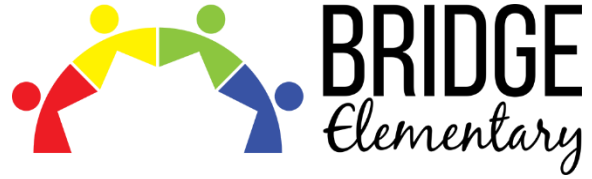


**Bridge Elementary
Board of Directors Meeting**

Date: Sept 16, 2025

Time: 5:00 PM

Location: <https://us04web.zoom.us/j/76797437174?pwd=9XTIRJbP291wxjuvL09NLfsFy9aoah.1>



AGENDA

CALL TO ORDER

CONSENT ITEMS

- Approval of August 12, 2025, Board Meeting Minutes

DISCUSSION ITEMS

- Director Report
- Principal Report
- Red Apple Financial Statement

CLOSED SESSION- closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a).

VOTING

- Early Learning Plan
- TSSA Plan
- Janey Stoddard's Work Hours

CALENDARING

o Next Board Meeting October 21, 2025

ADJOURN

**Bridge Elementary
Board of Directors Meeting**

Date: August 19, 2025

Location:

<https://zoom.us/j/99737499735?pwd=111Sl9m6TSDQ6R3gxzeirCdhb82ysw.1>

Board Member Present: Trent Ady, Marianne Henderson, Lance Eastman

Others Present: Janey Stoddard, Lalani Williams, Sara Tucker, Steve Finley and Ron Hubbard



MINUTES

CALL TO ORDER

At 5:10 Marianne Henderson called the meeting to order.

CONSENT ITEMS

- July 22, 2025, Board Meeting Minutes
Marianne Henderson made a motion to approve the July 22, 2025, Board Meeting Minutes. Lance Eastman seconded the motion. The motion passed unanimously. Votes were as follows: Aye; Lance Eastman, Aye; Marianne Henderson, Aye; Trent Ady.

VOTING & DISCUSSION ITEMS

- Director's Report
Janey Stoddard
Bond Statements have been transitioned. Financial Systems are about 95% complete. Payroll and billing is complete and in control at the school. Control has been given back to the school and the Board. The impact of AW has still brought challenges. The AW itemized list was very helpful. Janey has continually researched what companies that work with Bridge. Medical and Dental has been approved today. 401K is in process with the State Charter Board. Help side has shut down the management tools for the school. Payroll has been processed with the new company. Five employees were impacted with errors but they have been resolved. Janey is daily checking in with Red Apple with trainings on the new systems. Red Apple has been very supportive.

Trent asked for clarification for the 5% that has not been completed. Janey explained that US Bank is still requiring a new form to be completed. Also, Bridge is working on the 401K program for employees. Multiple Board Members will be added to the Bond. The school owns the school domain name. Those that should not have access to the websites have been removed. FrogTummy has been very helpful with the transition. The documents from AW are only available until Dec. Janey went over the information that

was sent from AW. Roger Simpson at AW has been helpful to send documents as well. Janey is working on downloading all of the documents from AW since they will expire. The school plans to keep at least 10 years of data. Enrollment projections are spot on. Staff orientation has been completed. Back to School night was greatly supported- so many donations from our parents. Finalized cafeteria and walking routes. Administration has started to organize keys/school access cards for school safety. Computers and IPADs have been inventoried. Staff Behavior training will take place in Sept per the State requirements. With student's behavior increasing the training is for Teachers to have the skill sets necessary. Tier 1 classroom management is a focus of admin; this will handle 80-85% of behaviors. Susan and Sara are working on a leadership opportunity for "Frog Squad" involving the students. Admin is looking to make improvements with the BASE program to make it more smooth for adults and students. With year 5, admin have taken a walk around the school and create a maintenance plan for the future. School Guardian is in process- although it is slowly moving forward. Trainings must be completed for this position.

Janey highlighted staff member, Susan Lindsay, Vice Principal. Susan has taught for over 19 years. Susan has a love for those older and younger. Susan loves to watch students learn. Our staff feels that she is an exceptional caregiver. Susan is always willing to jump in to help in anyway. Bridge is fortunate to have Susan. Lance expressed his gratitude for Susan's impact on the school.

Steve Finley has joined meeting.

- Principal's Report
Sara Tucker

556 students registered. Ad to be posted on social media. Back to school night was a great success. Parents were waiting 45-60 minutes to enter BTS night. Lobby has a few changes- bulletin boards has been added for a Spotlight and Parent News. The Lost and Found has been moved to the lobby vs outside the school. The new Facebook and Instagram pages have been implemented. So far, 267 followers. First day of school was exhausting- Susan and Sara wanted to build a different way to have the students feel community. Multiple staff members cheered with music, pom poms and excitement. Assessments are in full swing. Great things are happening. We are learning our new bullfrogs.

- Academica West Invoice

This item was tabled from last month. Further information was requested from Academica West President Matt Mouritsen. There were some questions about the invoice and the breakdown of transition services.

Janey feels that Bridge is in a good spot. Lance asked if Janey felt that she was able to get the information needed from AW. Administration feels that we are in a great place, however disappointed with some of the information from AW. Janey and Steve from Red Apple have reached out to Roger at AW for a bit of information. Marianne mentioned that she would have appreciated a more comprehensive break down from Matt M. Marianne and Lance appreciated Hannah and the help that she was to the Board. Steve indicated that the amount charged was a little less than what was the typical rate. Trent has reviewed the document. By the time that Bridge received this information from Matt, Janey felt more comfortable with what needed to happen. Janey mentioned that the team, Sara, Susan and Lalani have been helpful with this process. As questions arise, admin will find the answers the best possible. Lance mentioned that the data belongs to Bridge and should be given to Bridge, not controlled by Academica West. The transition will make us stronger. Sara and Janey have gained more knowledge with this process. Moving forward, Bridge will take greater ownership of information in the future. Payroll, 401 k is now under the school EIN. Board Members were disappointed in AW however they will approve to pay the invoice.

Lance Eastman made a motion to approve the Academica West invoice. Trent Ady seconded the motion. The motion passed unanimously. Votes were as follows: Lance Eastman, Aye; Marianne Henderson, Aye; Trent Ady, Aye.

- Future Board Meeting Dates

The Board meeting on September 16th. Three Board members are necessary for a Board Quorum.

- Financial Report

Steve Finley

Lance, Ron, Janey and Steve are coordinating dates for financial meetings. Meetings will be held one week before the Board Meeting. \$100, 000 to \$200,000 should be available for savings according to Steve's best guess. Operating margin is healthy. Building Payment is lower than the State. On July 30th, High Cash was \$1.2 Million in reserves. Forecast is set on 557 enrollments. Steve is waiting for the AFR from AW. Health Insurance was a pretty small number- 13 employees, which is very manageable. Unemployment insurance was very high. Steve reviewed multiple charges that have been processed and paid. Bond payments are entered for this year as well as next year. Lance encouraged Janey to use funds to help with the classrooms and teachers. Significant

raises were given to staff members. Janey feels that it was needed and appreciated. This will ultimately help with retention. Bonus has been authorized from the State. Professional Time has been approved by the State. Teacher support has increased. Lance feels that this administration is taking the school funds to help in the classroom and assist teachers. The school is still in a good place financially moving forward.

CLOSED SESSION

At 6:30 Trent Ady made a motion to enter a closed session for the sole purpose of discussing the character, professional competence, or physical or mental health of an individual in accordance with Utah Code Ann. 52-4-2(1)(a)., located on Zoom. Lance Eastman seconded. Motion passed unanimously. Votes were as follows: Lance Eastman, Aye; Marianne Henderson, Aye; Trent Ady, Aye.

ADJOURN

At 6:43 Marianne Fredrickson made a motion to come out of closed session and adjourn. Lance Eastman seconded. Motion passed unanimously. Votes were as follows: Lance Eastman, Aye; Marianne Henderson, Aye; Trent Ady, Aye.

CALENDARING

o Next Board Meeting September 16, 2025 at 5:00pm.

Bridge Elementary – Executive Director’s Report

Board Meeting – September 16, 2025

Submitted by: Janey Stoddard

Transition Update: Academica West → Red Apple

****Status:****

- Transition of bond statements, compliance calendars, and financial systems is now fully complete.
- Red Apple has provided the second round of monthly financials, giving the board a more settled look at reports and how the budget is landing after the transition.
- Steve and Janey are keeping a close eye on the Salaries and Benefits portion of the Budget. Have gone through and checked all restricted funds for compliance.
- All employees have been entered into RA’s Employee Manager and the system seems to be working well.

****Impact:****

- The transition required extensive follow-up, but school operations have remained uninterrupted.
- Staff are becoming more comfortable with new systems and processes.

****Next Steps:****

- Monitor ongoing financial reporting for accuracy and timeliness
- Continue monthly transition check-ins through October to ensure stability. Regular Monthly finance meetings.
- Support staff as they navigate and adjust to new workflows

School Opening & First-of-Year Highlights

- Enrollment: Holding steady with some fluctuation.
- Student Experience: Positive reports from classrooms regarding routines and culture-building. The schoolwide reset of routines, procedures, and expectations is going well. We are seeing a marked difference in office behavior referrals this week.
- Resetting expectations with parents and staff about student behaviors. We are taking a not tolerance approach to students hurting others.
- Restructure of our Special Education department. Diane Arrington is our new SPED Director.

****Next Steps****

- Continue to reinforce schoolwide expectations for culture and classroom management
- Plan September PD sessions focused on Foundational Behavior Support and Tier 1 Classroom Management

Academic & Program Updates

- Instructional Priorities: Baseline assessments are complete; data analysis underway to identify grade-level and subgroup needs. We started reading interventions this week.
- Watch Me Learn is active and students are earning recognitions.
- Identify targeted supports for students below benchmark
- Taking baseline data on Tier 1 Classroom Management.
- Frog Squad- updates from Sara

****Next Steps:****

- Share baseline classroom management data with staff
- Review Personalized Learning Plans
- Use academic data to target learning gaps for students. Regroup often to address needs.

Facilities & Safety

- Working on getting slats installed in the fence. Student safety.
- Installation of locks on individual classroom doors in Pod areas- scheduled

Looking Ahead

- Board Reports: First Red Apple financials available next month
- Community Events: This Thursday is Bridge Skate Night- Layton Classic Center
- Compliance: All beginning-of-year state reports & assurances submitted

Bridge Elementary Principals Report, September 12,2025

REGISTRATION FOR 2025-2026

- 547 registered.

Kindergarten 77

First 83

Second 85

Third 90

Fourth 80

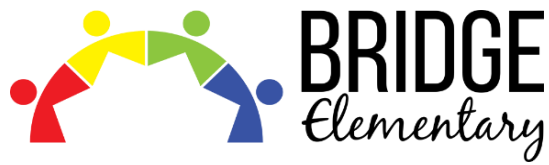
Fifth 81

Sixth 53

- We will run the lottery as needed, currently we have spaces in Fourth, Fifth, and Sixth. As students are placed in the lottery, Mrs. Williams spins the wheel and sends them their invitation to attend Bridge.
- An ad has been placed on social media to let parents know we still have places available.

POINTS OF INTEREST

- We have had success with reviewing procedures and expectations. The need to review was noted and corrections have been in process.
- We have Skate Night coming up on the 18th at Classic Fun Center in Layton
- We have a parent whose business will be sponsoring our Trunk or Treat on October 25 from 2-4. They are providing snacks and organizing the event.
- Plans are in motion for the new locks to be installed as a part of the Safety and Security Grant that was awarded. I reached out to multiple locksmith companies and only heard back from Action Locksmith in Ogden. They will be replacing our locks on September 16. The grant we were awarded was for \$20,000 and it will cost approximately \$15,000, barring any hiccups.



Financial Summary

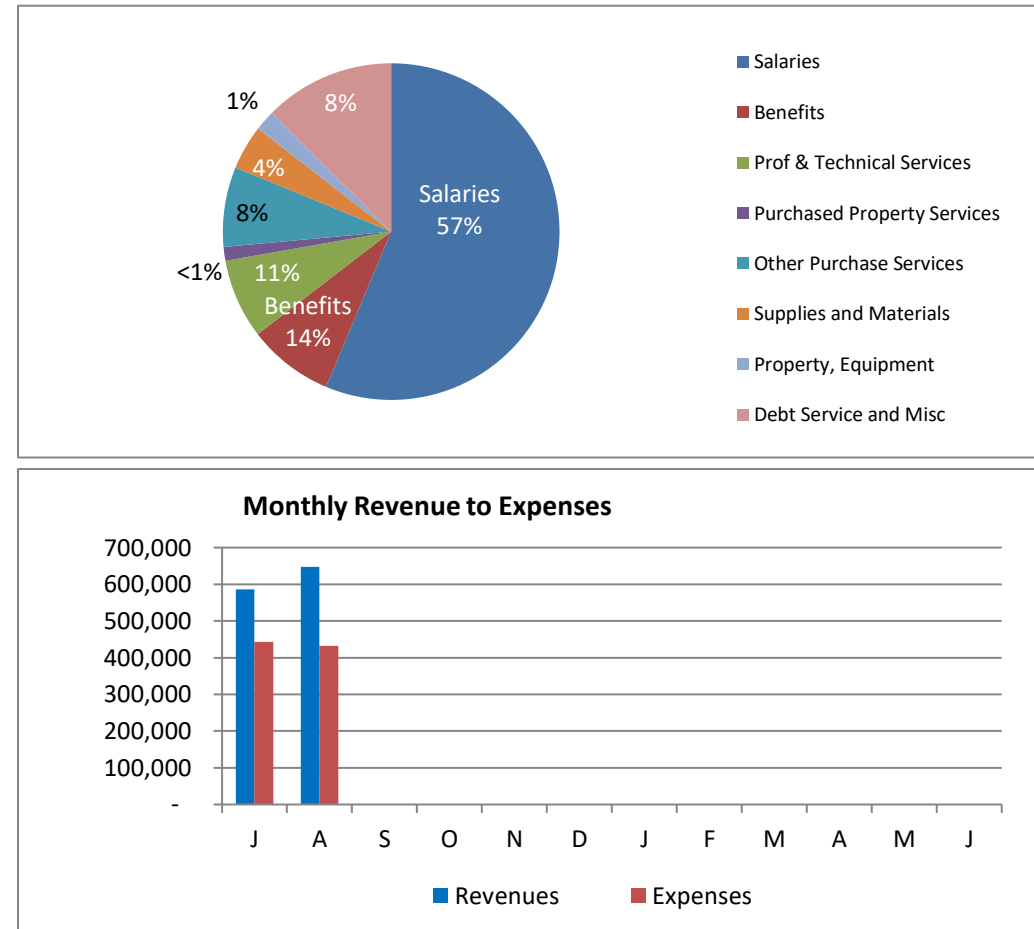
as of August 31, 2025

16.7% through the Year

BUDGET REPORT

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	562	544	557	
Revenue				
1000 Local	\$ 10,658	\$ 195,500	\$ 228,061	4.7%
3000 State	\$ 1,227,043	\$ 6,023,988	\$ 6,446,593	19.0%
4000 Federal	\$ -	\$ 496,013	\$ 513,531	0.0%
Total Revenue	\$ 1,237,701	\$ 6,715,501	\$ 7,188,185	17.2%
Expenses				
100 Salaries	\$ 277,792	\$ 3,499,303	\$ 3,828,040	7.3%
200 Benefits	\$ 5,748	\$ 473,356	\$ 560,575	1.0%
300 Prof & Technical Services	\$ 47,175	\$ 664,407	\$ 520,028	9.1%
400 Purchased Property Services	\$ 23,657	\$ 59,000	\$ 89,800	26.3%
500 Other Purchase Services	\$ 21,352	\$ 517,840	\$ 521,500	4.1%
600 Supplies and Materials	\$ 53,701	\$ 329,545	\$ 290,267	18.5%
700 Property, Equipment	\$ 53,748	\$ 149,422	\$ 133,647	40.2%
800 Debt Service and Misc	\$ 144,704	\$ 888,801	\$ 852,725	17.0%
Total Expenses	\$ 627,877	\$ 6,581,674	\$ 6,796,582	9.2%
Net Income from Operations	\$ 609,824	\$ 133,827	\$ 391,603	156%
Operating Margin	49.3%	2.0%	5.4%	

EXPENSES



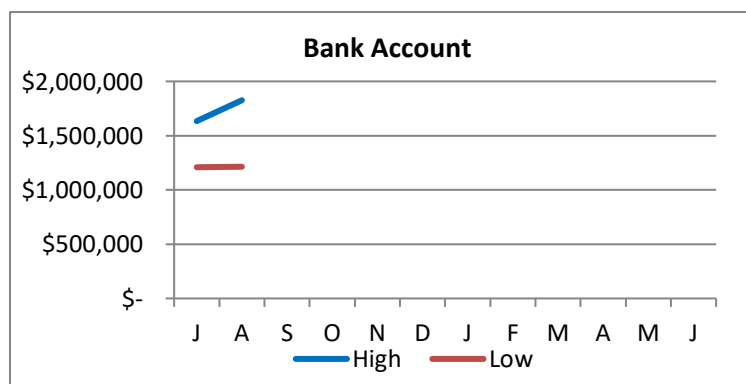
RATIOS

	Forecast	Goal
Operating Margin	5.4%	3%
Debt Service Coverage	1.47	1.25
Days Cash on Hand	98	90
Building Payment %	11.6%	20%

Cash Reserve	Operating Margin
\$0-\$300,000	5%
\$300,000-\$500,000	4%
\$500,000-and above	3%

CASH

Ending Cash Balance	\$ 1,826,130
Days Cash on Hand	98

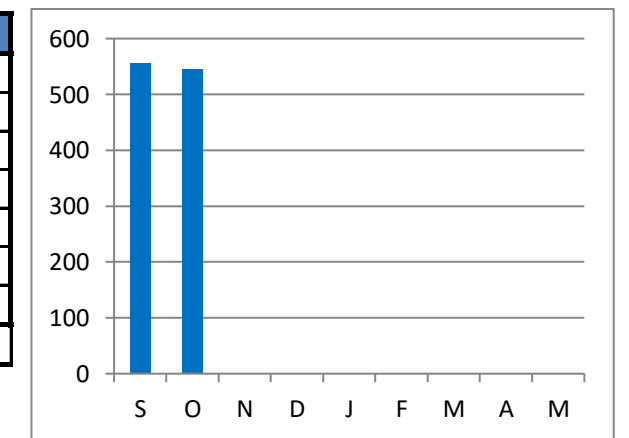


RESERVES

	Actual Ytd	Forecast
Last Year Reserve Balance	\$ 1,200,000	\$ 1,200,000
Reserves Added this Year	\$ 609,824	\$ 391,603
Expenses from Reserves	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
New Reserve Balance	\$ 1,809,824	\$ 1,591,603

ENROLLMENT

	S	O	N	D	J	F	M	A	M
K	79	77							
1	83	81							
2	84	83							
3	90	90							
4	83	80							
5	81	81							
6	56	53							
Total	556	545	0	0	0	0	0	0	0



Actuals as of: **August 31, 2025** Percentage of Year: **16.7%**



Budget Detail Report

	(558 Students)	(Students)	(544 Students)		(557 Students)	
	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget		FY26 Forecast	% of Forecast
Revenue						
1000 Local						
1510 Interest on Investments	\$ -	\$ 9,935	\$ 70,000	\$ 15,000	\$ 85,000	11.7%
1610 Sales to Students	\$ -	\$ 148	\$ 85,000	\$ 11,000	\$ 96,000	0.2%
1620 Sales to Adults	\$ -	\$ -	\$ -	\$ 4,600	\$ 4,600	0.0%
1720 Bookstore Sales	\$ -	\$ -	\$ -	\$ -	\$ 63	0.0%
1910 Rentals	\$ -	\$ -	\$ 22,000	\$ 3,000	\$ 25,000	0.0%
1920 Donations	\$ -	\$ -	\$ 14,000	\$ -	\$ 14,000	0.0%
1990 Miscellaneous	\$ -	\$ 575	\$ 4,500	\$ (1,102)	\$ 3,398	16.9%
Total 1000:	\$ -	\$ 10,658	\$ 195,500	\$ 32,498	\$ 228,061	4.7%
3000 State						
3010 Regular School Prgm K-12	\$ 2,194,174	\$ 380,351	\$ 2,194,174	\$ 87,931	\$ 2,282,105	16.7%
3020 Professional Staff	\$ 138,421	\$ -	\$ 138,421	\$ (138,421)	\$ -	#DIV/0!
3105 Special Education -- Add-On	\$ 504,444	\$ 94,306	\$ 504,444	\$ 61,393	\$ 565,837	16.7%
3110 Special Education -- Self-Contained	\$ 28,986	\$ 5,635	\$ 28,986	\$ 4,823	\$ 33,809	16.7%
3120 Special Education -- Extended Year	\$ 4,288	\$ 377	\$ 4,288	\$ (2,029)	\$ 2,259	16.7%
3125 Special Education -- State Program	\$ 10,188	\$ 1,942	\$ 10,188	\$ 1,463	\$ 11,651	16.7%
3178 Special Education -- Extended Year Stipend	\$ 1,200	\$ 720	\$ -	\$ 720	\$ 720	100.0%
3101 Class Size Reduction - K-8	\$ 229,558	\$ 39,879	\$ 229,558	\$ 9,718	\$ 239,276	16.7%
3144 Enhancement for At-Risk Students	\$ 137,056	\$ 23,758	\$ 137,056	\$ 5,489	\$ 142,545	16.7%
3200 CS Funding Base Program	\$ 83,207	\$ 12,336	\$ 83,207	\$ 15,648	\$ 98,855	12.5%
3310 Flexible Allocation	\$ 1,413	\$ 35,392	\$ 1,350	\$ 211,000	\$ 212,350	16.7%
3219 Charter School Local Replacement	\$ 1,850,886	\$ 336,799	\$ 1,850,886	\$ 169,910	\$ 2,020,796	16.7%
3331 Gifted and Talented	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3451 Educator Professional Time	\$ 54,332	\$ 45,624	\$ 54,332	\$ 2,691	\$ 57,023	80.0%
3407 Was TSSP, now SSHiNE	\$ 2,963	\$ 3,809	\$ -	\$ 22,851	\$ 22,851	16.7%
3468 Teacher Materials and Supplies	\$ 11,195	\$ 8,958	\$ 11,195	\$ -	\$ 11,195	80.0%
3476 Educator Salary Adjustment	\$ 310,774	\$ 59,493	\$ 310,774	\$ 46,182	\$ 356,956	16.7%
3520 School LAND Trust Program	\$ 80,147	\$ 86,585	\$ 80,147	\$ 6,438	\$ 86,585	100.0%
3670 Competency Based Learning Amendments	\$ -	\$ 91,079	\$ 130,000	\$ (130,000)	\$ -	#DIV/0!
3679 Student Health & Counseling	\$ -	\$ -	\$ 41,191	\$ (972)	\$ 40,219	0.0%
3618 Schl-Based Ed Support Prof Stipends	\$ -	\$ -	\$ 21,045	\$ 41,127	\$ 62,172	0.0%
3873 Substance Prevention	\$ 4,000	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3874 Suicide Prevention	\$ 1,000	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3800 Teacher and Student Success Act (TSSA)	\$ 147,168	\$ -	\$ 147,168	\$ 27,221	\$ 174,389	0.0%
3914 School Safety Support & Other	\$ 3,000	\$ -	\$ 45,578	\$ (20,578)	\$ 25,000	0.0%
3873 State Liquour Tax (NSLP)	\$ 66,661	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3818 K3 Reading Software Licenses	\$ 21,045	\$ -	\$ -	\$ -	\$ -	#DIV/0!
3814 School Safety Support	\$ 95,000	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 3000:	\$ 5,981,106	\$ 1,227,043	\$ 6,023,988	\$ 422,605	\$ 6,446,593	19.0%
4000 Federal						
4522 IDEA Preschool	\$ 2,531	\$ -	\$ 6,696	\$ (4,165)	\$ 2,531	0.0%
4524 IDEA Part-B	\$ 107,601	\$ -	\$ 88,000	\$ 19,000	\$ 107,000	0.0%
4560 NSLP Lunch Programs	\$ 224,916	\$ -	\$ 315,213	\$ (12,316)	\$ 302,897	0.0%
4801 Title IA	\$ 57,402	\$ -	\$ 79,119	\$ 353	\$ 79,472	0.0%
4860 Title IIA	\$ 11,631	\$ -	\$ 6,985	\$ 4,646	\$ 11,631	0.0%
4805 Title IV	\$ 10,000	\$ -	\$ -	\$ 10,000	\$ 10,000	0.0%
Total 4000:	\$ 414,081	\$ -	\$ 496,013	\$ 17,518	\$ 513,531	0.0%
Total Revenue:	\$ 6,395,187	\$ 1,237,701	\$ 6,715,501	\$ 472,621	\$ 7,188,185	17.2%

\$3,628 per student x
Oct 1st student count

Requires board
approved plan

\$10,350 Gross pay
portion per tchr
\$13,450 per CACTUS
FTE (for FICA/401k)

FY25 Grant, not
received yet

Door Locks -
25k

Shift to Title I

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast
Expenses						
100 Salaries						
121 Principals & Assistants	\$ -	\$ 26,708	\$ 250,000	\$ 70,500	\$ 320,500	8.3%
131 Teacher Salaries	\$ -	\$ 128,565	\$ 1,631,657	\$ (406,970)	\$ 1,224,687	10.5%
131 Specialty Teachers	\$ -	\$ 1,637	\$ -	\$ 357,249	\$ 357,249	0.5%
131 Special Education Teachers	\$ -	\$ 32,665	\$ 68,472	\$ 199,327	\$ 267,799	12.2%
131 Stipends / Bonuses	\$ -	\$ 2,143	\$ -	\$ 166,000	\$ 166,000	1.3%
132 Substitutes	\$ -	\$ -	\$ 15,000	\$ 13,132	\$ 28,132	0.0%
141 Attendance & Social Work Personnel	\$ -	\$ 2,460	\$ 32,000	\$ (2,483)	\$ 29,517	8.3%
144 Counselor	\$ -	\$ 3,917	\$ 12,000	\$ 35,000	\$ 47,000	8.3%
143 Health Service Personnel (Nurse)	\$ -	\$ 1,235	\$ 14,666	\$ 26,277	\$ 40,943	3.0%
152 Secretarial and Office	\$ -	\$ 11,400	\$ 80,000	\$ 8,632	\$ 88,632	12.9%
161 Classroom Aides	\$ -	\$ 48,824	\$ 922,032	\$ (92,737)	\$ 829,295	5.9%
161 SpEd Aides	\$ -	\$ 7,624	\$ 154,524	\$ 121,137	\$ 275,661	2.8%
161 Land Trust / Literacy Aides	\$ -	\$ -	\$ 53,083	\$ (53,083)	\$ -	#DIV/0!
161 Early Interventions Aides	\$ -	\$ -	\$ 26,850	\$ (26,850)	\$ -	#DIV/0!
161 Title I Aides	\$ -	\$ -	\$ 71,209	\$ (71,209)	\$ -	#DIV/0!
162 Media Personnel	\$ -	\$ -	\$ 53,810	\$ (53,810)	\$ -	#DIV/0!
182 Custodial & Maintenance	\$ -	\$ 10,614	\$ 114,000	\$ 38,625	\$ 152,625	7.0%
<i>Total 100:</i>	\$ -	\$ 277,792	\$ 3,499,303	\$ 328,737	\$ 3,828,040	7.3%
200 Benefits						
220 FICA (Social Security & Medicare)	\$ -	\$ -	\$ 266,356	\$ 24,575	\$ 290,931	0.0%
230 Retirement	\$ -	\$ -	\$ 66,000	\$ -	\$ 66,000	0.0%
241 Health / Life/ FSA	\$ -	\$ 5,748	\$ 60,000	\$ 60,000	\$ 120,000	4.8%
270 Worker's Compensation Fund	\$ -	\$ -	\$ 7,000	\$ -	\$ 7,000	0.0%
280 Unemployment Insurance	\$ -	\$ -	\$ 74,000	\$ 2,644	\$ 76,644	0.0%
<i>Total 200:</i>	\$ -	\$ 5,748	\$ 473,356	\$ 87,219	\$ 560,575	1.0%
300 Prof & Technical Services						
320 Educational Services	\$ -	\$ -	\$ 68,221	\$ -	\$ 68,221	0.0%
320 Special Education Services	\$ -	\$ 5,573	\$ 181,779	\$ -	\$ 181,779	3.1%
330 Employee Training	\$ -	\$ 467	\$ 16,000	\$ -	\$ 16,000	2.9%
340 Other Professional Services / Audit	\$ -	\$ 5,000	\$ 26,000	\$ (12,000)	\$ 14,000	35.7%
345 Business Services	\$ -	\$ 21,400	\$ 252,407	\$ (122,973)	\$ 129,434	16.5%
350 Technology Services	\$ -	\$ 14,735	\$ 120,000	\$ (9,406)	\$ 110,594	13.3%
<i>Total 300:</i>	\$ -	\$ 47,175	\$ 664,407	\$ (144,379)	\$ 520,028	9.1%
400 Purchased Property Services						
411 Water / Sewage / Garbage	\$ -	\$ 2,597	\$ 7,000	\$ 4,100	\$ 11,100	23.4%
420 Custodial Services	\$ -	\$ 1,572	\$ -	\$ -	\$ -	#DIV/0!
430 Repairs & Maintenance	\$ -	\$ 19,029	\$ 25,000	\$ 25,000	\$ 50,000	38.1%
434 Snow Removal	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%
441 Rental of Land & Buildings	\$ -	\$ -	\$ 2,000	\$ -	\$ 2,000	0.0%
443 Lease of Copy Machines	\$ -	\$ 459	\$ -	\$ 4,000	\$ 4,000	11.5%
490 Other Purchased Property Services	\$ -	\$ -	\$ 20,000	\$ (2,300)	\$ 17,700	0.0%
<i>Total 400:</i>	\$ -	\$ 23,657	\$ 59,000	\$ 30,800	\$ 89,800	26.3%

46k last yr GL

Last Yr
Ready2Teach \$110k

Last Yr:
Blind Mule \$15.3k
Charter Schl Therapy \$1,205
Connected 2 Therapy \$61k
Embrace Ed \$4,284
Individually based assess \$938
ORO Interpreting \$145
Richard Hagen Therapy \$60.4k
TNTP 5670 Learning Based
Competency (not in
budget this yr) \$22,526
Bal. \$1,435
Les Olsen \$4.1k
ETS \$79,045
Froggummy \$360 x 3
Lexia \$360
Zarahemla Group (Novotrax) \$8,

K D Lawn Care

\$12,146 last yr
Garbage
Pest Control
Enable Utah
Certified Fire & Security
Roylance Fence \$900

\$12,146 last yr
Garbage
Pest Control
Enable Utah
Certified Fire & Security
Roylance Fence \$900

	Previous Yr's Actuals	Current Yr's Actuals	Approved FY26 Budget	Variance	FY26 Forecast	% of Forecast
500 Other Purchase Services						
518 Field Trips-Admission	\$ -	\$ -	\$ 1,000	\$ 2,000	\$ 3,000	0.0%
521 Insurance	\$ -	\$ -	\$ 1,262	\$ -	\$ 1,262	0.0%
522 Liability & Property Insurance	\$ -	\$ 20,586	\$ 32,078	\$ 660	\$ 32,738	62.9%
530 Communication (telephone & other)	\$ -	\$ 752	\$ 6,500	\$ 1,000	\$ 7,500	10.0%
540 Marketing	\$ -	\$ 14	\$ 1,000	\$ -	\$ 1,000	1.4%
570 Food Service Management	\$ -	\$ -	\$ 475,000	\$ -	\$ 475,000	0.0%
580 Travel / Per Diem	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%
Total 500:	\$ -	\$ 21,352	\$ 517,840	\$ 3,660	\$ 521,500	4.1%
600 Supplies and Materials						
610 Classroom	\$ -	\$ 3,976	\$ 71,400	\$ 15,000	\$ 86,400	4.6%
610 Teacher Budget Supplies	\$ -	\$ 68	\$ 3,850	\$ -	\$ 3,850	1.8%
610 Special Education Supplies	\$ -	\$ 23	\$ 3,753	\$ -	\$ 3,753	0.6%
610 Professional Development Supplies	\$ -	\$ 2,077	\$ 12,420	\$ -	\$ 12,420	16.7%
610 Office / Admin Supplies	\$ -	\$ 4,159	\$ 8,747	\$ -	\$ 8,747	47.5%
614 Educator Professional Time...	\$ -	\$ -	\$ 41,778	\$ (41,778)	\$ -	#DIV/0!
621 Natural Gas	\$ -	\$ 117	\$ 15,000	\$ (6,000)	\$ 9,000	1.3%
622 Electricity	\$ -	\$ 2,834	\$ 35,000	\$ (3,000)	\$ 32,000	8.9%
641 Textbooks & Curriculum	\$ -	\$ 26,487	\$ 21,000	\$ 31,000	\$ 52,000	50.9%
644 Library Books & Materials	\$ -	\$ -	\$ 3,597	\$ -	\$ 3,597	0.0%
650 Technology Related Supplies	\$ -	\$ 889	\$ 28,000	\$ (23,000)	\$ 5,000	17.8%
650 Technology Related Land Trust	\$ -	\$ -	\$ 12,500	\$ (12,500)	\$ -	#DIV/0!
670 Educational Software	\$ -	\$ 10,166	\$ 45,000	\$ 3,000	\$ 48,000	21.2%
680 Maintenance & Janitorial	\$ -	\$ 2,905	\$ 27,500	\$ (2,000)	\$ 25,500	11.4%
Total 600:	\$ -	\$ 53,701	\$ 329,545	\$ (39,278)	\$ 290,267	18.5%
700 Property, Equipment						
710 Land and Site Improvements	\$ -	\$ -	\$ 49,422	\$ (24,422)	\$ 25,000	0.0%
733 Furniture and Fixtures	\$ -	\$ 101	\$ 20,000	\$ -	\$ 20,000	0.5%
734 Technology Related Hardware	\$ -	\$ 53,647	\$ 20,000	\$ 33,647	\$ 53,647	100.0%
739 NSLP Equipment & Furniture	\$ -	\$ -	\$ 60,000	\$ (25,000)	\$ 35,000	0.0%
740 Cap Ex (Savings)	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 700:	\$ -	\$ 53,748	\$ 149,422	\$ 9,225	\$ 133,647	40.2%
800 Debt Service and Misc						
810 Dues and Fees	\$ -	\$ 5,416	\$ 10,000	\$ 7,000	\$ 17,000	31.9%
830 Principal & Interest (Bldg payment)	\$ -	\$ 139,288	\$ 878,801	\$ (43,076)	\$ 835,725	16.7%
850 Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
Total 800:	\$ -	\$ 144,704	\$ 888,801	\$ (36,076)	\$ 852,725	17.0%
Total Expenses:	\$ -	\$ 627,877	\$ 6,581,674	\$ 239,908	\$ 6,796,582	9.2%
Net Income:	\$ 6,395,187	\$ 609,824	\$ 133,827	\$ 232,713	\$ 391,603	155.7%
				3% Goal	\$ 215,646	

Privacy slats
fence 11k

Began 1/5/22
Ends 6/5/2051
FY26 - \$835,725
FY27 - \$833,925

Early Learning Plan

Planning Document 2025-2026

Please use this document to **draft** your LEA's Early Learning Plan prior to submitting it in Qualtrics for USBE review.

Only plans submitted via Qualtrics will be reviewed by the USBE Early Learning Team.

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code [53G-7-218](#), [53E-3-521](#), and Board Rule [R277-406](#).

We appreciate your collaborative efforts between LEA Literacy and Mathematics Leaders in the development of this plan.

LEA Contact Information:

LEA Name

Bridge Elementary

LEA Literacy Leader First and Last Name(s)

Keri Toponce

LEA Literacy Leader Email Address(es)

keri@bridgecharter.org

LEA Mathematics Leader First and Last Name(s)

Teryn Ercabrack

LEA Mathematics Leader Email Address(es)

teryn@bridgecharter.org

Please list your LEA Superintendency/Leadership that should be included in goal outcome communications. Please include their first and last name(s), title(s), and email address(es).

Sara Tucker sara@bridgecharter.org, Susan Lindsey susan@bridgecharter.org, Janey Stoddard janey@bridgecharter.org

Literacy & Mathematics Curriculum:

Literacy Curriculum:

Select your evidence-informed **core curriculum program(s) for grades K-3 literacy** along with the year published or edition.

*Evidence-Informed Curriculum(s) (defined in [SB 127](#)) as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- ☒ CKLA (Amplify Core Knowledge Language Arts) 2nd Ed.
- ☐ EL Education Language Arts
- ☐ Imagine Learning EL Education
- ☐ Into Reading
- ☐ The Super Kids Reading Program (K-2)
- ☐ The Writing Road to Reading (Spalding)
- ☐ Wonders 2023
- ☐ 95% Group Core Phonics Program
- ☒ Bridge to Reading
- ☐ From Phonics to Reading Fluency Booster Practice Books
- ☐ Foundations K-3 2nd Ed. (11)
- ☒ Heggerty Phonemic Awareness 2022
- ☐ i-Ready Learning Magnetic Foundations 2023
- ☐ i-Ready Learning Magnetic Reading 2023
- ☐ IMSE Comprehensive and Morphology Orton Gillingham 2022
- ☐ PAF Reading Program 2023
- ☐ Phonics Suite Materials - Really Great Reading (Countdown, Blast, HD Word)
- ☐ Reading Horizons Discover Reading Foundations Kit 2023
- ☒ UFLI Foundations

☒ Other (Please add your evidence-informed curriculum below.)

Fishtank Learning <https://www.fishtanklearning.org/>

95% Multisyllabic Routines (2021)

Select your evidence-based **intervention program(s)/strategies for grades K-3 literacy** along with the year published or edition.

*Evidence-based is defined in [SB 127](#) as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

[SB 127 \(2022\) Early Literacy Outcome Improvement](#)

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

You are able to select more than one.

- ☐ 95% Group Phonics Lesson Library 1st Ed.
- ☐ 95% Group Phonological Awareness 1st Ed.
- ☐ Bridge The Gap 2020
- ☐ Read 180 Reading 2022
- ☐ Just Words (Wilson) 2009
- ☐ REWARDS 2nd Ed.
- ☐ SIPPS 4th Ed.
- ☐ SPIRE 4th Ed. 2020
- ☐ Voyager Passport 2020
- ☐ Wilson Reading System 4th Ed.

☒ Other (Please add your evidence-based instructional materials below.)

UFLI Foundations 2022

Read Naturally GATE (2020)

Phonics for Reading 2024

Mathematics Curriculum:

List the evidence-informed **core curriculum being used in tier 1 K-3 mathematics instruction**.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.

Teachers use a combination of math manipulatives, math tasks, math talks and math journals to promote reasoning and problem solving.

Teachers use diagnostic assessments through iReady to determine student needs then provide students with tasks and instruction aligned with these needs including building number sense and the mastery of place value.

Teachers are using the priority lessons from Engage New York and we are utilizing a schoolwide curriculum map that is applicable to each grade.

Twice-monthly progress monitoring using Acadience to help determine student needs and progress.

List the evidence-informed **intervention programs/strategies used for grades K-3 mathematics interventions**.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

*Software programs are not considered an eligible intervention curriculum for tier 2 and tier 3 instruction.

We utilize our intervention program that uses number talks, task cards that critique the problem, model with manipulatives and explain using words/numbers/pictures, and computation aligned with Acadience Math.

Components of Mathematics Instruction:

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

Bridge uses a small group approach to deliver math instruction. This allows the teacher to provide needs-based skill development for all students. Teachers use a combination of math manipulatives, math tasks, math talks to promote reasoning and problem solving. In addition to Engage New York, teachers utilize Hands on Standards and Math Talks to ensure students have a conceptual understanding and connection of concepts and operations.

Students also use iReady Math or Waterford (K only), 30 minutes daily. Teachers use the data from this program to help determine students' needs and drive classroom instruction.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote

meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular repeated timed testing will NOT be approved as research shows it is ineffective and damaging.

Procedural fluency is taught during small group instruction and practiced during stations through the use of tasks and games, both independently and collaboratively. Teachers utilize pre-made station activities from K5 Math Centers, FROG Learning Games and Math Exemplars. We also use sprints through the Engage New York math program based on procedural practice and not speed. The sprints are used in small group instruction and stations.

Students participate in Math Talks daily and use iReady or Waterford math, 30 minutes daily. This program provides adaptive tasks that help students gain procedural fluency. Teachers use the data from this program to help determine students' needs and drive instruction.

Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

During small group instruction teachers use Engage New York as well as supplemental activities, such as Hands On Standards and Math Exemplars, to ensure core standards are taught and students are engaged in higher level thinking. In addition, students participate daily in Math Talks.

Students also use iReady or Waterford (K only), 30 minutes daily. This program provides adaptive tasks in which students show, formulate and represent mathematical problems. Teachers will also assign scaffolded activities in the software.

Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

Students in grades 1-3 have a Personalized Learning Plan (PLP) which includes a personalized math goal. Students meet with their advisor twice each month to review their progress and discuss next steps to goal attainment. The PLP is shared twice monthly with parents. Setting appropriately challenged learning goals with an advisor has an effect size of .59 according to John Hattie's research.

Math tasks and Math Exemplars are another way that students are able to help build diligence and perseverance to help them understand that by working hard, and often together, they can succeed.

Teachers also provide students with the "why" during instruction, so students are able to connect math to real-world meaning making math worthwhile and useful. Students will also be encouraged to revise their thinking in order to solve problems.

Goals:

State Growth Goal:

The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math **MUST** participate in the USBE Math System of Support.

☒ We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Local Goals:

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. ([53G-7-218](#)) Please answer the questions below to generate your goals.

Goal 1: What is your LEAs last day of school?

May 28, 2026 for students, May 29, 2026 for teachers

What grade level will this goal focus on?

- ☐ Kindergarten
- ☒ First Grade
- ☐ Second Grade
- ☐ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

By May 28, 2026, 1st grade teachers will increase the percentage of students at benchmark on Missing Number Fluency.

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)

X 1%-3%

☐ 4%-6%

☐ 7%-10%

☐ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

Our goal for First Grade is to increase by 1% and that will be done by comparing BOY Acadience benchmark scores to EOY Acadience benchmark scores by providing instruction utilizing best practices including targeted small group instruction with Engage New York, intervention groups with missing number practice and grade level math talks, personalized computer aided instruction using iReady, and monthly data analysis with teachers and administration to analyze the growth based on missing number fluency progress monitoring to ensure that students are on benchmark by EOY.

Goal 2: What is your LEAs last day of school?

May 28, 2026 for students, May 29, 2026 for teachers

What grade level will this goal focus on?

X Kindergarten

☐ First Grade

☐ Second Grade

☐ Third Grade

What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

By May 28, 2026, Kindergarten teachers will increase the percentage of students at benchmark on Number Identification Fluency based on missing number fluency progress monitoring to ensure that students are on benchmark by EOY.

What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- ☐ Maintain (for LEAs who have historically seen a negative change from BOY to EOY)
- ☐ 1%-3%
- ☒ 4%-6%
- ☐ 7%-10%
- ☐ 11% or higher

How will you achieve this goal? What evidence-based strategies will you implement?

Our goal for Kindergarten is to increase Number Identification Fluency by 5% by comparing BOY Acadience benchmark scores to EOY Acadience benchmark scores by providing instruction utilizing best practices including targeted small group instruction with Engage New York, intervention groups with number identification fluency practice and grade level math talks, personalized computer aided instruction using Waterford, and monthly data analysis with teachers and administration to analyze the growth.

Assurances:

The LEA assures that it is in compliance with State Code 53E-4-307.5, [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

☒ Agree

The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

☒ Agree

Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

☒ Agree

Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

☒ Agree

Bridge Elementary Teacher and Student Success Plan
School Year: 2025-2026

School: Bridge Elementary

Date Board Student Success Framework Approved: June 16, 2020

Date Teacher and Student Success Plan Approved:

Bridge Elementary Goals based on School Needs

1. Students in grades K-6 will show a 3% increase between the percentage who tested at benchmark in math at the beginning of the year (BOY) and the percentage who tested at benchmark in math at the end of the year (EOY).
2. Students in grades K-6 at Bridge Elementary will show a 3% increase between the percentage who tested at benchmark in reading at the beginning of the year (BOY) and the percentage who tested at benchmark in reading at the end of the year (EOY).

Measurement

1. Goal 1 as measured by comparing the BOY and EOY composite scores in Acadience.
2. Goal 2 as measured by comparing the BOY and EOY composite scores in Acadience.

Action Steps

- Teachers will use data to create instructional opportunities for students.
- The school will implement a targeted intervention program for all students not making typical progress.
- Students in grades K-6 will take Acadience benchmark and progress monitoring tests based on state requirements and best practices.

Budget

- 60% of the TSSA funds will be used for Staff Salary Increases.
- 40% of the TSSA funds will be used for training, supplies and materials that teachers need to effectively teach targeted intervention and tiered instruction.

The school must post on its website (a) the approved Plan, (b) a description of the school's allocation budgeted and actual expenditures, (c) a summary of how the expenditures help the school accomplish the plan, and (d) the school's current level of performance.