200
400	Purchased Property Services		\$678,795
500	Other Purchased Services		\$65,470
600	Supplies		\$194,975
700	Property		\$26,750
800	Other Objects		\$92,779
TOTAL EXPENDITURES			\$2,971,300
Excess or Deficiency of Revenues over Expenditures			\$141,253
Other Sources of Funding (5000)			\$44,240
Net Asset Balance (Fund Balance)			\$185,493
Reserves as Percentage of Total Revenue (Net Assets / Total Revenue)			6%
Percentage of Funding Contributed to Reserve Balance (Ttl Rev - Ttl Exp / Ttl Rev = >5%)			5%
Necessary Closure Fund (2 months Purch Prop Serv + Other)			\$128,596

FY21 Breakeven Budget Revenue

CHARTER SCHOOL WORKSHEET

*****PROJECTION ONLY*****

Charter Name: Bridge Elementary

	Enrollment	Rating Factor	WPU Generated
Estimated enrollment (K)	64	0.55	35.2
Estimated enrollment (1-3)	248	0.9	223.2
Estimated enrollment (4-6)	112	0.9	100.8
Estimated enrollment (7-8)		0.99	0
Estimated enrollment (9-12)		1.2	0
Special Ed enrollment (K)	6.4		
Special Ed enrollment (1-12)	36		
Special Ed (Self-Contained)	4.24		
Number of Teachers (K-6)			
Number of Teachers (7-12)			
WPU Value FY 17	\$3,395		
No. of Teachers (FTE) (CACTUS)	17		
School Administrators (CACTUS)	1		

Program Name	Rate	WPU Generated	Amount Generated
WPU Programs			
Regular Basic School:			
Regular WPU - K-12	See above	359.2000	\$ 1,219,484
Professional Staff	0.059507	21.3749	72,568
Restricted Basic School:			
Special Ed--Add-on	1.0000	43.7600	148,565
Spec. Ed. Self-Contained	1.0000	4.2400	14,395
Special Ed-State Programs	Based on Programs		
Career and Technical Ed.	Based on Programs		
Class Size Reduction (K-8)	\$276.33 per K-8 ADM		117,164
Total WPU Programs		428.5749	\$ 1,572,176
Non-WPU Programs			
Related to Basic Programs:			
Flexible Allocation-WPU Distribution	\$28.30 per WPU		\$ 12,129
Special Populations			
Enhancement for At-Risk Students	\$26.38 per student		11,185
Enhancement for Accelerated Students	\$5.00 per student		2,120
Other			
School Land Trust Program	\$49.35 per student		20,924
Reading Achievement Program	\$15.81 per student-Guarantee Program		4,933
Charter Administrative Costs	\$100 per student		42,400
Educator Salary Adjustment (ESA)	\$5,215 per qualified educator plus benefits		88,655
ESA-School Administrators	\$3,104 per qualified administrator		3,104
Library Books and Resources	\$0.960162 per student	428.24	411
Charter School Local Replacement	\$2237 per student		957,973
Total Non-WPU			\$ 1,143,834
One Time			
Teacher Materials/Supplies ^{1,2}	\$176.33 per eligible F.T.E.	17	2,998
Total One Time			\$ 2,998
ESTIMATED Total All State Funding			\$ 2,773,387
¹ Steps one through three get \$250; steps four or higher get \$175			
² Steps one through three get \$200; steps four or higher get \$150			

FY20 Cash Flow Analysis (Planning Year)

Charter School Name: Bridge Elementary		Fiscal Year: 2019-2020		
Planning Year				
Number of Students: 0		0		
Grade Configuration: K-6				
Revenue				
Child Nutrition Program (CNP) and Lunchroom Sales		\$0		
Student Activities		\$0		
Other		\$0		
Total Revenue From Local Sources (1000)		\$0		
State Educational Funding		\$0		
Implementation Grant		\$141,500		
Total Revenue from State Sources (3000)		\$141,500		
Lunch and Breakfast Reimbursement		\$0		
Donated Commodities (CNP)		\$0		
Restricted Federal Through State		\$0		
Programs for the Disabled (IDEA)		\$0		
No Child Left Behind (NCLB)		\$0		
Total Revenue from Federal Sources (4000)		\$0		
Private Grants & Donations:		\$0		
Source(s) (specify)		\$0		
Loans:		\$0		
Commercial		\$0		
Contributions and Donations from Private Sources		\$0		
Other (specify): State Charter Revolving Loan		\$300,000		
Prior Year Carryforward		\$0		
Total Revenue from Other Sources (5000)		\$300,000		
Total Available Cash				
Expenditures		Number	Salary or Cost	Total
--- SALARIES ---				
10.131	Salaries - Teachers	0.00	\$0	\$0
10.132	Salaries - Substitute Teachers	0.00	\$0	\$0
10.161	Salaries - Teacher Aides and Paraprofessionals	0.00	\$0	\$0
10.100	Salaries - Other 1000-INSTRUCTION	0.00	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)				\$0
21.141	Salaries - Attendance and Social Work Personnel			\$0
21.142	Salaries - Guidance Personnel	0.00	\$0	\$0
21.143	Salaries - Health Services Personnel			\$0
21.144	Salaries - Psychological Personnel			\$0
21.152	Salaries - Secretarial and Clerical			\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	0.00	\$0	\$0
Total 21 (2100)-STUDENT SUPPORT Salaries (100)				\$0
22.145	Salaries - Media Personnel - Certified			\$0
22.162	Salaries - Media Personnel - Noncertified	0.00	\$0	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	0.00	\$0	\$0
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)				\$0
24.121	Salaries - Principals and Assistants	0.50	\$90,000	\$45,000
24.152	Salaries - Secretarial and Clerical	0.33	\$33,000	\$10,890
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	0.00	\$0	\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)				\$55,890
26.100	Salaries - Operation & Maintenance of Facilities			\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)				\$0
31.100	Salaries - FOOD SERVICES	0.00	\$0	\$0
Total 31 (3100)-FOOD SERVICES Salaries (100)				\$0
TOTAL - ALL SALARIES (100)				\$55,890
--- BENEFITS ---				
10.210	Retirement - INSTRUCTION	3%		\$0
21.210	Retirement - STUDENT SUPPORT	3%		\$0
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	3%		\$0
24.210	Retirement - SCHOOL ADMINISTRATION	3%		\$1,677
26.210	Retirement - OPERATION & MAINT OF FACILITIES	3%		\$0
31.210	Retirement - FOOD SERVICES	3%		\$0
TOTAL - ALL RETIREMENT				\$1,677
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	10%		\$0
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	10%		\$0
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	10%		\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	10%		\$5,589
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	10%		\$0
31.220	Social Security - FOOD SERVICES	10%		\$0
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF				\$5,589

New School Application – BRIDGE ELEMENTARY

10.240	Insurance (Health/Dental/Life) - INSTRUCTION	15%		\$0
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	15%		\$0
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	15%		\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	15%		\$8,104
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	15%		\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	15%		\$0
TOTAL - ALL INSURANCE (Health/Dental/Life)				\$8,104
10.200	Other Benefits (specify) - INSTRUCTION	0%		\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	0%		\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	0%		\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	0%		\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	0%		\$0
31.200	Other Benefits (specify) - FOOD SERVICES	0%		\$0
TOTAL - ALL OTHER BENEFITS (specify)				\$0
TOTAL ALL BENEFITS (200)				\$15,370
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---				
10.300	Purchased Prof & Tech Services - INSTRUCTION			\$0
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT			\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT			\$0
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION			\$4,000
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES			\$0
31.300	Purchased Prof & Tech Services - FOOD SERVICES			\$0
TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)				\$4,000
--- PURCHASED PROPERTY SERVICES ---				
26.400	Purchased Property Services			\$0
26.441	Rental of Land and Buildings			\$0
26.450	Construction and Remodeling			\$0
TOTAL - ALL PURCHASED PROPERTY SERVICES (400)				\$0
--- OTHER PURCHASED SERVICES ---				
27.510	Student Transportation services			\$0
24.520	Insurance (other than employee benefits - e.g. D&O)			\$0
45.521	Property Insurance			\$0
45.522	Liability Insurance			\$1,500
10.530	Communication (telephone and other)			\$0
21.530	Communication (telephone and other)			\$0
24.530	Communication (telephone and other)			\$1,000
26.530	Communication (telephone and other)			\$0
24.540	Advertising			\$10,000
10.550	Printing and Binding			\$0
21.550	Printing and Binding			\$0
24.550	Printing and Binding			\$0
10.560	Tuition			\$0
21.570	Food Service Management			\$0
21.580	Travel/Per Diem			\$0
24.580	Travel/Per Diem			\$0
26.580	Travel/Per Diem			\$0
10.590	Inter-educational, Interagency Purchased Services			\$0
TOTAL - ALL OTHER PURCHASED SERVICES (500)				\$12,500
--- SUPPLIES ---				
10.600	Instructional Supplies			\$0
10.641	Textbooks			\$0
21.600	Supplies - Student Support Services			\$0
22.644	Library Books			\$0
22.650	Periodicals			\$0
24.600	Supplies - School Administration			\$2,500
26.600	Supplies - Operation & Maintenance of Facilities			\$0
31.600	Supplies - Food Service			\$0
31.630	Food - Food Service			\$0
TOTAL - ALL SUPPLIES (600)				\$2,500
--- PROPERTY ---				
10.700	Property (Instructional Equipment) - Instruction			\$0
21.700	Property - Student Support Services			\$0
22.700	Property - Instructional Staff Support			\$0
24.700	Property - School Administration			\$0
26.700	Property - Operation & Maintenance of Facilities			\$0
31.700	Property - Food Services			\$60,000
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services			\$0
49.710	Land and Improvements			\$0
49.720	Buildings			\$0

New School Application – BRIDGE ELEMENTARY

27.732	School Buses			\$0
10.733	Furniture and Fixtures - Instruction			\$100,000
24.733	Furniture and Fixtures - School Administration			\$0
22.733	Furniture and Fixtures - Instructional Support Staff			\$0
21.733	Furniture and Fixtures - Student Support Services			\$0
10.734	Technology Equipment - Instruction			\$145,000
24.734	Technology Equipment - School Administration			\$2,000
22.734	Technology Equipment - Instructional Support Staff			\$0
21.734	Technology Equipment - Student Support Services			\$0
27.735	Non-Bus Vehicles			\$0
10.739	Other Equipment - Instruction			\$0
24.739	Other Equipment - School Administration			\$0
22.739	Other Equipment - Instructional Support Staff			\$0
21.739	Other Equipment - Instruction			\$0
TOTAL - ALL PROPERTY (700)				\$307,000
--- OTHER OBJECTS ---				
10.800	Other Objects- Instruction			\$0
21.800	Other Objects- Student Support			\$0
22.800	Other Objects- Instructional Staff			\$0
24.800	Other Objects- School Administration			\$0
26.800	Other Objects - Operation & Maintenance of Facilities			\$0
31.800	Other Objects - Food Services			\$0
10.800	Other Objects - Building Acquisition			\$0
10.810	Dues and Fees - Instruction			\$0
21.810	Dues and Fees - Student Support			\$0
22.810	Dues and Fees - Instructional Staff			\$0
24.810	Dues and Fees -School Administration			\$0
26.810	Dues and Fees - Operation & Maintenance of Facilities			\$0
TOTAL - OTHER OBJECTS (800)				\$0
Total Building Acquisition & Instruction (4500)				
830	Interest			\$0
840	Redemption of Principal			\$0
Total other financing sources (uses) and other items				\$0

New School Application – BRIDGE ELEMENTARY

[illegible]

New School Application – BRIDGE ELEMENTARY

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
10.240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.240	\$0	\$0	\$0	\$0	\$0	\$0	\$1,088	\$1,088	\$1,482	\$1,482	\$1,482	\$1,482
26.240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.240	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$1,088	\$1,088	\$1,482	\$1,482	\$1,482	\$1,482
10.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.200	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$2,063	\$2,063	\$2,811	\$2,811	\$2,811	\$2,811
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---												
10.300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.300	\$0	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$1,000	\$1,000	\$1,000	\$1,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
--- PURCHASED PROPERTY SERVICES ---												
26.400	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.441	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.450	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
--- OTHER PURCHASED SERVICES ---												
27.510	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.520	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45.521	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
45.522	\$0	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.530	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.530	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.530	\$0	\$0	\$0	\$0	\$0	\$0	\$167	\$167	\$167	\$167	\$167	\$167
26.530	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.540	\$0	\$0	\$0	\$0	\$2,000	\$0	\$1,000	\$2,000	\$3,000	\$2,000	\$0	\$0
10.550	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.550	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.550	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.560	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.570	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.580	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.590	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$1,500	\$0	\$0	\$2,000	\$0	\$1,167	\$2,167	\$3,167	\$2,167	\$167	\$167
--- SUPPLIES ---												
10.600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.641	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.644	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.650	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.600	\$0	\$0	\$0	\$0	\$0	\$0	\$417	\$417	\$417	\$417	\$417	\$417
26.600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.630	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$417	\$417	\$417	\$417	\$417	\$417
--- PROPERTY ---												
10.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.700	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$60,000
31.780	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49.710	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
49.720	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.732	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.733	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000	\$50,000

New School Application – BRIDGE ELEMENTARY

24.733	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.733	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.733	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$50,000	\$45,000	\$50,000
24.734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$0	\$0	\$0	\$0
22.734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.735	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.739	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.739	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.739	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.739	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$0	\$0	\$0	\$50,000	\$95,000
--- OTHER OBJECTS ---													
10.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
31.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.810	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.810	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.810	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.810	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
26.810	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Building Acquisition & Instruction (4500)													
830	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
840	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Month End Cash \$0 \$218,250 \$217,250 \$216,250 \$288,250 \$288,250 \$345,854 \$408,708 \$392,091 \$326,474 \$217,857 \$44,240

FY21 Cash Flow Analysis (First Operational Year)

Charter School Name: Bridge Elementary		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
First Operational Year							
Number of Students: 532							
Grade Configuration: K-6							
STARTING CASH ON HAND		\$44,240	\$224,512	\$306,627	\$279,205	\$264,451	\$259,696
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0	\$11,805	\$11,805	\$11,805	\$11,805	\$11,805
Student Activities		\$0	\$0	\$0	\$0	\$0	\$0
Other		\$0	\$0	\$1,500	\$1,500	\$1,500	\$1,500
Total Revenue From Local Sources (1000)		\$0	\$11,805	\$13,305	\$13,305	\$13,305	\$13,305
State Educational Funding		\$286,246	\$286,246	\$286,246	\$286,246	\$286,246	\$286,246
Implementation Grant		\$0	\$95,750	\$0	\$0	\$0	\$0
Total Revenue from State Sources (3000)		\$286,246	\$381,996	\$286,246	\$286,246	\$286,246	\$286,246
Lunch and Breakfast Reimbursement		\$0	\$0	\$0	\$5,771	\$5,771	\$5,771
Donated Commodities (CNP)		\$0	\$0	\$0	\$0	\$0	\$0
Restricted Federal Through State		\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)		\$0	\$0	\$0	\$0	\$0	\$11,066
No Child Left Behind (NCLB)		\$0	\$0	\$0	\$0	\$0	\$3,028
Total Revenue from Federal Sources (4000)		\$0	\$0	\$0	\$5,771	\$5,771	\$19,865
Private Grants & Donations:		\$0	\$0	\$0	\$0	\$0	\$0
Source(s) (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Loans:		\$0	\$0	\$0	\$0	\$0	\$0
Commercial		\$0	\$0	\$0	\$0	\$0	\$0
Contributions and Donations from Private Sources		\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from Other Sources (5000)		\$0	\$0	\$0	\$0	\$0	\$0
Total Available Cash		\$330,486	\$618,313	\$606,177	\$584,527	\$569,773	\$579,112
Expenditures							
--- SALARIES ---							
10.131 Salaries - Teachers		\$0	\$46,364	\$92,727	\$92,727	\$92,727	\$92,727
10.132 Salaries - Substitute Teachers		\$0	\$0	\$1,913	\$1,913	\$1,913	\$1,913
10.161 Salaries - Teacher Aides and Paraprofessionals		\$0	\$0	\$25,200	\$25,200	\$25,200	\$25,200
10.100 Salaries - Other 1000-INSTRUCTION		\$0	\$0	\$0	\$0	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)		\$0	\$46,364	\$119,840	\$119,840	\$119,840	\$119,840
21.141 Salaries - Attendance and Social Work Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.142 Salaries - Guidance Personnel		\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100
21.143 Salaries - Health Services Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.144 Salaries - Psychological Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.152 Salaries - Secretarial and Clerical		\$0	\$0	\$0	\$0	\$0	\$0
21.100 Salaries - Other 2100-STUDENT SUPPORT		\$0	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964
Total 21 (2100)-STUDENT SUPPORT Salaries (100)		\$2,100	\$4,064	\$4,064	\$4,064	\$4,064	\$4,064
22.145 Salaries - Media Personnel - Certified		\$0	\$0	\$0	\$0	\$0	\$0
22.162 Salaries - Media Personnel - Noncertified		\$0	\$0	\$0	\$0	\$0	\$0
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT		\$0	\$8,072.73	\$8,072.73	\$8,072.73	\$8,072.73	\$8,072.73
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)		\$0	\$8,073	\$8,073	\$8,073	\$8,073	\$8,073
24.121 Salaries - Principals and Assistants		\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
24.152 Salaries - Secretarial and Clerical		\$5,520	\$5,520	\$5,520	\$5,520	\$5,520	\$5,520
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION		\$0	\$0	\$0	\$0	\$0	\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)		\$13,020	\$13,020	\$13,020	\$13,020	\$13,020	\$13,020
26.100 Salaries - Operation & Maintenance of Facilities		\$0	\$0	\$0	\$0	\$0	\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)		\$0	\$0	\$0	\$0	\$0	\$0
31.100 Salaries - FOOD SERVICES		\$0	\$0	\$6,956	\$6,956	\$6,956	\$6,956
Total 31 (3100)-FOOD SERVICES Salaries (100)		\$0	\$0	\$6,956	\$6,956	\$6,956	\$6,956
TOTAL - ALL SALARIES (100)		\$15,120	\$71,520	\$151,952	\$151,952	\$151,952	\$151,952
--- BENEFITS ---							
10.210 Retirement - INSTRUCTION		\$0	\$5,869	\$5,869	\$5,869	\$5,869	\$5,869
21.210 Retirement - STUDENT SUPPORT		\$0	\$213	\$213	\$213	\$213	\$213
22.210 Retirement - INSTRUCTIONAL STAFF SUPPORT		\$0	\$404	\$404	\$404	\$404	\$404
24.210 Retirement - SCHOOL ADMINISTRATION		\$651	\$651	\$651	\$651	\$651	\$651
26.210 Retirement - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.210 Retirement - FOOD SERVICES		\$0	\$316.18	\$316.18	\$316.18	\$316.18	\$316.18
TOTAL - ALL RETIREMENT		\$651	\$7,452	\$7,452	\$7,452	\$7,452	\$7,452
10.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION		\$0	\$11,738	\$11,738	\$11,738	\$11,738	\$11,738
21.220 Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT		\$390	\$390	\$390	\$390	\$390	\$390
22.220 Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
24.220 Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION		\$1,302	\$1,302	\$1,302	\$1,302	\$1,302	\$1,302
26.220 Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.220 Social Security - FOOD SERVICES		\$0	\$632	\$632	\$632	\$632	\$632

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary							
First Operational Year		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF	\$1,692	\$14,062	\$14,062	\$14,062	\$14,062	\$14,062
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	\$0	\$15,846	\$15,846	\$15,846	\$15,846	\$15,846
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	\$0	\$574	\$574	\$574	\$574	\$574
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	\$1,758	\$1,758	\$1,758	\$1,758	\$1,758	\$1,758
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	\$0	\$853.69	\$853.69	\$853.69	\$853.69	\$853.69
	TOTAL - ALL INSURANCE (Health/Dental/Life)	\$1,758	\$19,031	\$19,031	\$19,031	\$19,031	\$19,031
10.200	Other Benefits (specify) - INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	\$0	\$0	\$0	\$0	\$0	\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.200	Other Benefits (specify) - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER BENEFITS (specify)	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL BENEFITS (200)	\$4,101	\$40,546	\$40,546	\$40,546	\$40,546	\$40,546
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - INSTRUCTION	\$0	\$4,545	\$4,545	\$4,545	\$4,545	\$4,545
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT	\$0	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION	\$0	\$14,509	\$14,509	\$14,509	\$14,509	\$14,509
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES	\$0	\$3,636	\$3,636	\$3,636	\$3,636	\$3,636
31.300	Purchased Prof & Tech Services - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)	\$0	\$24,691	\$24,691	\$24,691	\$24,691	\$24,691
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services	\$0	\$9,545	\$9,545	\$9,545	\$9,545	\$9,545
26.441	Rental of Land and Buildings	\$0	\$37,455	\$54,684	\$54,684	\$54,684	\$54,684
26.450	Construction and Remodeling	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)	\$0	\$47,000	\$64,229	\$64,229	\$64,229	\$64,229
	--- OTHER PURCHASED SERVICES ---						
27.510	Student Transportation services	\$0	\$1,145	\$1,145	\$1,145	\$1,145	\$1,145
24.520	Insurance (other than employee benefits - e.g. D&O)	\$0	\$0	\$0	\$0	\$0	\$0
45.521	Property Insurance	\$0	\$24,000	\$0	\$0	\$0	\$0
45.522	Liability Insurance	\$0	\$2,660	\$0	\$0	\$0	\$0
10.530	Communication (telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
21.530	Communication (telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
24.530	Communication (telephone and other)	\$100	\$100	\$100	\$100	\$100	\$100
26.530	Communication (telephone and other)	\$0	\$1,745	\$1,745	\$1,745	\$1,745	\$1,745
24.540	Advertising	\$2,000	\$1,000	\$0	\$0	\$0	\$0
10.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
21.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
24.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
10.560	Tuition	\$0	\$0	\$0	\$0	\$0	\$0
21.570	Food Service Management	\$0	\$0	\$0	\$0	\$0	\$0
21.580	Travel/Per Diem	\$0	\$182	\$182	\$182	\$182	\$182
24.580	Travel/Per Diem	\$0	\$364	\$364	\$364	\$364	\$364
26.580	Travel/Per Diem	\$0	\$0	\$0	\$0	\$0	\$0
10.590	Inter-educational, Interagency Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)	\$2,100	\$31,496	\$3,536	\$3,536	\$3,536	\$3,536
	--- SUPPLIES ---						
10.600	Instructional Supplies	\$11,970	\$11,970	\$7,980	\$5,320	\$5,320	\$5,320
10.641	Textbooks	\$16,625	\$16,625	\$3,325	\$3,325	\$3,325	\$3,325
21.600	Supplies - Student Support Services	\$0	\$2,500	\$250	\$250	\$250	\$250
22.644	Library Books	\$0	\$7,500	\$750	\$750	\$750	\$750
22.650	Periodicals	\$0	\$1,250	\$125	\$125	\$125	\$125
24.600	Supplies - School Administration	\$0	\$4,000	\$350	\$350	\$350	\$350
26.600	Supplies - Operation & Maintenance of Facilities	\$0	\$4,000	\$350	\$350	\$350	\$350
31.600	Supplies - Food Service	\$0	\$4,000	\$300	\$300	\$300	\$300
31.630	Food - Food Service	\$0	\$5,455	\$5,455	\$5,455	\$5,455	\$5,455
	TOTAL - ALL SUPPLIES (600)	\$28,595	\$57,300	\$18,885	\$16,225	\$16,225	\$16,225

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary							
First Operational Year		Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction	\$0	\$3,000	\$400	\$400	\$400	\$400
21.700	Property - Student Support Services	\$0	\$2,000	\$600	\$600	\$600	\$600
22.700	Property - Instructional Staff Support	\$0	\$0	\$0	\$0	\$0	\$0
24.700	Property - School Administration	\$0	\$4,000	\$200	\$200	\$200	\$200
26.700	Property - Operation & Maintenance of Facilities	\$0	\$5,000	\$0	\$0	\$0	\$0
31.700	Property - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
49.710	Land and Improvements	\$0	\$0	\$0	\$0	\$0	\$0
49.720	Buildings	\$0	\$0	\$0	\$0	\$0	\$0
27.732	School Buses	\$0	\$0	\$0	\$0	\$0	\$0
10.733	Furniture and Fixtures - Instruction	\$15,000	\$7,500	\$4,500	\$333	\$333	\$333
24.733	Furniture and Fixtures - School Administration	\$2,500	\$1,250	\$750	\$56	\$56	\$56
22.733	Furniture and Fixtures - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
10.734	Technology Equipment - Instruction	\$27,500	\$8,250	\$8,250	\$0	\$0	\$2,750
24.734	Technology Equipment - School Administration	\$3,750	\$1,125	\$1,125	\$0	\$0	\$375
22.734	Technology Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.734	Technology Equipment - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
27.735	Non-Bus Vehicles	\$0	\$0	\$0	\$0	\$0	\$0
10.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
24.739	Other Equipment - School Administration	\$0	\$0	\$0	\$0	\$0	\$0
22.739	Other Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL PROPERTY (700)		\$48,750	\$32,125	\$15,825	\$1,589	\$1,589	\$4,714
--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction	\$417	\$417	\$417	\$417	\$417	\$417
21.800	Other Objects- Student Support	\$8	\$8	\$8	\$8	\$8	\$8
22.800	Other Objects- Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.800	Other Objects- School Administration	\$417	\$417	\$417	\$417	\$417	\$417
26.800	Other Objects - Operation & Maintenance of Facilities	\$208	\$208	\$208	\$208	\$208	\$208
31.800	Other Objects - Food Services	\$167	\$167	\$167	\$167	\$167	\$167
10.800	Other Objects - Building Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
10.810	Dues and Fees - Instruction	\$333	\$333	\$333	\$333	\$333	\$333
21.810	Dues and Fees - Student Support	\$167	\$167	\$167	\$167	\$167	\$167
22.810	Dues and Fees - Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.810	Dues and Fees -School Administration	\$333	\$333	\$333	\$333	\$333	\$333
26.810	Dues and Fees - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$10,000	\$0	\$0
TOTAL - OTHER OBJECTS (800)		\$2,050	\$2,050	\$2,050	\$12,050	\$2,050	\$2,050
Total Building Acquisition & Instruction (4500)							
830	Interest	\$465	\$465	\$465	\$465	\$465	\$465
840	Redemption of Principal	\$4,793	\$4,793	\$4,793	\$4,793	\$4,793	\$4,793
Total other financing sources (uses) and other items		\$5,258	\$5,258	\$5,258	\$5,258	\$5,258	\$5,258
Projected Month End Cash		\$224,512	\$306,627	\$279,205	\$264,451	\$259,696	\$265,910

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary		Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
First Operational Year							
Number of Students: 532							
Grade Configuration: K-6							
STARTING CASH ON HAND		\$265,910	\$271,125	\$277,539	\$284,953	\$295,492	\$306,031
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$11,805	\$11,805	\$11,805	\$11,805	\$11,805	\$11,805
Student Activities		\$0	\$0	\$0	\$0	\$0	\$0
Other		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Total Revenue From Local Sources (1000)		\$13,305	\$13,305	\$13,305	\$13,305	\$13,305	\$13,305
State Educational Funding		\$286,246	\$286,246	\$286,246	\$286,246	\$286,246	\$286,246
Implementation Grant		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from State Sources (3000)		\$286,246	\$286,246	\$286,246	\$286,246	\$286,246	\$286,246
Lunch and Breakfast Reimbursement		\$5,771	\$5,771	\$5,771	\$5,771	\$5,771	\$5,771
Donated Commodities (CNP)		\$0	\$0	\$0	\$0	\$0	\$0
Restricted Federal Through State		\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)		\$11,066	\$11,066	\$11,066	\$11,066	\$11,066	\$11,066
No Child Left Behind (NCLB)		\$3,028	\$3,028	\$3,028	\$3,028	\$3,028	\$3,028
Total Revenue from Federal Sources (4000)		\$19,865	\$19,865	\$19,865	\$19,865	\$19,865	\$19,865
Private Grants & Donations:		\$0	\$0	\$0	\$0	\$0	\$0
Source(s) (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Loans:		\$0	\$0	\$0	\$0	\$0	\$0
Commercial		\$0	\$0	\$0	\$0	\$0	\$0
Contributions and Donations from Private Sources		\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from Other Sources (5000)		\$0	\$0	\$0	\$0	\$0	\$0
Total Available Cash		\$585,326	\$590,540	\$596,954	\$604,368	\$614,907	\$625,446
Expenditures							
--- SALARIES ---							
10.131	Salaries - Teachers	\$92,727	\$92,727	\$92,727	\$92,727	\$92,727	\$139,091
10.132	Salaries - Substitute Teachers	\$1,913	\$1,913	\$1,913	\$1,913	\$1,913	\$1,913
10.161	Salaries - Teacher Aides and Paraprofessionals	\$25,200	\$25,200	\$25,200	\$25,200	\$25,200	\$25,200
10.100	Salaries - Other 1000-INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)		\$119,840	\$119,840	\$119,840	\$119,840	\$119,840	\$166,203
21.141	Salaries - Attendance and Social Work Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.142	Salaries - Guidance Personnel	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100	\$2,100
21.143	Salaries - Health Services Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.144	Salaries - Psychological Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.152	Salaries - Secretarial and Clerical	\$0	\$0	\$0	\$0	\$0	\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964
Total 21 (2100)-STUDENT SUPPORT Salaries (100)		\$4,064	\$4,064	\$4,064	\$4,064	\$4,064	\$4,064
22.145	Salaries - Media Personnel - Certified	\$0	\$0	\$0	\$0	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	\$0	\$0	\$0	\$0	\$0	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	\$8,072.73	\$8,072.73	\$8,072.73	\$8,072.73	\$8,072.73	\$8,072.73
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)		\$8,073	\$8,073	\$8,073	\$8,073	\$8,073	\$8,073
24.121	Salaries - Principals and Assistants	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500
24.152	Salaries - Secretarial and Clerical	\$5,520	\$5,520	\$5,520	\$5,520	\$5,520	\$5,520
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	\$0	\$0	\$0	\$0	\$0	\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)		\$13,020	\$13,020	\$13,020	\$13,020	\$13,020	\$13,020
26.100	Salaries - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)		\$0	\$0	\$0	\$0	\$0	\$0
31.100	Salaries - FOOD SERVICES	\$6,956	\$6,956	\$6,956	\$6,956	\$6,956	\$6,956
Total 31 (3100)-FOOD SERVICES Salaries (100)		\$6,956	\$6,956	\$6,956	\$6,956	\$6,956	\$6,956
TOTAL - ALL SALARIES (100)		\$151,952	\$151,952	\$151,952	\$151,952	\$151,952	\$198,316
--- BENEFITS ---							
10.210	Retirement - INSTRUCTION	\$5,869	\$5,869	\$5,869	\$5,869	\$5,869	\$5,869
21.210	Retirement - STUDENT SUPPORT	\$213	\$213	\$213	\$213	\$213	\$213
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	\$404	\$404	\$404	\$404	\$404	\$404
24.210	Retirement - SCHOOL ADMINISTRATION	\$651	\$651	\$651	\$651	\$651	\$651
26.210	Retirement - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.210	Retirement - FOOD SERVICES	\$316.18	\$316.18	\$316.18	\$316.18	\$316.18	\$316.18
TOTAL - ALL RETIREMENT		\$7,452	\$7,452	\$7,452	\$7,452	\$7,452	\$7,452
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	\$11,738	\$11,738	\$11,738	\$11,738	\$11,738	\$11,738
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	\$390	\$390	\$390	\$390	\$390	\$390
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	\$1,302	\$1,302	\$1,302	\$1,302	\$1,302	\$1,302
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.220	Social Security - FOOD SERVICES	\$632	\$632	\$632	\$632	\$632	\$632
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF		\$14,062	\$14,062	\$14,062	\$14,062	\$14,062	\$14,062

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary							
First Operational Year		Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	\$15,846	\$15,846	\$15,846	\$15,846	\$15,846	\$15,846
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	\$574	\$574	\$574	\$574	\$574	\$574
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	\$1,758	\$1,758	\$1,758	\$1,758	\$1,758	\$1,758
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	\$853.69	\$853.69	\$853.69	\$853.69	\$853.69	\$853.69
	TOTAL - ALL INSURANCE (Health/Dental/Life)	\$19,031	\$19,031	\$19,031	\$19,031	\$19,031	\$19,031
10.200	Other Benefits (specify) - INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	\$0	\$0	\$0	\$0	\$0	\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.200	Other Benefits (specify) - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER BENEFITS (specify)	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL BENEFITS (200)	\$40,546	\$40,546	\$40,546	\$40,546	\$40,546	\$40,546
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---						
10.300	Purchased Prof & Tech Services - INSTRUCTION	\$4,545	\$4,545	\$4,545	\$4,545	\$4,545	\$4,545
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION	\$14,509	\$14,509	\$14,509	\$14,509	\$14,509	\$14,509
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES	\$3,636	\$3,636	\$3,636	\$3,636	\$3,636	\$3,636
31.300	Purchased Prof & Tech Services - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)	\$24,691	\$24,691	\$24,691	\$24,691	\$24,691	\$24,691
	--- PURCHASED PROPERTY SERVICES ---						
26.400	Purchased Property Services	\$9,545	\$9,545	\$9,545	\$9,545	\$9,545	\$9,545
26.441	Rental of Land and Buildings	\$54,684	\$54,684	\$54,684	\$54,684	\$54,684	\$54,684
26.450	Construction and Remodeling	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)	\$64,229	\$64,229	\$64,229	\$64,229	\$64,229	\$64,229
	--- OTHER PURCHASED SERVICES ---						
27.510	Student Transportation services	\$1,145	\$1,145	\$1,145	\$1,145	\$1,145	\$1,145
24.520	Insurance(other than employee benefits - e.g. D&O)	\$0	\$0	\$0	\$0	\$0	\$0
45.521	Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0
45.522	Liability Insurance	\$0	\$0	\$0	\$0	\$0	\$0
10.530	Communication(telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
21.530	Communication(telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
24.530	Communication(telephone and other)	\$100	\$100	\$100	\$100	\$100	\$100
26.530	Communication(telephone and other)	\$1,745	\$1,745	\$1,745	\$1,745	\$1,745	\$1,745
24.540	Advertising	\$1,000	\$1,000	\$0	\$0	\$0	\$0
10.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
21.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
24.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
10.560	Tuition	\$0	\$0	\$0	\$0	\$0	\$0
21.570	Food Service Management	\$0	\$0	\$0	\$0	\$0	\$0
21.580	Travel/Per Diem	\$182	\$182	\$182	\$182	\$182	\$182
24.580	Travel/Per Diem	\$364	\$364	\$364	\$364	\$364	\$364
26.580	Travel/Per Diem	\$0	\$0	\$0	\$0	\$0	\$0
10.590	Inter-educational, Interagency Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)	\$4,536	\$4,536	\$3,536	\$3,536	\$3,536	\$3,536
	--- SUPPLIES ---						
10.600	Instructional Supplies	\$5,320	\$5,320	\$5,320	\$5,320	\$5,320	\$5,320
10.641	Textbooks	\$3,325	\$3,325	\$3,325	\$3,325	\$3,325	\$3,325
21.600	Supplies - Student Support Services	\$250	\$250	\$250	\$250	\$250	\$250
22.644	Library Books	\$750	\$750	\$750	\$750	\$750	\$750
22.650	Periodicals	\$125	\$125	\$125	\$125	\$125	\$125
24.600	Supplies - School Administration	\$350	\$350	\$350	\$350	\$350	\$350
26.600	Supplies - Operation & Maintenance of Facilities	\$350	\$350	\$350	\$350	\$350	\$350
31.600	Supplies - Food Service	\$300	\$300	\$300	\$300	\$300	\$300
31.630	Food - Food Service	\$5,455	\$5,455	\$5,455	\$5,455	\$5,455	\$5,455
	TOTAL - ALL SUPPLIES (600)	\$16,225	\$16,225	\$16,225	\$16,225	\$16,225	\$16,225

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary							
First Operational Year		Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction	\$400	\$0	\$0	\$0	\$0	\$0
21.700	Property - Student Support Services	\$600	\$0	\$0	\$0	\$0	\$0
22.700	Property - Instructional Staff Support	\$0	\$0	\$0	\$0	\$0	\$0
24.700	Property - School Administration	\$200	\$0	\$0	\$0	\$0	\$0
26.700	Property - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0
31.700	Property - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
49.710	Land and Improvements	\$0	\$0	\$0	\$0	\$0	\$0
49.720	Buildings	\$0	\$0	\$0	\$0	\$0	\$0
27.732	School Buses	\$0	\$0	\$0	\$0	\$0	\$0
10.733	Furniture and Fixtures - Instruction	\$333	\$333	\$333	\$333	\$333	\$333
24.733	Furniture and Fixtures - School Administration	\$56	\$56	\$56	\$56	\$56	\$56
22.733	Furniture and Fixtures - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
10.734	Technology Equipment - Instruction	\$2,750	\$2,750	\$2,750	\$0	\$0	\$0
24.734	Technology Equipment - School Administration	\$375	\$375	\$375	\$0	\$0	\$0
22.734	Technology Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.734	Technology Equipment - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
27.735	Non-Bus Vehicles	\$0	\$0	\$0	\$0	\$0	\$0
10.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
24.739	Other Equipment - School Administration	\$0	\$0	\$0	\$0	\$0	\$0
22.739	Other Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL PROPERTY (700)		\$4,714	\$3,514	\$3,514	\$389	\$389	\$389
--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction	\$417	\$417	\$417	\$417	\$417	\$417
21.800	Other Objects- Student Support	\$8	\$8	\$8	\$8	\$8	\$8
22.800	Other Objects- Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.800	Other Objects- School Administration	\$417	\$417	\$417	\$417	\$417	\$417
26.800	Other Objects - Operation & Maintenance of Facilities	\$208	\$208	\$208	\$208	\$208	\$208
31.800	Other Objects - Food Services	\$167	\$167	\$167	\$167	\$167	\$167
10.800	Other Objects - Building Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
10.810	Dues and Fees - Instruction	\$333	\$333	\$333	\$333	\$333	\$333
21.810	Dues and Fees - Student Support	\$167	\$167	\$167	\$167	\$167	\$167
22.810	Dues and Fees - Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.810	Dues and Fees - School Administration	\$333	\$333	\$333	\$333	\$333	\$333
26.810	Dues and Fees - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - OTHER OBJECTS (800)		\$2,050	\$2,050	\$2,050	\$2,050	\$2,050	\$2,050
Total Building Acquisition & Instruction (4500)							
830	Interest	\$465	\$465	\$465	\$465	\$465	\$465
840	Redemption of Principal	\$4,793	\$4,793	\$4,793	\$4,793	\$4,793	\$4,793
Total other financing sources (uses) and other items		\$5,258	\$5,258	\$5,258	\$5,258	\$5,258	\$5,258
Projected Month End Cash		\$271,125	\$277,539	\$284,953	\$295,492	\$306,031	\$270,206

FY22 Cash Flow Analysis (Second Operational Year)

Charter School Name: Bridge Elementary		Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
Second Operational Year							
Number of Students: 588							
Grade Configuration: K-6							
STARTING CASH ON HAND		\$270,206	\$235,557	\$219,985	\$214,921	\$193,175	\$211,428
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$0	\$8,395	\$8,395	\$8,395	\$8,395	\$8,395
Student Activities		\$0	\$0	\$0	\$0	\$0	\$0
Other		\$0	\$0	\$1,500	\$1,500	\$1,500	\$1,500
Total Revenue From Local Sources (3000)		\$0	\$8,395	\$9,895	\$9,895	\$9,895	\$9,895
State Educational Funding		\$329,086	\$329,086	\$329,086	\$329,086	\$329,086	\$329,086
Implementation Grant		\$0	\$49,250	\$0	\$0	\$0	\$0
Total Revenue from State Sources (3000)		\$329,086	\$378,336	\$329,086	\$329,086	\$329,086	\$329,086
Lunch and Breakfast Reimbursement		\$0	\$0	\$0	\$4,104	\$4,104	\$4,104
Donated Commodities (CNP)		\$0	\$0	\$0	\$0	\$0	\$0
Restricted Federal Through State		\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)		\$0	\$0	\$0	\$0	\$0	\$12,230
No Child Left Behind (NCLB)		\$0	\$0	\$0	\$0	\$0	\$3,347
Total Revenue from Federal Sources (4000)		\$0	\$0	\$0	\$4,104	\$4,104	\$19,681
Private Grants & Donations:		\$0	\$0	\$0	\$0	\$0	\$0
Source(s) (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Loans:		\$0	\$0	\$0	\$0	\$0	\$0
Commercial		\$0	\$0	\$0	\$0	\$0	\$0
Contributions and Donations from Private Sources		\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from Other Sources (5000)		\$0	\$0	\$0	\$0	\$0	\$0
Total Available Cash		\$599,292	\$622,287	\$558,966	\$558,006	\$536,260	\$570,090
Expenditures							
--- SALARIES ---							
10.131 Salaries - Teachers		\$95,880	\$95,880	\$95,880	\$95,880	\$95,880	\$95,880
10.132 Salaries - Substitute Teachers		\$0	\$0	\$2,157	\$2,157	\$2,157	\$2,157
10.161 Salaries - Teacher Aides and Paraprofessionals		\$0	\$0	\$28,274	\$28,274	\$28,274	\$28,274
10.100 Salaries - Other 1000-INSTRUCTION		\$0	\$0	\$0	\$0	\$0	\$0
Total 10 (1000)-INSTRUCTION Salaries (100)		\$95,880	\$95,880	\$126,312	\$126,312	\$126,312	\$126,312
21.141 Salaries - Attendance and Social Work Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.142 Salaries - Guidance Personnel		\$2,142	\$2,142	\$2,142	\$2,142	\$2,142	\$2,142
21.143 Salaries - Health Services Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.144 Salaries - Psychological Personnel		\$0	\$0	\$0	\$0	\$0	\$0
21.152 Salaries - Secretarial and Clerical		\$0	\$0	\$0	\$0	\$0	\$0
21.100 Salaries - Other 2100-STUDENT SUPPORT		\$0	\$2,023	\$2,023	\$2,023	\$2,023	\$2,023
Total 21 (2100)-STUDENT SUPPORT Salaries (100)		\$2,142	\$4,165	\$4,165	\$4,165	\$4,165	\$4,165
22.145 Salaries - Media Personnel - Certified		\$0	\$0	\$0	\$0	\$0	\$0
22.162 Salaries - Media Personnel - Noncertified		\$0	\$0	\$0	\$0	\$0	\$0
22.100 Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT		\$7,548	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548
Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)		\$7,548	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548
24.121 Salaries - Principals and Assistants		\$7,650	\$7,650	\$7,650	\$7,650	\$7,650	\$7,650
24.152 Salaries - Secretarial and Clerical		\$5,630	\$5,630	\$5,630	\$5,630	\$5,630	\$5,630
24.100 Salaries - Other 2400-SCHOOL ADMINISTRATION		\$0	\$0	\$0	\$0	\$0	\$0
Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)		\$13,280	\$13,280	\$13,280	\$13,280	\$13,280	\$13,280
26.100 Salaries - Operation & Maintenance of Facilities		\$0	\$0	\$0	\$0	\$0	\$0
Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)		\$0	\$0	\$0	\$0	\$0	\$0
31.100 Salaries - FOOD SERVICES		\$0	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750
Total 31 (3100)-FOOD SERVICES Salaries (100)		\$0	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750
TOTAL - ALL SALARIES (100)		\$118,850	\$131,623	\$162,055	\$162,055	\$162,055	\$162,055
--- BENEFITS ---							
10.210 Retirement - INSTRUCTION		\$6,062	\$6,062	\$6,062	\$6,062	\$6,062	\$6,062
21.210 Retirement - STUDENT SUPPORT		\$200	\$200	\$200	\$200	\$200	\$200
22.210 Retirement - INSTRUCTIONAL STAFF SUPPORT		\$377	\$377	\$377	\$377	\$377	\$377
24.210 Retirement - SCHOOL ADMINISTRATION		\$664	\$664	\$664	\$664	\$664	\$664
26.210 Retirement - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.210 Retirement - FOOD SERVICES		\$0	\$538	\$538	\$538	\$538	\$538
TOTAL - ALL RETIREMENT		\$7,303	\$7,841	\$7,841	\$7,841	\$7,841	\$7,841
10.220 Social Security/FICA/UNEMP/WCF - INSTRUCTION		\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98
21.220 Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT		\$400	\$400	\$400	\$400	\$400	\$400
22.220 Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
24.220 Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION		\$1,328	\$1,328	\$1,328	\$1,328	\$1,328	\$1,328
26.220 Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.220 Social Security - FOOD SERVICES		\$0	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075
TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF		\$13,852	\$14,927	\$14,927	\$14,927	\$14,927	\$14,927

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary								
Second Operational Year			Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21
10.240	Insurance (Health/Dental/Life) - INSTRUCTION		\$17,595	\$17,595	\$17,595	\$17,595	\$17,595	\$17,595
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT		\$580	\$580	\$580	\$580	\$580	\$580
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION		\$1,927	\$1,927	\$1,927	\$1,927	\$1,927	\$1,927
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES		\$1,430	\$1,430	\$1,430	\$1,430	\$1,430	\$1,430
	TOTAL - ALL INSURANCE (Health/Dental/Life)		\$21,532	\$21,532	\$21,532	\$21,532	\$21,532	\$21,532
10.200	Other Benefits (specify) - INSTRUCTION		\$0	\$0	\$0	\$0	\$0	\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION		\$0	\$0	\$0	\$0	\$0	\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES		\$0	\$0	\$0	\$0	\$0	\$0
31.200	Other Benefits (specify) - FOOD SERVICES		\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER BENEFITS (specify)		\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL BENEFITS (200)		\$42,687	\$44,300	\$44,300	\$44,300	\$44,300	\$44,300
	--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION		\$4,375	\$4,375	\$4,375	\$4,375	\$4,375	\$4,375
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT		\$0	\$0	\$0	\$0	\$0	\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT		\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION		\$14,700	\$14,700	\$14,700	\$14,700	\$14,700	\$14,700
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES		\$3,417	\$3,417	\$3,417	\$3,417	\$3,417	\$3,417
31.300	Purchased Prof & Tech Services - FOOD SERVICES		\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROF & TECH SERVICES (300)		\$24,158	\$24,158	\$24,158	\$24,158	\$24,158	\$24,158
	--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services		\$9,625	\$9,625	\$9,625	\$9,625	\$9,625	\$9,625
26.441	Rental of Land and Buildings		\$55,778	\$55,778	\$55,778	\$55,778	\$55,778	\$55,778
26.450	Construction and Remodeling		\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL PURCHASED PROPERTY SERVICES (400)		\$65,403	\$65,403	\$65,403	\$65,403	\$65,403	\$65,403
	--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services		\$0	\$1,168	\$1,168	\$1,168	\$1,168	\$1,168
24.520	Insurance(other than employee benefits - e.g. D&O)		\$0	\$0	\$0	\$0	\$0	\$0
45.521	Property Insurance		\$0	\$24,480	\$0	\$0	\$0	\$0
45.522	Liability Insurance		\$0	\$2,713	\$0	\$0	\$0	\$0
10.530	Communication(telephone and other)		\$0	\$0	\$0	\$0	\$0	\$0
21.530	Communication(telephone and other)		\$0	\$0	\$0	\$0	\$0	\$0
24.530	Communication(telephone and other)		\$102	\$102	\$102	\$102	\$102	\$102
26.530	Communication(telephone and other)		\$1,632	\$1,632	\$1,632	\$1,632	\$1,632	\$1,632
24.540	Advertising		\$5,000	\$3,000	\$0	\$0	\$0	\$0
10.550	Printing and Binding		\$0	\$0	\$0	\$0	\$0	\$0
21.550	Printing and Binding		\$0	\$0	\$0	\$0	\$0	\$0
24.550	Printing and Binding		\$0	\$0	\$0	\$0	\$0	\$0
10.560	Tuition		\$0	\$0	\$0	\$0	\$0	\$0
21.570	Food Service Management		\$0	\$0	\$0	\$0	\$0	\$0
21.580	Travel/Per Diem		\$0	\$185	\$185	\$185	\$185	\$185
24.580	Travel/Per Diem		\$0	\$371	\$371	\$371	\$371	\$371
26.580	Travel/Per Diem		\$0	\$0	\$0	\$0	\$0	\$0
10.590	Inter-educational, Interagency Purchased Services		\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER PURCHASED SERVICES (500)		\$6,734	\$33,682	\$3,459	\$3,459	\$3,459	\$3,459
	--- SUPPLIES ---							
10.600	Instructional Supplies		\$12,209	\$12,209	\$8,140	\$5,426	\$5,426	\$5,426
10.641	Textbooks		\$11,025	\$11,025	\$2,205	\$2,205	\$2,205	\$2,205
21.600	Supplies - Student Support Services		\$0	\$2,550	\$255	\$255	\$255	\$255
22.644	Library Books		\$0	\$5,000	\$500	\$500	\$500	\$500
22.650	Periodicals		\$0	\$1,250	\$125	\$125	\$125	\$125
24.600	Supplies - School Administration		\$0	\$4,000	\$350	\$350	\$350	\$350
26.600	Supplies - Operation & Maintenance of Facilities		\$0	\$4,000	\$350	\$350	\$350	\$350
31.600	Supplies - Food Service		\$0	\$4,000	\$314	\$314	\$314	\$314
31.630	Food - Food Service		\$0	\$5,564	\$5,564	\$5,564	\$5,564	\$5,564
	TOTAL - ALL SUPPLIES (600)		\$23,234	\$49,598	\$17,802	\$15,089	\$15,089	\$15,089

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary									
Second Operational Year			Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	
--- PROPERTY ---									
10.700	Property (Instructional Equipment) - Instruction		\$0	\$5,100	\$0	\$0	\$0	\$0	\$0
21.700	Property - Student Support Services		\$0	\$3,100	\$400	\$400	\$400	\$400	\$400
22.700	Property - Instructional Staff Support		\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.700	Property - School Administration		\$0	\$3,100	\$400	\$400	\$400	\$400	\$400
26.700	Property - Operation & Maintenance of Facilities		\$0	\$3,100	\$400	\$400	\$400	\$400	\$400
31.700	Property - Food Services		\$7,500	\$2,500	\$0	\$0	\$0	\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0
49.710	Land and Improvements		\$0	\$0	\$0	\$0	\$0	\$0	\$0
49.720	Buildings		\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.732	School Buses		\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.733	Furniture and Fixtures - Instruction		\$21,000	\$8,750	\$5,250	\$0	\$0	\$0	\$0
24.733	Furniture and Fixtures - School Administration		\$4,500	\$1,875	\$1,125	\$0	\$0	\$0	\$0
22.733	Furniture and Fixtures - Instructional Support Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.734	Technology Equipment - Instruction		\$36,000	\$15,000	\$9,000	\$0	\$0	\$0	\$0
24.734	Technology Equipment - School Administration		\$4,500	\$1,875	\$1,125	\$0	\$0	\$0	\$0
22.734	Technology Equipment - Instructional Support Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.734	Technology Equipment - Student Support Services		\$0	\$0	\$0	\$0	\$0	\$0	\$0
27.735	Non-Bus Vehicles		\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.739	Other Equipment - Instruction		\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.739	Other Equipment - School Administration		\$0	\$0	\$0	\$0	\$0	\$0	\$0
22.739	Other Equipment - Instructional Support Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0
21.739	Other Equipment - Instruction		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL PROPERTY (700)			\$73,500	\$44,400	\$17,700	\$1,200	\$1,200	\$1,200	\$1,200
--- OTHER OBJECTS ---									
10.800	Other Objects- Instruction		\$425	\$425	\$425	\$425	\$425	\$425	\$425
21.800	Other Objects- Student Support		\$9	\$9	\$9	\$9	\$9	\$9	\$9
22.800	Other Objects- Instructional Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.800	Other Objects- School Administration		\$425	\$425	\$425	\$425	\$425	\$425	\$425
26.800	Other Objects - Operation & Maintenance of Facilities		\$213	\$213	\$213	\$213	\$213	\$213	\$213
31.800	Other Objects - Food Services		\$170	\$170	\$170	\$170	\$170	\$170	\$170
10.800	Other Objects - Building Acquisition		\$0	\$0	\$0	\$0	\$0	\$0	\$0
10.810	Dues and Fees - Instruction		\$340	\$340	\$340	\$340	\$340	\$340	\$340
21.810	Dues and Fees - Student Support		\$170	\$170	\$170	\$170	\$170	\$170	\$170
22.810	Dues and Fees - Instructional Staff		\$0	\$0	\$0	\$0	\$0	\$0	\$0
24.810	Dues and Fees -School Administration		\$340	\$340	\$340	\$340	\$340	\$340	\$340
26.810	Dues and Fees - Operation & Maintenance of Facilities		\$0	\$0	\$0	\$40,000	\$0	\$0	\$0
TOTAL - OTHER OBJECTS (800)			\$2,091	\$2,091	\$2,091	\$42,091	\$2,091	\$2,091	\$2,091
Total Building Acquisition & Instruction (4500)									
830	Interest		\$308	\$308	\$308	\$308	\$308	\$308	\$308
840	Redemption of Principal		\$6,770	\$6,770	\$6,770	\$6,770	\$6,770	\$6,770	\$6,770
Total other financing sources (uses) and other items			\$7,077	\$7,077	\$7,077	\$7,077	\$7,077	\$7,077	\$7,077
Projected Month End Cash			\$235,557	\$219,985	\$214,921	\$193,175	\$211,428	\$245,258	

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary		Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
Second Operational Year							
Number of Students: 588							
Grade Configuration: K-6							
STARTING CASH ON HAND		\$245,258	\$278,089	\$312,119	\$347,149	\$382,180	\$417,210
Revenue							
Child Nutrition Program (CNP) and Lunchroom Sales		\$8,395	\$8,395	\$8,395	\$8,395	\$8,395	\$8,395
Student Activities		\$0	\$0	\$0	\$0	\$0	\$0
Other		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Total Revenue From Local Sources (1000)		\$9,895	\$9,895	\$9,895	\$9,895	\$9,895	\$9,895
State Educational Funding		\$329,086	\$329,086	\$329,086	\$329,086	\$329,086	\$329,086
Implementation Grant		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from State Sources (3000)		\$329,086	\$329,086	\$329,086	\$329,086	\$329,086	\$329,086
Lunch and Breakfast Reimbursement		\$4,104	\$4,104	\$4,104	\$4,104	\$4,104	\$4,104
Donated Commodities (CNP)		\$0	\$0	\$0	\$0	\$0	\$0
Restricted Federal Through State		\$0	\$0	\$0	\$0	\$0	\$0
Programs for the Disabled (IDEA)		\$12,230	\$12,230	\$12,230	\$12,230	\$12,230	\$12,230
No Child Left Behind (NCLB)		\$3,347	\$3,347	\$3,347	\$3,347	\$3,347	\$3,347
Total Revenue from Federal Sources (4000)		\$19,681	\$19,681	\$19,681	\$19,681	\$19,681	\$19,681
Private Grants & Donations:		\$0	\$0	\$0	\$0	\$0	\$0
Source(s) (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Loans:		\$0	\$0	\$0	\$0	\$0	\$0
Commercial		\$0	\$0	\$0	\$0	\$0	\$0
Contributions and Donations from Private Sources		\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)		\$0	\$0	\$0	\$0	\$0	\$0
Prior Year Carryforward		\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue from Other Sources (5000)		\$0	\$0	\$0	\$0	\$0	\$0
Total Available Cash:		\$603,920	\$636,751	\$670,781	\$705,811	\$740,842	\$775,872
Expenditures							
--- SALARIES ---							
10.131	Salaries - Teachers	\$95,880	\$95,880	\$95,880	\$95,880	\$95,880	\$95,880
10.132	Salaries - Substitute Teachers	\$2,157	\$2,157	\$2,157	\$2,157	\$2,157	\$2,157
10.161	Salaries - Teacher Aides and Paraprofessionals	\$28,274	\$28,274	\$28,274	\$28,274	\$28,274	\$28,274
10.100	Salaries - Other 1000-INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
	Total 10 (1000)-INSTRUCTION Salaries (100)	\$126,312	\$126,312	\$126,312	\$126,312	\$126,312	\$126,312
21.141	Salaries - Attendance and Social Work Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.142	Salaries - Guidance Personnel	\$2,142	\$2,142	\$2,142	\$2,142	\$2,142	\$2,142
21.143	Salaries - Health Services Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.144	Salaries - Psychological Personnel	\$0	\$0	\$0	\$0	\$0	\$0
21.152	Salaries - Secretarial and Clerical	\$0	\$0	\$0	\$0	\$0	\$0
21.100	Salaries - Other 2100-STUDENT SUPPORT	\$2,023	\$2,023	\$2,023	\$2,023	\$2,023	\$2,023
	Total 21 (2100)-STUDENT SUPPORT Salaries (100)	\$4,165	\$4,165	\$4,165	\$4,165	\$4,165	\$4,165
22.145	Salaries - Media Personnel - Certified	\$0	\$0	\$0	\$0	\$0	\$0
22.162	Salaries - Media Personnel - Noncertified	\$0	\$0	\$0	\$0	\$0	\$0
22.100	Salaries - Other 2200-INSTRUCTIONAL STAFF SUPPORT	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548
	Total 22 (2200)-INSTRUCTIONAL STAFF SUPPORT Salaries (100)	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548	\$7,548
24.121	Salaries - Principals and Assistants	\$7,650	\$7,650	\$7,650	\$7,650	\$7,650	\$7,650
24.152	Salaries - Secretarial and Clerical	\$5,630	\$5,630	\$5,630	\$5,630	\$5,630	\$5,630
24.100	Salaries - Other 2400-SCHOOL ADMINISTRATION	\$0	\$0	\$0	\$0	\$0	\$0
	Total 24 (2400)-SCHOOL ADMINISTRATION Salaries (100)	\$13,280	\$13,280	\$13,280	\$13,280	\$13,280	\$13,280
26.100	Salaries - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0
	Total 26 (2600)-OPERATION & MAINT OF FACILITIES Salaries (100)	\$0	\$0	\$0	\$0	\$0	\$0
31.100	Salaries - FOOD SERVICES	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750
	Total 31 (3100)-FOOD SERVICES Salaries (100)	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750	\$10,750
	TOTAL - ALL SALARIES (100)	\$162,055	\$162,055	\$162,055	\$162,055	\$162,055	\$162,055
--- BENEFITS ---							
10.210	Retirement - INSTRUCTION	\$6,062	\$6,062	\$6,062	\$6,062	\$6,062	\$6,062
21.210	Retirement - STUDENT SUPPORT	\$200	\$200	\$200	\$200	\$200	\$200
22.210	Retirement - INSTRUCTIONAL STAFF SUPPORT	\$377	\$377	\$377	\$377	\$377	\$377
24.210	Retirement - SCHOOL ADMINISTRATION	\$664	\$664	\$664	\$664	\$664	\$664
26.210	Retirement - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.210	Retirement - FOOD SERVICES	\$538	\$538	\$538	\$538	\$538	\$538
	TOTAL - ALL RETIREMENT	\$7,841	\$7,841	\$7,841	\$7,841	\$7,841	\$7,841
10.220	Social Security/FICA/UNEMP/WCF - INSTRUCTION	\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98	\$12,123.98
21.220	Social Security/FICA/UNEMP/WCF - STUDENT SUPPORT	\$400	\$400	\$400	\$400	\$400	\$400
22.220	Social Security/FICA/UNEMP/WCF - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.220	Social Security/FICA/UNEMP/WCF - SCHOOL ADMINISTRATION	\$1,328	\$1,328	\$1,328	\$1,328	\$1,328	\$1,328
26.220	Social Security/FICA/UNEMP/WCF - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.220	Social Security - FOOD SERVICES	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075	\$1,075
	TOTAL - ALL SOCIAL SECURITY/FICA/UNEMP/WCF	\$14,927	\$14,927	\$14,927	\$14,927	\$14,927	\$14,927

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary		Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
Second Operational Year							
10.240	Insurance (Health/Dental/Life) - INSTRUCTION	\$17,595	\$17,595	\$17,595	\$17,595	\$17,595	\$17,595
21.240	Insurance (Health/Dental/Life) - STUDENT SUPPORT	\$580	\$580	\$580	\$580	\$580	\$580
22.240	Insurance (Health/Dental/Life) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.240	Insurance (Health/Dental/Life) - SCHOOL ADMINISTRATION	\$1,927	\$1,927	\$1,927	\$1,927	\$1,927	\$1,927
26.240	Insurance (Health/Dental/Life) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.240	Insurance (Health/Dental/Life) - FOOD SERVICES	\$1,430	\$1,430	\$1,430	\$1,430	\$1,430	\$1,430
	TOTAL - ALL INSURANCE (Health/Dental/Life)	\$21,532	\$21,532	\$21,532	\$21,532	\$21,532	\$21,532
10.200	Other Benefits (specify) - INSTRUCTION	\$0	\$0	\$0	\$0	\$0	\$0
21.200	Other Benefits (specify) - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.200	Other Benefits (specify) - INSTRUCTIONAL STAFF SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
24.200	Other Benefits (specify) - SCHOOL ADMINISTRATION	\$0	\$0	\$0	\$0	\$0	\$0
26.200	Other Benefits (specify) - OPERATION & MAINT OF FACILITIES	\$0	\$0	\$0	\$0	\$0	\$0
31.200	Other Benefits (specify) - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL - ALL OTHER BENEFITS (specify)	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL BENEFITS (200)	\$44,300	\$44,300	\$44,300	\$44,300	\$44,300	\$44,300
--- PURCHASED PROFESSIONAL & TECHNICAL SERVICES ---							
10.300	Purchased Prof & Tech Services - INSTRUCTION	\$4,375	\$4,375	\$4,375	\$4,375	\$4,375	\$4,375
21.300	Purchased Prof & Tech Services - STUDENT SUPPORT	\$0	\$0	\$0	\$0	\$0	\$0
22.300	Purchased Prof & Tech Services - INSTRUCTIONAL STAFF SUPPORT	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
24.300	Purchased Prof & Tech Services - SCHOOL ADMINISTRATION	\$14,700	\$14,700	\$14,700	\$14,700	\$14,700	\$14,700
26.300	Purchased Prof & Tech Services - OPERATION & MAINT OF FACILITIES	\$3,417	\$3,417	\$3,417	\$3,417	\$3,417	\$3,417
31.300	Purchased Prof & Tech Services - FOOD SERVICES	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL PURCHASED PROF & TECH SERVICES (300)	\$24,158	\$24,158	\$24,158	\$24,158	\$24,158	\$24,158
--- PURCHASED PROPERTY SERVICES ---							
26.400	Purchased Property Services	\$9,625	\$9,625	\$9,625	\$9,625	\$9,625	\$9,625
26.441	Rental of Land and Buildings	\$55,778	\$55,778	\$55,778	\$55,778	\$55,778	\$55,778
26.450	Construction and Remodeling	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL PURCHASED PROPERTY SERVICES (400)	\$65,403	\$65,403	\$65,403	\$65,403	\$65,403	\$65,403
--- OTHER PURCHASED SERVICES ---							
27.510	Student Transportation services	\$1,168	\$1,168	\$1,168	\$1,168	\$1,168	\$1,168
24.520	Insurance (other than employee benefits - e.g. D&O)	\$0	\$0	\$0	\$0	\$0	\$0
45.521	Property Insurance	\$0	\$0	\$0	\$0	\$0	\$0
45.522	Liability Insurance	\$0	\$0	\$0	\$0	\$0	\$0
10.530	Communication (telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
21.530	Communication (telephone and other)	\$0	\$0	\$0	\$0	\$0	\$0
24.530	Communication (telephone and other)	\$102	\$102	\$102	\$102	\$102	\$102
26.530	Communication (telephone and other)	\$1,632	\$1,632	\$1,632	\$1,632	\$1,632	\$1,632
24.540	Advertising	\$1,000	\$1,000	\$0	\$0	\$0	\$0
10.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
21.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
24.550	Printing and Binding	\$0	\$0	\$0	\$0	\$0	\$0
10.560	Tuition	\$0	\$0	\$0	\$0	\$0	\$0
21.570	Food Service Management	\$0	\$0	\$0	\$0	\$0	\$0
21.580	Travel/Per Diem	\$185	\$185	\$185	\$185	\$185	\$185
24.580	Travel/Per Diem	\$371	\$371	\$371	\$371	\$371	\$371
26.580	Travel/Per Diem	\$0	\$0	\$0	\$0	\$0	\$0
10.590	Inter-educational, Interagency Purchased Services	\$0	\$0	\$0	\$0	\$0	\$0
	TOTAL ALL OTHER PURCHASED SERVICES (500)	\$4,459	\$4,459	\$3,459	\$3,459	\$3,459	\$3,459
--- SUPPLIES ---							
10.600	Instructional Supplies	\$5,426	\$5,426	\$5,426	\$5,426	\$5,426	\$5,426
10.641	Textbooks	\$2,205	\$2,205	\$2,205	\$2,205	\$2,205	\$2,205
21.600	Supplies - Student Support Services	\$255	\$255	\$255	\$255	\$255	\$255
22.644	Library Books	\$500	\$500	\$500	\$500	\$500	\$500
22.650	Periodicals	\$125	\$125	\$125	\$125	\$125	\$125
24.600	Supplies - School Administration	\$350	\$350	\$350	\$350	\$350	\$350
26.600	Supplies - Operation & Maintenance of Facilities	\$350	\$350	\$350	\$350	\$350	\$350
31.600	Supplies - Food Service	\$314	\$314	\$314	\$314	\$314	\$314
31.630	Food - Food Service	\$5,564	\$5,564	\$5,564	\$5,564	\$5,564	\$5,564
	TOTAL ALL SUPPLIES (600)	\$15,089	\$15,089	\$15,089	\$15,089	\$15,089	\$15,089

New School Application – BRIDGE ELEMENTARY

Charter School Name: Bridge Elementary							
Second Operational Year		Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22
--- PROPERTY ---							
10.700	Property (Instructional Equipment) - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
21.700	Property - Student Support Services	\$400	\$0	\$0	\$0	\$0	\$0
22.700	Property - Instructional Staff Support	\$0	\$0	\$0	\$0	\$0	\$0
24.700	Property - School Administration	\$400	\$0	\$0	\$0	\$0	\$0
26.700	Property - Operation & Maintenance of Facilities	\$400	\$0	\$0	\$0	\$0	\$0
31.700	Property - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
31.780	Depreciation - Kitchen Equipment Depreciation - Food Services	\$0	\$0	\$0	\$0	\$0	\$0
49.710	Land and Improvements	\$0	\$0	\$0	\$0	\$0	\$0
49.720	Buildings	\$0	\$0	\$0	\$0	\$0	\$0
27.732	School Buses	\$0	\$0	\$0	\$0	\$0	\$0
10.733	Furniture and Fixtures - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
24.733	Furniture and Fixtures - School Administration	\$0	\$0	\$0	\$0	\$0	\$0
22.733	Furniture and Fixtures - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.733	Furniture and Fixtures - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
10.734	Technology Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
24.734	Technology Equipment - School Administration	\$0	\$0	\$0	\$0	\$0	\$0
22.734	Technology Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.734	Technology Equipment - Student Support Services	\$0	\$0	\$0	\$0	\$0	\$0
27.735	Non-Bus Vehicles	\$0	\$0	\$0	\$0	\$0	\$0
10.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
24.739	Other Equipment - School Administration	\$0	\$0	\$0	\$0	\$0	\$0
22.739	Other Equipment - Instructional Support Staff	\$0	\$0	\$0	\$0	\$0	\$0
21.739	Other Equipment - Instruction	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - ALL PROPERTY (700)		\$1,200	\$0	\$0	\$0	\$0	\$0
--- OTHER OBJECTS ---							
10.800	Other Objects- Instruction	\$425	\$425	\$425	\$425	\$425	\$425
21.800	Other Objects- Student Support	\$9	\$9	\$9	\$9	\$9	\$9
22.800	Other Objects- Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.800	Other Objects- School Administration	\$425	\$425	\$425	\$425	\$425	\$425
26.800	Other Objects - Operation & Maintenance of Facilities	\$213	\$213	\$213	\$213	\$213	\$213
31.800	Other Objects - Food Services	\$170	\$170	\$170	\$170	\$170	\$170
10.800	Other Objects - Building Acquisition	\$0	\$0	\$0	\$0	\$0	\$0
10.810	Dues and Fees - Instruction	\$340	\$340	\$340	\$340	\$340	\$340
21.810	Dues and Fees - Student Support	\$170	\$170	\$170	\$170	\$170	\$170
22.810	Dues and Fees - Instructional Staff	\$0	\$0	\$0	\$0	\$0	\$0
24.810	Dues and Fees -School Administration	\$340	\$340	\$340	\$340	\$340	\$340
26.810	Dues and Fees - Operation & Maintenance of Facilities	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL - OTHER OBJECTS (800)		\$2,091	\$2,091	\$2,091	\$2,091	\$2,091	\$2,091
Total Building Acquisition & Instruction (4500)							
830	Interest	\$308	\$308	\$308	\$308	\$308	\$308
840	Redemption of Principal	\$6,770	\$6,770	\$6,770	\$6,770	\$6,770	\$6,770
Total other financing sources (uses) and other items		\$7,077	\$7,077	\$7,077	\$7,077	\$7,077	\$7,077
Projected Month End Cash		\$278,089	\$312,119	\$347,149	\$382,180	\$417,210	\$452,240

7B. Finances

Bridge Elementary understands that the school will be a steward over the financial resources and assets entrusted to them by the State of Utah. As such, Bridge Elementary will ensure that sound fiscal procedures are in place before the school opens its door. The board recognizes the need to comply with all applicable laws and regulations, and makes following acknowledgements: (i) fiscal procedures will be consistent with generally accepted financial management standards; and (ii) neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of Bridge Elementary or persons or entities who operate the school.

The board of directors understands that it must follow all purchasing requirements that apply to qualifying goods and services as outlined in the Utah State Procurement Code. Accordingly, the board will have in place a purchasing policy, a conflict of interest policy, and other financial policies designed to establish best practices and procedures as it relates to the handling of the school's financial matters.

With its background in charter school governance and administration, the board of directors understands that school funding and reporting require the maintenance of accurate student information such as enrollment, attendance, students with disabilities, eligibility for free and reduced lunch, and English learners. Therefore, the board will ensure appropriate procedures and policies are in place to track and report accurate student enrollment information.

Financial Records/Reporting & Budget Process

As noted in the year-by-year analysis of the budget, Bridge Elementary's board of directors will comply with all the rules and regulations regarding financial reporting.

In addition to receiving monthly financial reports, the board will also request that the Director meet with the business manager/education service provider to review the budget (and subcategories of the budget, such as restricted Title and special education funds) in detail before each regularly scheduled board meeting, or as often if necessary. The board may request at any time that its Financial Coordinator attend these meetings or schedule additional budget meetings as the board sees fit.

Bridge Elementary will adhere to Generally Accepted Accounting Principles as set forth by the Financial Accounting Standards Board ("FASB"). The school will ensure that all applicable areas of the *Utah Money Management Act* are followed. Cash collected at the school will be reconciled daily in the presence of two authorized individuals, sealed in tamperproof envelopes, and deposited daily, whenever practicable, but not later than three days or as otherwise required by applicable rules governing the school's cash management policy.

Before June 1st of each year, Bridge Elementary's budget officer will prepare a tentative budget, with supporting documentation, and submit it to the board of directors. This will include: (a) the revenues and expenditures of the preceding fiscal year; (b) the estimated revenues and expenditures of the current fiscal year; (c) a detailed estimate of the essential expenditures for all

purposes for the next succeeding fiscal year; and (d) the estimated financial condition of the school district or charter school by funds at the close of the current fiscal year.

This tentative budget will be filed with the Director and made available for public inspection at least 15 days before the date of adoption, and, in accordance with state law, Bridge Elementary will, prior to June 30th of the current fiscal year, approve the annual operating budget for the next fiscal year. Any budget amendments will be noticed to all board members at least one week in advance.

The board will adhere to a balanced budget, such that anticipated revenues exceed anticipated appropriations. The budget will be designed so that the school's priorities, as established by the board, are met. All budgets and budget amendments will be voted upon in a public meeting in accordance with the *Utah Open and Public Meetings Act*. Subject to appropriation limits with object codes and other restrictions, Bridge Elementary reserves the right to reallocate funds from one line item in the budget to another as prescribed by the board if purchasing practices or conservation result in expenditure different from the budgeted amount. The board may choose to add undistributed reserves from the school's operational budget to the following year and/or may reallocate them to the current fiscal year's budget at its discretion. The budget and cash flow projections utilized by Bridge Elementary will provide sufficient detail to enable reasonably accurate projections of revenues and expenses; separation of capital and operational items; cash flow; and subsequent audit trail documentation.

In addition, Bridge Elementary understands and will comply with all applicable fiscal rules/regulations, including completion and timely submission of an annual financial audit of the current fiscal year conducted by an independent certified public accounting firm by November 30th of the following fiscal year; submission of October and December student counts in accordance to state mandated deadlines; Utah Money Management reports; wages and benefits negotiation reports; Utah Transparency Act reports and updates; October 1st AFR and APR submissions; and any other regular enrollment and financial reports required by the USBE.

Federal Programs & Grants

Bridge Elementary plans on receiving the Utah Implementation and Start-Up Grant, as well as Federal awards for Title and IDEA funds. The school will comply with all state federal guidelines regarding any awards they pursue and receive. These guidelines and restrictions include: limitations on students who can be served with the funding, attending required trainings, tracking student achievement, financial reporting on the Annual Program Report (APR), identifying and tracking assets purchased with grant funds, audit requirements, reimbursement timelines and deadlines, and all other items required by the details of the grant or program.

Business Administration

Bridge Elementary's education service provider or business manager ("Business Administrator") or will be required to maintain all financial, accounting, payroll, and other records in support of the school's operations and will report directly to the board. The Business Administrator is responsible for preparing financial reports (both regular and as requested) for the Director and board's purpose and at their discretion. Further, the Business Administrator must work within

state and federal guidelines, policies and procedures and in compliance with all state legislation as well as applicable generally accepted accounting principles.

The Business Administrator will be responsible for maintaining accurate information within the accounting software and general ledger of all revenues received, their sources, availability, and federal and state allowable expenditures to ensure funds are spent according to state and federal program rules. The Business Administrator will adhere to financial policies and procedures adopted by the board and will coordinate the day-to day financial activities of the school. These activities include processing of accounts payable; preparing disbursements; assisting in cash collection; receipt issuance, reconciliation, and deposit; maintaining the purchase order system; collecting employee information and documentation; and preparing bi-weekly and semi-monthly payrolls.

In addition, the Business Administrator will be charged with overseeing adherence to the financial policies and procedures adopted by the board and will be responsible for the following:

- Ensuring uniform budgeting, accounting, and auditing procedures and forms are followed as approved by the USBE
- Ensuring adequate internal controls are in place to safeguard the school's funds
- Assisting with the implementation and updating of the school's fixed asset system
- Ensuring that deposits are made in accordance with board policy
- Ensuring that all purchases are made in accordance with the school's purchasing policy and in accordance with the Utah State Procurement Code
- Ensuring that all purchases that meet the school's Capitalization and Expense Policy are accounted for in an accurate manner

The Business Administrator will be responsible for ensuring the board and Director remain updated on the financial operations of the school. Therefore, the Business Administrator will attend and report at board meetings; prepare and distribute monthly income statements, balance sheets, or, as requested, written reports of the school's receipts and expenditures; assist in the preparation of the annual budget and budget amendments; coordinate the annual audit with the independent CPA firm engaged by the board; and assist the Director in the preparation and submission of budget documents and statistical and fiscal reports required by law or the USBE

7C. Facilities

Bridge Elementary's facility will be one of the most important assets of the school, and the board of directors understands that the functionality of the building will have an impact on instruction. The school's educational model does not require a specialized building, but it is important that classroom space is sufficient to accommodate the school's instructional method and creates a safe place for students, staff and visitors.

The board of directors has first hand experience with the challenges of securing a charter school facility that will meet the school's needs. With a K-6 enrollment capacity of 588 students, the board has looked at similarly sized schools and anticipates a facility consisting of approximately 42,336 square feet (72 square feet per student). A facility of this size falls within the range of reasonable and acceptable school sizes for our target enrollment.

A 42,336 square foot facility would provide the necessary space to accommodate regular and special education classrooms, office and admin space, restroom facilities, teacher workspace, a media center, common areas and storage, kitchen, and a cafeteria/gym.

To assess the likelihood of leasing and retrofitting an existing building that could accommodate the needs described above, the board researched available lease space in Roy/West Haven. Currently, there are no active listings in the target area that meet the needs of our school. Of the leasable space available, rates generally run from \$10-\$16 per square foot, but building size and location were limiting factors.

Next, the board reviewed the process most new schools follow to secure a building, which consists of leasing a newly constructed building. The board's review included over 10 charter schools that entered into lease agreements following approval of their charter and were able to meet the timelines necessary for the first day of school. Lease terms ranged from 13-30 years, with the majority following a 20-25 year term. The rental rates on an annual basis were between \$13.35 per square foot and \$18.87 per square foot, with an average rate of between \$15 and \$16 per square foot. Although these comparables are similar structures, each facility possessed unique features that make it difficult to project an exact number for budgeting purposes. Therefore, the board looked at average expenses associated with the purchase of unimproved land, site prep, off-site improvements, impact fees, permitting, insurance, and other costs associated with a school development and determined it would project a lease rate of \$15.50 per square foot if it were to lease a newly constructed facility. Based on our lease comparison, the board believes \$15.50 per square foot is realistic and gives the school flexibility to adjust for a lower rate, smaller parcel or a slightly smaller building, and fits within the school's budget.

Due to the lack of existing commercial buildings in the target area and the experience of other charter schools, leasing a newly constructed building is the most realistic and beneficial facility option at this point. Inasmuch as the school's goal is to ultimately own its facility, the board intends to utilize the landlord/tenant relationship to build a financial track record in preparation for obtaining long-term financing options. Leasing a new facility will require the board to enter into a lease agreement with a reputable developer. There are multiple experienced developers

throughout the state from which the board could choose. Working with a developer would shift much of the risk and expense of constructing a new facility from Bridge Elementary to a third party. Although the school would not own its building in the beginning, the board acknowledges that any facility it occupies must conform to applicable health, safety and occupancy requirements. Therefore, the board will ensure all applicable laws and rules governing a Utah public charter school facility are specified in the lease agreement.

Prior to entering into any agreement for its facility, the board will retain independent legal counsel and submit the proposed agreement to the USBE prior to executing. Furthermore, the board acknowledges that construction of its facility must begin no later than January 1, 2020.

7D. Pre-Opening Plan

Bridge Elementary understands that opening a new charter school is a monumental task, and therefore, the board of directors will remain diligent in its efforts to complete start up tasks in a timely manner. The board intends to follow checklists recommended by the USBE as well as utilize the following timeline to create a framework to complete start-up activities. The board acknowledges that the following timeline is non-exhaustive and must be flexible to meet actual needs, and therefore, it anticipates constant monitoring and revisions to the following list.

	Completion Date	Responsible Individual(s)	Special Resources Needed
UPON APPROVAL			
Charter School Agreement finalized and signed.	ASAP	Board	Approved from USBE
Board Member background checks completed.	ASAP	Board Secretary	Register with Bureau of Criminal Investigation
Land & location search and procurement process starts.	ASAP	Facility Committee	Legal Review
June - 2019			
Apply for 501(c)(3) status.	July 2019	Board Financial Coordinator	Legal Review
Board Members and terms approved.	June 2019	Board	Bylaws
2019-20 Budget reviewed and approved.	June 2019	Board Financial Coordinator	Budget Committee
School Website	Sept 2019	Outreach Committee	Web & Graphic Designer. Requires USBE Approval
July - 2019			
Board Meeting calendar created with policy approvals and reports deadlines included.	July 2019	Board Secretary	Set up with Utah Public Notice Website
Board Member annual Open Meetings Act Training.	July 2019	Board	Presenter
Advertise for a Director/Principal.	Until filled	Hiring Committee	Set up teachers-teachers.com account
Create strategies to accomplish Charter School Agreement goals.	Dec 2019	Board	
Marketing Plan creation	Sept 2019	Outreach Committee	
August - 2019			
Procedures for enrollment applications, student registrations, and student transfer procedures created.	Sept 2019	Outreach Committee	Must comply with charter and applicable rules
Parent meetings start being held monthly.	Aug 2019	Director/Outreach Comm	Print materials, floor plans, and presentation materials
Marketing begins and website approved and posted.	Aug 2019	Outreach Committee	USBE Approval
September - 2019			
Director/Principal application review and interviews begin.	Dec 2019	Hiring Committee	
October - 2019			
Facility Financing Contract submitted to USBE for review.	Prior to Executing	Board Chair	Legal Review
Post notification of enrollment timelines.	Oct 2019	Outreach Committee	
RFP for Educational Service Provider.	Oct 2019	Hiring Committee	Legal Review
Schedule groundbreaking on school location.	Dec 2019	Board	No later than Dec. 31
November - 2019			
Procedure for screening and hiring faculty, staff, and volunteers created.	Dec 2019	Hiring Committee	
Employment agreement created.	Dec 2019	Hiring Committee	
Attend Fall Finance Training.	TBD	Board Financial Coordinator	
RFP for IT services.	Jan 2020	Board	Legal Review
December - 2019			
Director hired with determined start date according to funding.	Dec 2019	Hiring Committee	

	Completion Date	Responsible Individual(s)	Special Resources Needed
January - 2020			
Facility Financing Contract finalized and signed.	Jan 2020	Board	USBE & Legal Review
Enrollment opens and registration begins.	Jan 2020	Director	
Insurance procured.	Jan 2020	Board Financial Coordinator	Solicit bids
February - 2020			
Furnishing and Equipment needs RFP.	Mar 2020	Director	
Curriculum needs determined.	Mar 2020	Director	
Hiring for faculty and staff begins.	Until filled	Director	
March - 2020			
School Calendar and Bell Schedule reviewed and approved.	Mar 2020	Director/Board	
Enrollment reports start being submitted monthly to local districts.	Mar 2020	Director	
Procedure for administering state assessments created along with the calendar and analysis schedule.	Mar 2020	Director	
April - 2020			
Attend 504 Training.	TBD	Director	
Attend Spring Finance Training.	TBD	Board Financial Coordinator	
Accreditation application submitted.	Apr 2020	Director	
May - 2020			
Attend CACTUS Training.	TBD	Director/Head Secretary	
SNAP plan and parking lot traffic plan created and coordination with city starts.	Aug 2020	Director	
Request records from transferring schools.	Ongoing	Director	
June - 2020			
Parent Teacher Organization created and volunteer groups prepped for school start.	Aug 2020	Director	
Board Members and terms approved.	June 2020	Board	Bylaws
2020-21 Budget reviewed and approved.	June 2020	Financial Coordinator/Director	
Attended SIS Training.	June 2020	Director/Head Secretary	
RFP for grounds care.	Aug 2020	Director	
RFP for cleaning services.	Aug 2020	Director	
July - 2020			
Board Member annual Open Meetings Act Training.	July 2020	Board	Presenter
Final order for curriculum materials.	July 2020	Director	
Approve Founding Member list.	July 2020	Board	
Facilities finalized and building deliveries begin.	Aug 2020	Director/Facilities Comm	
August - 2020			
Teacher preparation and professional development.	Aug 2020	Director	
Facility occupancy	Aug 2020	Facility Committee	
Ribbon Cutting Ceremony and school tours.	Aug 2020	Board/Director	
First day of school.	Aug 2020	Director	

7E. Closure Plan

Although closure of Bridge Elementary is unlikely, the board of directors recognizes the importance of establishing, in advance, adequate plans for dealing with such a significant event. School closure could result from either the board of directors' decision to close the school or from a closure mandated by the Utah State Charter School Board. The board understands that a coherent closure plan would be necessary to fulfill its closure responsibilities. This would include the collection of data and information as well as explicit communication with students, parents, and school staff through email, mail, telephone calls and public meetings. The school's closure plan will comply with *Utah Code Ann. § 53G-5-504* and other applicable law and will ensure that the school's financial, legal, and reporting obligations are satisfied.

Closure of the school would have an enormous impact on the lives of hundreds of individuals, principally students, employees and their families. The board of directors will establish and adhere to an orderly school closure plan in order to assist all stakeholders through this difficult process.

Identification of Missed Targets

Both the school's charter application and its charter school agreement will contain goals that specify key performance indicators in the areas of student achievement, board performance and stewardship, financial performance and stability, and student attendance. The board of directors will conduct, at a minimum, one self-evaluation each year to assess whether Bridge Elementary is meeting the board's goals, its charter goals, and its key performance indicators. In the event the board identifies a missed target or potential missed target, the board will take appropriate steps to address the problem area and provide notice to appropriate individuals/agencies.

Developing the Closure Plan, School Closure Team & Monitoring Implementation

In the event of school closure, the board of directors will first determine how often it needs to meet in order to ensure efficient conclusion of the school's affairs. The board anticipates that the closure process will be extremely time consuming and labor intensive and will therefore convene as often as necessary to establish a timeline and closing plan for the school. The purpose of these meetings will be to develop a plan to comply with mandatory notice requirements and to make budgetary adjustments needed to ensure adequate funding for expenses related to winding up the school. Also, the board will establish a closure team and work with that team to develop an official closure plan which will be submitted to the Utah State Charter School Board as set forth in *Utah Code* § 53G-5-504(3)(b).

The board and members of the closure team, as appropriate, will meet periodically with faculty and staff to discuss the reasons the school is closing, discuss how the school will maintain continuity of instruction, describe the plan for students and student records, share timelines for closure, provide updates on the progress of the closure plan, discuss what support is available for employees, and provide informational updates

The closure team should consist of individuals with backgrounds in education and school administration, accounting and finance, general secretarial duties, and law. The board of directors will consider the team members' areas of expertise as well as the school's likely needs and will select one individual to serve as chairman of the team.

The closure team's primary responsibilities will include, but not be limited to, developing a formal detailed school closure plan for submission to the Utah State Charter School Board. The board anticipates four primary categories of duties in the dissolution process: (1) developing the closure plan; (2) managing governance and operational matters; (3) managing school finances; and (4) managing school reporting.

The closure team will also oversee and/or assist with the completion of the initial financial audit and the closing audit as required by law. In addition, the team will provide a comprehensive fixed asset schedule and identify/inventory all assets and provide for the maintenance and

protection of student files and school business records. The closure team will staff and maintain a base of operation throughout the school closing period that will include an office, hours of operation, and phone/messaging service as required by *Utah Code Ann.* § 53G-5-504(4)(b).

The closure team will also be required to maintain insurance coverage throughout the transition process or as directed by the Utah State Charter School Board as required by *Utah Code Ann.* § 53G-5-504(4)(c), and will take reasonable precautions to protect school property from theft, misappropriation, and deterioration.

The board of directors will appoint one or more of the individuals on the team as records custodian(s) to manage the school's records as required by *Utah Code Ann.* § 53G-5-504(4)(a). Lastly, the board will determine when the steps of the closure plan have been accomplished such that formal corporate dissolution may take place.

Notice

If early identification and remedial action do not resolve a major operational deficiency and either the board of directors decides to close the school or the Utah State Charter School Board mandates school closure, the board of directors will provide written notice of the decision to the following, as applicable: the Utah State Charter School Board, the Utah State Board of Education, parents of students, school employees, the school's creditors, the school's lease holders, the school's bond issuer(s), other entities that may have a claim to the school's assets, the school district in which the school is located and other charter schools in that district, and any other person or entity the school determines it is appropriate to notify. Written notice will be given no later than 10 days after the day on which a decision to close the school is made and shall contain, at minimum, the elements found in *Utah Code Ann.* § 53G-5-504(3)(b), including the proposed date of the school closure, the school's plan to help students identify and transition to a new school, and contact information for the school during the transition.

Transition Assistance

Student Transition. The board of directors will select closure team members to manage and ensure support for students and transitioning student records. Student transition assistance will include providing all parents with key transitional information along with the information required in *Utah Code Ann.* § 53G-5-504(3)(b). Notices will include contact information for team members who can: (i) answer questions about school closure and student transition; (ii) assist students in identifying and selecting a new school (including assistance identifying other charter schools as well as neighborhood district schools); (iii) explain the process for accessing and transferring student records; and (iv) respond to other general questions. Resources and information for students and parents will also be placed on the school's website and updated regularly. The school will identify families that lack Internet access during the school's registration process, and closure information and updates will be mailed to those families. The individual overseeing notification will maintain and update the mailing list of these families, update information for parents and students on the school's website, and regularly communicate with parents regarding the issues facing students and their families. In addition, the individual(s) will be charged with sending all student records to the receiving school upon request. This individual will maintain a list of all students whose records have not been transferred. The board

of directors will assign this individual(s) to establish a follow up procedure to determine where each student enrolled at the time of closing and where they will continue their education, including following up early in the subsequent school year in order to ensure that students have enrolled in a new school. This will help ensure that all of the school's students are enrolled in a new school in a timely manner.

Employee Transition. A team member will also be assigned to manage transition issues for employees. The board will ensure that employees receive appropriate notice of the closure plan. The assigned team member will also be responsible for providing employees with notice of their last day of employment, the date of termination of benefits and associated rights such as COBRA benefits, and employees' eligibility for additional benefits or support. The board will attempt to minimize the negative impact associated with losing employment by notifying employees as soon as possible and cooperating to the greatest extent possible with the employees' efforts to secure new employment by responding to reference requests, etc.

Maintenance of Records & Assets

The school will ensure that all school records are properly retained and that all student and financial records continue to be organized, properly maintained, and kept in a secure location. It is likely that all of the school's records will be archived at the Utah State Archives, where they will continue to be easily accessible to the public and interested stakeholders.

The board will identify the individual(s) responsible for preparing a comprehensive fixed asset schedule within 14 days of the decision to close the school. The school's assets will be inventoried, and the schedule will note which assets are loaned to the school, encumbered by terms of contingent gift, grant, donation, or security interest, or purchased with federal funds. The responsible individual(s) will update the asset schedule quarterly until the school's dissolution complete.

Assets that are held subject to written conditions or limitations will be disposed of in accordance with applicable codes, rules, conditions or limitations. Throughout the dissolution process, the board will ensure that the school's assets are protected against theft, misappropriation, and deterioration. Assets that are not held subject to rules, conditions, or limitations will be liquidated in a manner to ensure the highest possible price, whether by auction or otherwise. All sales transactions will be properly documented in order to account for the disposition of the school's assets. Proceeds from the sale of the school's assets will be used to satisfy or discharge the school's liabilities and obligations. The school will return any assets remaining, after all liabilities and obligations of the school are paid or discharged, to the Utah State Charter School Board.

The responsible individual(s) will ensure that assets covered under 34 CFR 80.32, will be managed and disposed of in accordance with applicable federal rules or other applicable restrictions (see 34 CFR 80.32(d) and 34 CFR 80.32(e)). In addition, all the school's business records and records relating to federal grants will be kept in accordance with 34 CFR 80.42 as applicable.

The responsible individual(s) will provide the board with a list of business entities that have a contractual relationship with the school. After review of each contractual relationship, the board will determine the appropriate method and timeframe for terminating these relationships, including determining which relationships need to be maintained throughout the school's closure period.

Reports

The board of directors will submit all documentation required by the Utah State Charter School Board throughout the closure process, including documentation that verifies its compliance with procedural requirements and proper management of financial issues related to the school closure. Additionally, the board agrees to conduct a final financial audit subsequent to the formal and final corporate dissolution.

One or more members of the closure team will be responsible for ensuring that all required reports continue to be prepared and submitted throughout the closure process. The preparation of reports will likely require expertise in both school administration and finance. The board anticipates assigning the team member responsible for school operations and the team member responsible for financial matters to work together, as necessary, to ensure timely and accurate submissions.

Financial Reserves

Funding for the projected expenses associated with the school's closure plan will be taken from the school's budgeted reserves and identified as the "Necessary Closure Fund" in the school's budget.

8. Contracts

Has the board entered into any contractual relationships for services (e.g. building development, school design, ESP) to be provided upon condition of approval as a charter school?

- ☐ Yes, we have entered into a contractual relationship for services.
- ☐ No, we have not entered into a contractual relationship for services.

Does the board intend to have a contractual relationship with an ESP?

- ☐ **Yes, we intend to contract with an ESP.**
- ☐ No, we do not intend to contract with an ESP.

The board of directors intends to explore its options regarding education service providers (“ESP”) following approval of its charter. Bridge Elementary has not entered into any contractual relationships or agreements for the provision of services to the school following approval. However, the board has approached Academica West, an education service provider, to provide feedback and direction on the development of our application, but no obligation has been incurred by either party.

Throughout the planning stages of Bridge Elementary’s charter, the board of directors has spent considerable effort developing a staffing plan that aligns with the school’s personalized learning model. As administrative duties and responsibilities have been discussed and defined, the board has recognized the benefits of utilizing an ESP to provide assistance to the school. In order to meet the commitments outlined in this charter application, Bridge Elementary must be prepared to address ongoing issues relating to finance, corporate law, public school rules/laws, marketing, human resources, real estate development, special education, accounting, auditing, law, human resources, payroll, start-up, school finance, governance and general operations. It is expected that engagement of an ESP would alleviate many of these administrative burdens from the Director and office staff; allow the Director to focus more time and effort on the school’s personalized learning model and student performance; and enhance the school’s ability to implement the academic program outlined in the charter.

The board of directors intends to explore ESP options by soliciting proposals in accordance with the requirements contained in the *Utah Procurement Code* as set forth in *Utah Code Ann. § 63G-6a*. The request for proposals (“RFP”) will request verifiable expertise in the areas noted in the preceding paragraph. To ensure fair and equitable treatment of potential providers of ESP services, the board of directors will publish the RFP and evaluate ESP proposals in accordance with *Utah Code Ann. § 63G-6a Part 7*. To provide the board with relevant information and to promote effective review, the RFP will require responding ESPs to submit, among other things, the following: a detailed narrative that demonstrates a proven and successful track record, a list and contact information for current and former client charter schools, access to financial audit performances for each client school, a description of the scope of proposed services, and the proposed fee. The purpose for including this information in the RFP will be to provide the board

with information that will allow it to verify prior performance, to evaluate options regarding ESP roles and responsibilities, to ensure the ESP's performance expectations are consistent with the school's accountability requirements, to evaluate the financial feasibility of the proposed services, and to determine whether the services provided will enhance the school's ability to provide the program of instruction outlined in the charter.

Following a thorough evaluation of the submitted proposals, if it is determined that engagement of an ESP is in the best interest of the school, the board of directors will consult with the school's legal counsel to make the award and negotiate an agreement. Any ESP agreements entered into by Bridge Elementary will specify general contract terms as well as the specific scope of responsibility of both parties.

The board of directors will establish clear performance expectations for the ESP in the request for proposals and any ESP agreement. Further, the board will utilize the ESP's agreement to establish the evaluation criteria for assessing the ESP's performance throughout the term of the agreement. Upon termination of the ESP agreement (whether through expiration of the agreement's term or through default by either party), the board will reconsider the needs of the school and determine whether it will publish an RFP for ESP services again or hire additional staff to provide similar services to the school.

The board of directors also provides the assurance that other applicable rules and guidelines will be followed throughout the procurement process for ESP services as well as any other third party agreements for services. Specifically, the board acknowledges and agrees that the provisions of *Utah Code Ann. § 53G-5-409 Regulated Transactions and Relationships*. In addition to the protections provided in this state law, Bridge Elementary's *Conflict of Interest Policy* provides additional rules and procedures for safeguarding the school's interests as it contemplates entering into agreements. (See above, *Section 6A. Required Employment Policies*.)

Inasmuch as the board of directors is responsible for the financial decision-making and business operations of the school, these responsibilities cannot and will not be surrendered to any third party. Any agreements executed for the provision of ESP services will clearly identify the board's financial and operational authority over the school. To ensure proper internal controls are in place to safeguard the school's financial resources, the board of directors will require the ESP to provide each board member with electronic access to view the school's financial information such as: accounts payable/receivable reports; purchase orders and supporting documentation; and the annual budget and current financial reports. Furthermore, the board of directors will engage an independent audit firm to conduct an annual financial audit each year to ensure proper policies and procedures are followed at the school.

Appendix A: Background Information Sheets

Name: Lani Rounds

Role with application: Board President

Expertise: Charter School Administration & Governance

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law).

Statement of Intent

I have 15 years experience in public education, with more than half of those years in a charter school setting as a teacher, special education director, principal, start-up coordinator, and network administrator. I have served as a founding board member Leadership Learning Academy, and I am currently a board member for Wasatch peak Academy. As an educator with experience in special education, I have seen the value that individualized goals have played in helping students succeed. This was the driving force behind creating a school where every student, regardless of ability, has a personalized learning plan outlined with academic goals and a plan to achieve those goals. As the board president for Bridge Elementary, I am personally committed to ensuring the successful implementation of the program outlined in our charter application.

Not-for-Profit History

In her roles as a charter school start up coordinator and school administrator working for charter schools with a not-for-profit status, Lani gained valuable expertise as she was charged with the responsibility of overseeing start up and operational school budgets; interviewing and hiring staff; writing and administering grants; procuring property, equipment and supplies to successfully open new schools; developing new school administrative procedures; marketing new schools to their communities; as well as managing the daily responsibilities of a charter school director.

Lani's ground-level school management experience has been further enhanced by her service on multiple charter school boards. As a result of her passion and insight, Lani was recruited and served a term on Leadership Learning Academy's board of directors. Following a brief "retirement" from board service, she was asked to serve on Wasatch Peak Academy's board of directors, and she continues to serve in that capacity.

Employment History

Lani has experience as a special education teacher in Weber School District and at Quest Academy, and subsequently worked as a special education director and then principal at Quest Academy and Ascent Academies. In addition, Lani has served as the start-up coordinator and then network administrator for Ascent Academies. Lani is currently an education specialist for Academica West.

Education History

Capella University, Ed.S., Leadership and Educational Administration (August 2009)

University of Phoenix, M.Ed., Curriculum and Instruction (August 2006)

USBE & Utah State University, B.S. equivalent, Special Education (May 2006)

University of Phoenix, B.S., Information Technology (May 2003)

Weber State University, 112 hours (May 2002)

Assurance of Background Check

Charter school governing board members and key administrators must complete a background check within 30 days of authorization, as required by [53G-5-302](#). A background check requires fingerprinting consistent with Board Rule and State law. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after 18 years of age. The applicant is responsible for the cost of the background check. With the signature below the applicant is assuring compliance.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO SCSB STAFF TO VERIFY ANY INFORMATION PROVIDED ABOVE.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature

Name: Keri Toponce

Role with application: Board Vice President

Expertise: Curriculum development and educational technology

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law).

Statement of Intent

Simply put: I love teaching! I am enthusiastic about being a board member of Bridge Elementary because of the emphasis on personalized learning and our model's school-wide focus on the individual student. I have spent countless hours differentiating curriculum as a classroom teacher and believe firmly in teaching to a child's individual needs. I am completely committed to Bridge Elementary's mission, vision, and model as described throughout this application, and I look forward to ensuring the school delivers its program with fidelity to its charter.

Not-for-Profit History

Keri serves as the Academic Enhancement Chair for the POEC at Syracuse Arts Academy. She volunteers as the class captain of her daughter's class and has served in various religious nonprofit leadership positions.

Employment History

Teachers Pay Teachers – Curriculum Writer (May 2014 to present)

- Created teacher STEM/STEAM lesson plans
- Created unique educational clipart

Ascent Academies of Utah – Elementary Teacher (August 2014 to May 2015)

- Created an enriching learning environment where students felt safe, happy, and ready to grow
- Designed a classroom blog/wiki page to showcase student work and to maintain effective communication for parents
- Maintain compliance with the school charter
- Differentiated instruction to meet the needs of her classroom students

Gibbs Smith – Curriculum Writer (September 2010 to June 2011)

- Created teacher lesson plans and a student workbook that correlated with fourth grade social studies standards

Weber School District – Elementary Teacher (September 2000 to June 2008)

- Created an enriching learning environment where students felt safe, happy, and ready to grow
- Designed a classroom website/blog/wiki page to showcase student work and to maintain effective communication for parents
- Maintained compliance with state and district standards
- Differentiated instruction to meet the needs of classroom students

Education History

Utah State University, B.A., Elementary Education (May 2000)

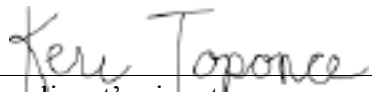
Snow College, Associates of Science (May 1996)

Assurance of Background Check

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Applicant's signature

Name: Matthew Mouritsen

Role with application: Financial Coordinator

Expertise: Accounting, finance, business, education

Select the statements that are applicable and, if applicable, proceed as directed:

- ☐ I intend to become an employee of the school.
- ☐ I am related to another person or persons identified as a founding member, governing board member, or administrator (relative means father, mother, husband, wife, son, daughter, sister, brother, uncle, aunt, nephew, niece, first cousin, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law).

Statement of Intent

As a professor in the School of Accounting & Taxation at Weber State University and the Director of the Master of Business Administration Program at Weber State University, I have had the unique opportunity to share my passion for learning with students that come from a wide variety of backgrounds and personal/professional experiences. I have focused my professional career on education and have significant professional experience in managing projects, processes, functions, and teams. My areas of expertise include teaching, leadership, accounting and cost management, asset management, organization, quality management, project management, problem solving, presentations, accreditation, assurance of learning, and written/verbal communication.

As a father of five children and grandfather of three grandchildren, I have a profound appreciation for the administrators and teachers that dedicate themselves to improving students' educational experience and performance. I believe Bridge Elementary's instructional model will provide a unique and research-based approach that is needed in our public education system, and I look forward to serving as a member of the board of directors and sharing my thoughts, perspectives, and expertise as the board governs the implementation and operations of the school.

Not-for-Profit History

Mr. Mouritsen possesses a broad understanding of nonprofit finance, taxation, and governance issues. He began his professional career as an accountant at Weber State University in the Division of Continuing Education in which he had to oversee the proper accounting of revenues and expenses. In completing his Ph.D. degree, his dissertation was entitled *The Development and Application of a Model Total Quality Education Approach to Utah School Districts* which is still applicable to K-12 public education in Utah. Over the years, he has been a member of numerous councils and committees (see below, Service Highlights) and has been invited to present to countless nonprofit organizations on issues related to project and asset management. He will provide valuable guidance to the board of directors as we seek to allocate and safeguard Bridge Elementary's financial resources.

Employment History

Weber State University, Ogden, Utah (2001 to present)

Director of the Master of Business Administration Program (2008 to present); Professor (3/2014 to present); Associate Professor (7/2007 to 3/2014); Asst. Professor (7/2001 to 6/2007)

Teaching - School of Accounting & Taxation: Courses taught include:

- Strategic Management Accounting (Master of Accounting course) (2002 to present)
- Survey of Accounting I & II (Financial & Managerial Accounting) (2001 to present)
- Intermediate Financial Accounting (I) (2002 to 2010)
- Cost Accounting (2002-3, 2015-16)

Teaching – M.B.A. Program: Courses taught include:

- Information Technology in the Enterprise (2002 to present)
- E-Business (2002 to 2015)
- Project Management (2005 to present)
- International Business Field Studies (2011, 2015, 2017)
- Graduate Consulting Project advisor (2008 to present)

Service Highlights: M.B.A. Program Director (July, 2008 to present)

- Member, Goddard School Executive Team (July, 2008 to present)
- Member, Student Services Faculty Advisory Committee (October, 2014 to present)
- Member, Goddard School Rank & Tenure Committee (October, 2014 to present)
- Chair, Goddard School Assurance of Learning Committee (2007 to 2010, Member: 2015 to present)
- Member, Student Fee Recommendation Committee (Fall 2017 to Spring 2018)
- Member, Testing Center Faculty Advisory Committee (2009 to present)
- Member, University Planning Council (2008 to 2011)
- President of the Institute of Management Accountants (Salt Lake Chapter, 2004 – 2007)
- Faculty Senator (2003-2005)
- Member of the Apportionment, Promotion, Academic Freedom, and Tenure Committee ('03-06, 07-08)
- M.B.A. Admissions Committee (2002 - present)
- Masters of Professional Accountancy Review Committee (2003-2005)
- Bookstore Director (2004) & Director of Internal Audit (2009) Search Committees
- Various peer review and faculty & staff selection committees

WSU AWARDS

- Buehler Teaching Fellow: 2015-2018 & 2018-2021
- Recipient of the 2016 Crystal Crest Master Teacher Award. Awarded to the faculty member who has demonstrated scholarly excellence, dynamic teaching style, availability to students and high quality interaction with students, and who has enhanced the learning environment at WSU in the past year.

- Honorary Football Coach, November, 2011
- Recipient of the Lowe Innovative Teaching Award in 2007: The George and Beth Lowe Teaching Award is awarded to a faculty member who has excelled in innovative teaching.
- Finalist in 2006 for the Rodney H. Brady, Master Teacher Award.

Wells Fargo / First Security Corporation, Salt Lake City, Utah; 1997-2001

Technology Manager (2001)

Technology Asset Management: Managing the assessment, modeling, and development of asset management processes and infrastructure for Wells Fargo. Duties include interaction with key business contacts to understand requirements, desired outcomes, and cost-savings opportunities as well as meeting with vendors to evaluate applications with inventory reporting functionality.

Manager of Operations Support Services (three functions) (2000-2001)

Asset Management: Managed the procurement, safeguarding, tracking, redeployment, and retirement of purchased and leased desktops, laptops, servers, printers, and all peripheral hardware throughout the product lifecycle in a 10,000-user environment. Utilized NetCensus for electronic tracking hardware and software. Monitoring software usage in the client-server environment ensured compliance with license agreements (Microsoft, Novell, etc) and realized significant cost savings by having more accurate license counts for maintenance agreement true-ups. Coordinated contract labor throughout the IT organization.

Information Security: Managed day-to-day security administration employees for Windows NT, NetWare, HOST, and AS400 systems across a 10,000-user environment. Managed employees in the following security engineering functions: Firewall, DNS Management, Enterprise Windows NT Security, Internet Access, Virtual Private Network (VPN), Strong Authentication, and Intrusion Detection. Ensured compliance with OCC regulations through participation in internal audits of security policies and processes.

Disaster Recovery: Managed the disaster recovery function to ensure complete and timely technology resumption for First Security Corporation through recovery plan creation, review, and testing and conducting annual hot-site tests of mainframe and client-server recovery processes.

Manager of Configuration & Asset Management (1999-2000)

Managing two separate functions: *Asset Management:* (described above).

Configuration Management: Managed the process of scheduling, testing, approving, communicating, and promoting technology changes resulting from software development projects and daily application maintenance that may materially impact the mainframe, midrange, and distributed production environments.

Education History

Utah State University, Ph.D., Business Information Systems & Education (June 1997)

Dissertation topic: The Development and Application of a Model Total Quality Education Approach to Utah School Districts. Achieved the National Dean's List, 1994.

Utah State University, M.B.A. (June 1991)

President, M.B.A. Student Association, 1988-89. Student Research Contest award, 1989.

Paper topic: Achieving Employee Commitment Through Participative Management.

Weber State College, B.A., Accounting (June 1988)

Foreign language: Spanish; speaking, writing, reading. Executive Secretary, Utah Higher Education Student Association & Utah Council of Student Body Presidents, 1987-89.

Assurance of Background Check

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A handwritten signature in black ink, appearing to read "Matt Morrison", is written over a horizontal line.

Applicant's signature

Name: Debbie Nelson

Role with application: Board Secretary

Expertise: Educational counseling, study skills, goal setting

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent

I have 16 years of experience in public education. During this time, I have dealt with many students, parents, teachers, and administrators. I have developed an understanding of the many diverse needs of individuals and the importance of personalized attention related to learning, achievement-centered goal setting, and positive self-regard. Because every individual has unique needs and the value I place on tailoring students' educational experience, I am fully supportive of Bridge Elementary's academic program as contained in this charter.

Not-for-Profit History

As an employee of two charter schools, Ascent Academies and Quest Academy, I have become familiar with roles and responsibilities of a charter school's governing board. While I have not served on a board, I have seen the positive impact of effective governance on a school community and individual students.

Employment History

Ascent Academies of Utah – Farmington Campus, Guidance Counselor (2014 to 2017)

- Provided counseling services that align with Utah Comprehensive Counseling & Guidance responsive services, individual student planning, system support, and school guidance curriculum
- Facilitated weekly Enrichment Clusters
- Provided monthly character education lessons (Covey's 7 Habits) in grades K-9
- Attended Confratute training at University of Connecticut
- Collaborated and taught Career & College Ready lessons in CTE
- Co-facilitated Student Council (2) of the years
- Collaborated with other network counselors to refine services

Quest Academy, Guidance Counselor (2012 to 2014)

- Provided counseling services that align with Utah Comprehensive Counseling & Guidance--responsive services, individual student planning, system support, and school guidance curriculum
- Provided monthly character education lessons (K-9)

Wasatch Elementary School, Ogden District, Guidance Counselor (2001 to 2012)

- Provided counseling services that align with Utah Comprehensive Counseling & Guidance, K-6th grades
- Attended district counseling meetings to collaborate with other counselors

Weber Human Services, Drug/Alcohol Treatment Team, Prevention Education Specialist (1991 to 2001)

- Provided D/A counseling services
- Provided D/A assessments for & at Second District Juvenile Court
- Provided D/A prevention education lessons in the classroom in Ogden & Weber Districts
- Taught D/A class at Weber State University

Education History

University of Phoenix, M.Ed., School Counseling (October 2001)

Weber State University, B.S., Social Work (1990) (S.S.W. license, 1991)

Brigham Young University (attended 1978-1982)


- Studied dance: Performed with BYU International Folk Dancers and Theatre Ballet; performances throughout USA, Asia, and Europe

Assurance of Background Check:

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Applicant's signature

Name: Senator Howard Stephenson

Role with application: Board Member

Expertise: State government, policymaking, taxation, finance and business

Select the statements that are applicable and, if applicable, proceed as directed:

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Statement of Intent

As a policy maker that has spent much of my career focused on the improvement of public education, I am committed to ensuring the success of Bridge Elementary. The Personalized Learning Model and the school's emphasis on reading and literacy were the compelling factors that guided my decision to be part of Bridge Elementary's board of directors. I have a broad background in state and local government, policymaking, tax and business. I look forward to contributing my passion and expertise to the board as we work to implement and govern a program that will deliver the academic program outlined in this charter.

Not-for-Profit History

Senator Stephenson has been a member of the Utah State Senate since 1993. Currently he serves on the Higher Education Appropriations Subcommittee, Education Interim Subcommittee, Public Education Appropriations Subcommittee, Revenue and Taxation Interim Committee, Senate Education Committee, Senate Education Confirmation Committee, Senate Revenue and Taxation Confirmation Committee, Economic Development Legislative Liaison Committee, and Utah Tax Review Commission. In addition, Senator Stephenson serves as the president of the Utah Taxpayers Association, chair of the National Taxpayers Conference, and member of the American Legislative Exchange Council; Council of State Governments; and Danforth Foundation Policymakers' Institute.

As a public servant, Senator Stephenson has been the honored recipient of the Utah Council for Exceptional Children Legislator of the Year; Utah Association for Gifted Children Community Service Award; Alpine School District Children's Behavioral Therapy Unit Autism Preschool Recognition; Education Leadership Coalition Recognition; Utah Valley Autism Preschool Recognition; Utah Information Technology Association Recognition; and National Federation of Independent Business Guardian of Small Business Award.

Employment History

Senator Stephenson was elected to the Utah Senate in 1992 where he has been a leader in education and tax policy. Senator Stephenson's efforts have resulted in Utah leading the nation in the number and percentage of students involved in Dual Language Immersion including Chinese language and culture, and the percentage of students involved in daily personalized learning through adaptive computer assisted instruction.

Senator Stephenson serves as the National Education Coordinator for the Utah State Senate. He is nationally recognized as a legislative expert on digital teaching and learning. He has addressed thousands of state legislators and school administrators regarding the power of digital learning tools and how effective implementation of those tools can significantly increase student learning. In addition, Senator Stephenson currently serves as president of the Utah Taxpayers Association.

Education History

Brigham Young University, M.P.A. (1977)

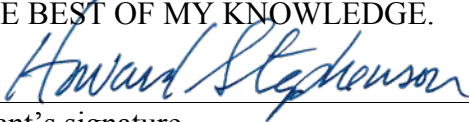
Brigham Young University, B.S. in Psychology and Aerospace Studies (1975)

Assurance of Background Check:

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Applicant's signature

Appendix B: Articles of Incorporation

Date: 06/30/2017
Receipt Number: 6935309
Amount Paid: \$60.00

RECEIVED
JUN 30 2017
Utah Div. of Corp. & Comm. Code

ARTICLES OF INCORPORATION OF BRIDGE ELEMENTARY

The undersigned natural persons over the age of eighteen (18) years, acting as incorporators of a nonprofit corporation under the Utah Revised Nonprofit Corporation Act, adopt the following Articles of Incorporation for said corporation:

ARTICLE I NAME

The name of this nonprofit corporation shall be BRIDGE ELEMENTARY.

ARTICLE II DURATION

This corporation shall continue in existence perpetually unless dissolved pursuant to law.

ARTICLE III PURPOSES

- (1) To operate exclusively as a nonprofit corporation under the laws of the state of Utah.
- (2) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing and following purposes.
- (3) To engage in any and all other lawful purposes, activities and pursuits, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions of any subsequent Federal tax laws (the "Code") and are consistent with those powers described in the Utah Revised Nonprofit Corporation Act, as amended.
- (4) To solicit and receive contributions, purchase, own and sell real and personal property, to make contracts, to invest corporate funds, to spend corporate funds for corporate purposes, and to engage in any activity "in furtherance of, incidental to, or connected with any of the other purposes."
- (5) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, directors, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein.

ARTICLE IV VOTING MEMBERS

This corporation shall not issue shares of stock evidencing membership and shall have no voting members.

ARTICLE V POWERS

A. Powers in General. Subject to the pursuits and objectives declared in Article III and any other limitations herein expressed, this corporation shall have the power to do any and all things which a nonprofit corporation may do under the laws of the State of Utah, including, but not limited to, the following:

(1) To receive, acquire, hold, manage, administer, and expend property and funds for purposes authorized by Section 501(c)(3) of the Code;

(2) To take property and funds by will, gift, or otherwise. The corporation shall not have the power to take or hold property or funds for any purpose other than purposes authorized by Section 501(c)(3) of the Code;

(3) To hold, in its own name and right, real and personal property of every nature and description without limitation as to extent, character or amount, and with all the powers of control, management, investment, change, and disposal incident to the absolute ownership of property or funds by a private person, subject only to the terms of particular trusts and to the general trust that all its properties and funds shall be held for purposes authorized by Section 501(c)(3) of the Code;

(4) To borrow money either upon or without security, giving such promissory notes or other evidences of indebtedness and such pledges, mortgages, or other instruments of hypothecation as it may be advised;

(5) To appoint and pay officers and agents to conduct and administer the affairs of the corporation;

(6) To adopt Bylaws prescribing the duties of the officers and agents of the corporation, the detail of the organization, the time and manner of its meetings, and any and all detail incident to its organization and the efficient conduct and management of its affairs;

(7) To do any and all things which a natural person might do, necessary and desirable for the general purposes for which the corporation is organized;

(8) To receive and use funds obtained from private donations, devises and bequests, and from all lawful sources to be applied for purposes authorized by Section 501(c)(3) of the Code;

(9) No recital, expression or declaration of specific or special powers or purposes hereinabove enumerated shall be deemed exclusive, it being intended that this corporation shall have any and all other powers necessary or incidental to the accomplishment of its objects and purposes and each and all of the powers now conferred or that may hereafter be conferred by the laws of the State of Utah on nonprofit corporations.

B. Powers Relating to Specific Objects and Purposes. This corporation shall have the powers necessary or incidental to the carrying on of its objects and purpose.

C. Restrictions. Notwithstanding any statement to the contrary in these Articles of Incorporation, no part of the net earnings of the corporation shall inure to the benefit of any director or officer of the corporation or any private individual, except that reasonable compensation may be paid for services rendered to or for the corporation affecting one or more of its purposes; and no director or officer of the corporation or any private individual shall be entitled to share in the distribution of any of the corporate assets on dissolution of the corporation. No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation (except as permitted by Section 501 of the Internal Revenue Code of 1986 or corresponding provisions or any subsequent Federal tax

laws), and the corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. This corporation shall not carry on, otherwise than as an insubstantial part of its activities, activities which are not in furtherance of one or more of the aforementioned purposes for which the corporation is organized. The corporation shall hold its assets subject to and in accordance with Utah Code § 53A-1a-510.5 and -517.

ARTICLE VI REGISTERED OFFICE AND AGENT

The street address of the corporation's initial registered office is 1788 Seven Oaks, Ogden, Utah 84403. The name of the corporation's initial registered agent at said initial registered office is Lani Rounds.

ARTICLE VII INCORPORATORS

The names and addresses of the incorporators are:

Debbie Nelson
3523 N. 2350 E.
Layton, Utah 84040

Cymberly Erni
1913 N. 660 W.
Clinton, Utah 84015

Kristi S. Hutchinson
536 N. 1250 W.
Clearfield, Utah 84015

Brice Mindrum
4864 S. 5225 W.
Hooper, Utah 84315

Lani Rounds
1788 Seven Oaks
Ogden, Utah 84403

ARTICLE VIII DIRECTORS

The number of directors of the corporation shall be no less than five (5) and no more than seven (7), as fixed from time to time pursuant to the provisions of the corporation's Bylaws. The number of directors constituting the present Board of Directors is five (5), and the names and

addresses of the persons who are to serve as directors until their successors are selected and qualified are:

Debbie Nelson
3523 N. 2350 E.
Layton, Utah 84040

Cyberly Erni
1913 N. 660 W.
Clinton, Utah 84015

Kristi S. Hutchinson
536 N. 1250 W.
Clearfield, Utah 84015

Brice Mindrum
4864 S. 5225 W.
Hooper, Utah 84315

Lani Rounds
1788 Seven Oaks
Ogden, Utah 84403

ARTICLE IX LIMITATIONS ON LIABILITY

The directors, officers and employees of the corporation shall not be personally liable in those capacities for the acts, debts, liabilities or obligations of the corporation.

ARTICLE X BYLAWS

Provisions for the regulation and management of the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE XI AMENDMENT OF ARTICLES OF INCORPORATION

These Articles of Incorporation may be amended at any time in any manner which is permissible under the laws of the State of Utah; provided, however, that these Articles of Incorporation shall in no event be amended in any manner so as to change this corporation from a nonprofit corporation to a corporation organized or operated for pecuniary profit; nor shall the Articles of Incorporation be amended so as to make the purposes of the corporation inconsistent with the purposes as specified in Article III herein.

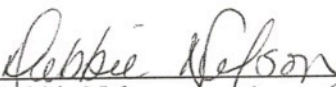
ARTICLE XII DISSOLUTION

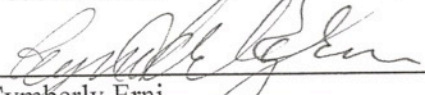
Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, transfer the assets of the Corporation to the Utah State Board of Education for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall distribute the assets to the federal government, or to a state or local government for a public purpose.

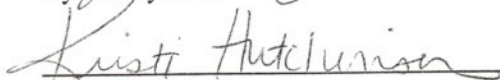
ARTICLE XIII DEBTS AND OBLIGATIONS


Neither the corporation's chartering entity nor the State of Utah, including any agency of the State of Utah, is liable for the debts or financial obligations of the corporation or officers or agents of the corporation.

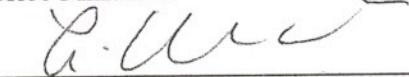
In Witness Whereof, the undersigned have executed these Articles of Incorporation this June 22, 2017 and say: That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; that they all agree to be incorporators and directors; that they know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.


Debbie Nelson


Cymberly Erni


Kristi S. Hutchinson


Brice Mindrum


Lani Rounds

ACKNOWLEDGMENT BY REGISTERED AGENT

The undersigned, Lani Rounds, being first duly sworn on oath deposes and says that he is the person appointed as the Registered Agent of Bridge Elementary and that he does hereby acknowledge and accept such appointment.

A handwritten signature in black ink, appearing to read 'L. Rounds', written over a horizontal line.

Lani Rounds

Appendix C: Governing Board Bylaws

BYLAWS OF BRIDGE ELEMENTARY

ARTICLE I NAME, PURPOSE

1. The name of the organization is **Bridge Elementary** (the “corporation”).
2. The corporation was formed to manage, operate, guide, direct and promote the corporation, a Utah Public Charter School. The corporation is organized under the Utah Nonprofit Corporation Act for public purposes and is not organized for the private gain of any person.

ARTICLE II MEMBERS

The corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall vest in the board.

ARTICLE III MEETINGS OF DIRECTORS

1. **Annual Meeting.** The Board of Directors of the corporation (the “Board”) shall hold an annual meeting for the purposes of organization, selection of Directors and officers, and the transaction of other business.
2. **Regular Meetings.** Regular meetings will be held as scheduled by the Board, with a published schedule and proper notice.
3. **Special Meetings.** Special meetings of the Board for any purpose(s) may be called at any time by the President, Secretary, or one-third of the members of the Board.
4. **Electronic Meetings.** In accordance with applicable state law and Board policy, any meeting of the Board may be held by telephone conference or a similar communication method as long as all Board members participating in the meeting can hear one another, and any such participation shall constitute presence in person at the meeting.
5. **Notice.** Special meetings and regular meetings of the Board may be held only after each Director has received notice of at least twenty-four (24) hours by a documentable form of communication.

ARTICLE IV BOARD OF DIRECTORS, OFFICERS

1. **Board Role, Size, Composition.** The Board is responsible for overall policy and direction of the school and delegates responsibility for day-to-day operations to the Director/Principal and committees established by the Board. The Board shall consist of no fewer than five (5) and no more than seven (7) directors. The Board members shall receive no compensation other than reasonable expenses.

2. **Meetings.** The Board shall meet at an agreed upon time and place.

3. **Terms.** Board members shall serve three (3) year terms. However, in order to ensure that the terms of Board members are staggered to provide continuity in the Board, the terms for the initial Board of Directors shall be as follows: the Board member initially elected to serve as Board President shall serve a five (5) year term; the Board member initially elected to serve as Board Vice President shall serve a four (4) year term; the Board members initially elected to serve as Secretary and Financial Coordinator shall serve three (3) year terms; and Board members not initially elected to Board officer positions shall serve two (2) year terms. Board members are eligible for re-election.

4. **Quorum.** A quorum consists of a majority of the current Board members. A quorum of Board members must be present, in person or by electronic means, at any meeting of the Board before business can be transacted or motions made or passed.

5. **Officers and Duties.** There shall be four officers of the Board consisting of a President, a Vice-President, Secretary, and Financial Coordinator. The officers shall be elected to serve a one (1) year term by a majority vote of the Board at the annual meeting of the Board. The individuals elected to these offices shall hold their respective offices until their resignation, removal or other disqualification from service, or until the expiration of their office's term. No Board member may hold more than one office at any given time. Officers' duties are as follows:

(a) The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the executive committee to preside at each meeting in the following order: Vice-President, Secretary and Financial Coordinator.

(b) The Vice-President will chair committees on special subjects as designated by the board.

(c) The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

(d) The Financial Coordinator shall ensure a financial report is presented at each Board meeting. The Financial Coordinator shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

6. **Vacancies.** Vacancies on the Board will exist (1) on the death, resignation, or dismissal of any member, or (2) when the term of a current Board member has expired.

7. **Board Elections.** In order to fill a vacancy on the Board, the Board will solicit nominations and letters of application from the school community or members of the community at large. The Board may then elect an approved applicant to fill the vacancy. Board members will be elected by the vote of a majority of the remaining members of the Board.

8. **Resignation, Termination and Absences.** Resignation from the Board must be in writing and received by the Secretary. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Board member may be removed with or without cause by the vote of two-thirds (2/3) of the remaining directors.

ARTICLE V COMMITTEES

The Board may create committees as needed to fulfill its responsibilities.

ARTICLE VI DIRECTOR AND STAFF

Director/Principal. The Director/Principal is hired by the Board. The Director/Principal has the day-to-day responsibility of managing the school, including carrying out the school's goals and Board policy. The Director/Principal will attend all Board meetings, report on the progress of the school, answer questions of Board members and carry out the duties described in the job description. The Board can designate other duties as necessary.

ARTICLE VII INDEMNIFICATION

1. Indemnification of Directors and Corporation Agents. The corporation hereby declares that any person who serves at its request as a Director, officer, employee, Chair, or member of any committee, or on behalf of the organization as a trustee, Director, or officer of another organization, whether for profit or not for profit, shall be deemed the corporation's agent for the purposes of this Article and to the extent allowed by law, shall be indemnified by the corporation against expenses (including attorney's fees), judgment, fines, excise taxes, and amounts paid in settlement actually and reasonably incurred by such person who was or is a party or threatened to be made a party to any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative, or investigative by reason of such service, provided such person acted in good faith and in a manner he reasonably believed to be in the best interest of the corporation and, with respect to any criminal action or proceedings, had no reasonable cause to believe his conduct was unlawful. Except as provided in Article VII, Section 3, below, termination of such action, suit, or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not of itself create either a presumption that such person did not act in good faith and in a manner which he reasonably believed to be in the best interest of the corporation or, with respect to any criminal action or proceeding, a presumption that such person had reasonable cause to believe that his conduct was unlawful.

2. Indemnification Against Liability to the Corporation. No indemnification shall be made with respect to any claim, issue, or matter as to which a person covered by Article VII, Section 1 shall have been adjudged to be liable for negligence or misconduct in the performance of his/her duty to the corporation unless and only to the extent that the court in which such action, suit, or proceeding was brought shall determine upon application that, despite the adjudication of the liability, but in view of all the circumstances of a case, such person is fairly and reasonably entitled to indemnification for such expenses which such court deems proper.

3. Indemnification of Criminal Actions. No indemnification shall be made in respect of any criminal action or proceeding as to which a person covered in Article VII, Section 1 shall have been adjudged to be guilty unless and only to the extent that the court in which such action or proceeding was brought shall determine upon application that, despite the adjudication of guilt, but in view of all the circumstances of the case, such person is entitled to indemnification for such expenses, or fines which such court shall deem proper.

4. Period of Indemnification. Any indemnification pursuant to this Article shall: (a) be applicable to acts or omissions which occurred prior to the adoption of this Article, and (b) continue as to

any indemnified party who has ceased to be a Director, officer, employee, or agent of the corporation and shall inure to the benefit of the heirs and personal representatives of such indemnified party. The repeal or amendment of all or any portion of these Bylaws which would have the effect of limiting, qualifying, restricting any of the powers or rights of indemnification provided or permitted in this Article shall not solely by reason of such repeal or amendment, eliminate, restrict, or otherwise affect the right or power of the corporation to indemnify any person, or affect any right of indemnification of such person, with respect to any acts or omissions which occurred prior to such repeal or amendment

7. **Advances of Costs and Expenses.** The corporation may pay costs and expenses incurred by a Director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the person that he or she shall repay the amount advanced if it is ultimately determined that he or she is not entitled to be indemnified by the corporation as authorized by these Bylaws.


Personal Liabilities of Directors and Officers. No Director or officer of the corporation shall be personally liable to the corporation for civil claims arising from acts or omissions made in the performance of his or her duties as a Director or officer, unless the acts or omissions are the result of his or her fraud, or malicious or willful misconduct, or the illegal use of alcohol or a controlled substance.

ARTICLE VIII AMENDMENTS

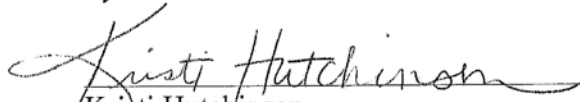
These Bylaws may be amended when necessary by the vote of a two-thirds (2/3) majority of the Board.

Dated: June 22, 2017

BOARD OF DIRECTORS:


Debbie Nelson


Cymberly Erni


Kristi Hutchinson


Brice Mindrum


Lani Rounds

Appendix D: Organizational Meeting Minutes

MINUTES OF THE ORGANIZATIONAL MEETING OF THE BOARD OF DIRECTORS OF BRIDGE ELEMENTARY

The following are the minutes of the organizational meeting of the Board of Directors of Bridge Elementary, a Utah nonprofit corporation. The meeting was held at 290 North Flint Street, Kaysville, Utah on June 22, 2017 at 10:00 am.

Present and participating in the meeting were the following directors: Debbie Nelson, Cymberly Erni, Kristi Hutchinson, Brice Mendrum, and Lani Rounds which constitute all of the directors of the corporation. The meeting was held in accordance with the provisions of the Bylaws, notice of the meeting was provided to all directors, and a quorum was present. Accordingly, the meeting was duly convened.

Lani Rounds served as Chairman of the meeting and conducted the meeting in that capacity. After calling the meeting to order, the Chairman requested that Cymberly Erni keep the minutes of the meeting.

The meeting proceeded to the election of Board officers. Upon motion duly made, seconded and unanimously carried, the following persons were elected to the offices indicated opposite their respective names, to serve during the ensuing year and until such time as their successors have been duly elected and shall qualify:

Lani Rounds	President
Kristi Hutchinson	Vice-President
Brice Mindrum	Financial Coordinator
Cymberly Erni	Secretary

Upon motion duly made, seconded and unanimously carried, the following resolution was adopted regarding the Amended and Restated Articles of Incorporation and the Bylaws of the Corporation:

RESOLVED: That the Articles of Incorporation of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted Articles of Incorporation of the Corporation and the same shall be filed with the Division of Corporations for the State of Utah.

FURTHER RESOLVED: That the Bylaws of the Corporation, a copy of which has been presented to the Board of Directors, shall be and the same hereby are adopted as the official Bylaws of the Corporation.

FURTHER RESOLVED: That the Articles of Incorporation and the Bylaws of

the Corporation in accordance with the requirements of the Utah Revised Nonprofit Corporation Act.

There being no further business, the meeting was thereupon duly adjourned.



Lani Rounds, President

Appendix E: List of Waiver Requests

Not applicable

Appendix F: Executed contract(s) or MOUs

Bridge Elementary has not entered into any agreements, contracts, letters of intent, or memoranda of understanding for the provision of any goods or services to the school.

Appendix G: Startup and Implementation Grant Application**Start Up and Implementation Grant Application****Grant Assurances**

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 membership count.
- No funding level is guaranteed.
- If the school's October 1 enrollment falls below the projected enrollment, then the school may lose all or part of the 50% of remaining allocated funds depending on actual enrollment numbers.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.


 Board Chair Signature

November 5, 2018
 Date

Grant Budget

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$25,000	\$0	\$0	\$25,000
Benefits (200)	\$4,125	\$0	\$0	\$4,125
P & T Services (300)	\$0	\$0	\$0	\$0
Property Services (400)	\$0	\$0	\$0	\$0
Other Services (500)	\$0	\$0	\$0	\$0
Travel (580)	\$0	\$0	\$0	\$0
Supplies and Materials (600)	\$0	\$44,065	\$0	\$44,065
Property (700)	\$112,375	\$51,685	\$49,250	\$213,310
Total	\$141,500	\$95,750	\$49,250	\$286,500

Grant Budget Details

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2
Salaries (100)	\$25,000 of grant funds will be utilized to pay a portion of the Academic Director and secretary's salary during the planning year. This will allow the school's administration to perform the start up duties needed to prepare the school for its first operational year.	n/a	n/a
Benefits (200)	\$4,125 of grant funds will be utilized to pay the corresponding payroll taxes and benefits associated with the Academic Director and secretary's salary.	n/a	n/a
P & T Services (300)	n/a	n/a	n/a
Property Services (400)	n/a	n/a	n/a
Other	n/a	n/a	n/a

Services (500)			
Travel (580)	n/a	n/a	n/a
Supplies and Materials (600)	n/a	\$44,065 of grant funds will be used to assist with the expense of purchasing Instructional Supplies and Textbooks needed for the school's program of instruction.	n/a
Property (700)	Grant funds will be utilized to assist with the expenses associated with the purchase of Property during the planning year. Inasmuch as computer network equipment and teacher/student computers orders require significant lead time, these items are included in the planning year budget. \$28,850 has been allocated for staff computers, \$36,000 has been allocated for mobile computer/Chromebook labs, and \$47,525 has been allocated for network infrastructure which includes the school's server, 48-port switch, wi fi connections, router, and other network hardware.	Grant funds will be utilized to assist with the expense of additional technology and furniture as follows: \$27,000 for the purchase of classroom and school office furniture including desks, chairs, tables, whiteboards, etc.; \$24,685 for the purchase of school technology including mobile projector kits and iPads used to deliver classroom instruction.	\$7,500 of grant funds will be utilized in the second operational year to assist with the purchase of additional school furniture. \$41,750 of grant funds will be used to purchase additional school technology including library furniture, staff computers, additional mobile projector kits, and student computers.

Bridge Elementary understands that as long as the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed for budget adjustments. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's board of directors *and* by SCSB staff.