

Exhibit “A”

No portions of Exhibit “A” may be changed unless amended pursuant to Charter Agreement Section 5.3

1. Name: The name of the Charter School shall be Bridge Elementary.
2. Applicant: A Charter Agreement is granted to Bridge Elementary, which applied on November 9, 2018.
3. Location: The charter school shall be established within the Weber School District, which is material to its authorization.
4. Mission statement: The Charter School mission statement, as set forth in the application is: “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.”
5. Purpose(s) of the charter school: The Charter School purposes consistent with U.C.A. §53G-5-104 include:
 - a. Continue 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.
 - b. Encourage the use of different and innovative teaching methods by allowing for differentiated learning environments to ensure that each student is provided instruction at his or her academic level aligned with the Utah Core Standards.
 - c. Increase choice of learning opportunities for students by providing an alternative that is different from what is available at time of charter approval. While currently no other school in Weber or Davis County offers this model, this PL Model is further distinguished by multiple research-based best practices that are identified as “key elements” of the charter and set Bridge apart as a substantive and compelling choice for families.
6. Key elements of the charter school: The key elements of the Charter School, as set forth in the application, are programs and processes that make this school unique. They will be included in the State Charter School Board annual review as assurances and included in the School Accountability Framework Comprehensive reviews.
 - a. Instruction at Bridge Elementary is based on a Personalized Learning Model and provides differentiated learning environments to ensure that each student is provided instruction at his or her academic level aligned with the Utah Core Standards.
 - b. Each student at Bridge Elementary has 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.
 - c. Each student can 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.
 - d. The PL Plan is digitally accessible to parents.

- e. Rotations, focused specifically on students' PL Plan goals, are provided at least two times each week and are comprised of the following:
 - i. Adaptive computer-aided instruction;
 - ii. Center-based learning and collaborative activities;
 - iii. Independent work; and
 - iv. Small group instruction.
- f. Student advisors 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.
- g. Advisors and students meet quarterly with parents during which time students articulate their PL Plan goals and progress.
- h. The best practices identified by Hattie et al. and Anders Ericsson will be integrated into Bridge Elementary's PL Model as outlined in the charter application Section 3: Program of Instruction. Bridge Elementary will implement a variety of these practices as appropriate and/or needed.
- i. Full-time teachers are provided a minimum of 15 hours weekly to design each student's instruction based on data from ongoing formative assessments, observations from previous learning sessions, and data from computer-aided assessments and instruction; to collaborate with peers; and to attend needs-based professional learning opportunities.
- j. Adaptive computer-aided instruction is used to provide language arts and math assessment and support at the student's developmental level. Teachers use the data from these programs to create learning experiences aligned with the student's needs and PL Plan.
- k. A Professional Learning Specialist is employed to specifically oversee teachers' instructional practices and professional development needs. The Professional Learning Specialist ensures that teachers and staff are provided with quality needs-based professional learning opportunities.
- l. A Curriculum and Instruction Specialist is employed to assist teachers with data analysis; development of lessons and activities; and implementation of educational best practices. The Curriculum and Instruction Specialists collaborates with the Professional Learning Specialist to identify staff needs and provide staff with the support needed to ensure optimum student achievement.
- m. Students receive options for "choice" in their daily education. The opportunities for choice evolve throughout time based on student needs and the effectiveness of choice activities.
- n. Maintains a large enough student population to offer all programmatic elements listed in the approved charter application.
- o. Does not offer distance or online education, as it is defined by the Utah State Board of Education

7. Opening School Year: 2020-2021
8. Student Population: The grade levels served and the maximum authorized enrollment for each school year is:
 - a. Grades Served: K up to grade 6
 - b. Maximum Authorized Enrollment: 588
9. Enrollment preferences permitted by board policy and UCA §53G-6-502:
 - a. a child or grandchild of an individual who has actively participated in the development of the charter school;
 - b. a child or grandchild of a member of the charter school governing board;
 - c. a sibling of an individual who was previously or is presently enrolled in the charter school;
 - d. a child of an employee of the charter school;
 - e. a child of a military servicemember as defined in section 53B-8-102.
10. Structure of governing board:
 - a. Number of board members: 5 - 7
 - b. Appointment of board members: Elected by the vote of a majority of the members of the board
 - c. Board members' terms of office: Three-year terms
 - d. Meetings: Regular, not less than 8 times per year
11. Administrative rules waived: None.
12. Additional school specific standards used to assess School Achievement in the Charter School Accountability Framework:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Students will achieve beginning of year PL Plan goals by the end of the school year.	% of students who can articulate their PL Plan goals and progress.	100%	80-99%	60-79%	<60%

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Mission Specific: Students will achieve beginning of year PL Plan goals by the end of the school year.	% of students achieving PL Plan Goals.	80%	70-79%	60-69%	<60%
Relative Academic Performance: Students 4-6 showing growth on state-mandated assessments (i.e. RISE)	Growth in language arts and math will be higher than the surrounding district schools in 3- mile radius	Average MGP for language arts and math will be at least 10 points higher	Average MGP for language arts and math will be 6 – 9.9 points higher	Average MGP for language arts and math will be 1 – 5.9 points higher than MGP	Average MGP for language arts and math will be less than 1 point higher than MGP
Student Academic Gain: Growth on end of year (EOY) reading assessment using composite score (i.e. Acadience)	% of K-3 students at benchmark on EOY state reading assessment	20% increase between % at benchmark BOY and % at benchmark EOY or at least 90% at benchmark	15% - 19.9% increase between % at benchmark BOY and % at benchmark EOY or 80%-89% at benchmark	10% - 14.9% increase between % at benchmark BOY and % at benchmark EOY or 60%-79% at benchmark	Less than 10% increase between % at benchmark BOY and % at benchmark EOY or less than 60% at benchmark

13. State Accountability: As defined by statute and implemented by the Utah State Board of Education by rule or Federal plan.

14. Student Engagement, Financial, and Governance Measures: Defined by the SCSB, as required by rule and statute. School will be held to the approved Charter School Accountability Framework (subject to update and revision).