



# BRIDGES Charter School

1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • 805-492-3569 • Grades K-8

Cindy McCarthy, Curriculum Coordinator, Principal

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[www.bridgescharter.org](http://www.bridgescharter.org)

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **BRIDGES Charter School**

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Thousand Oaks, CA 91360  
(805) 492-3569  
[www.bridgescharter.org](http://www.bridgescharter.org)

### **District Governing Board**

Marcy Crawford, President  
Erin Morrissey, Vice President  
Terri Childs, Secretary  
Michael Flaherty, Parliamentarian  
Bryan O'Patry, Treasurer  
Margot Parker, Member

### **District Administration**

Stanley Mantoath  
**Superintendent**  
Cindy McCarthy  
**Curriculum Coordinator**

### **School Description**

Bridges Charter School is committed to providing high quality effective Common core State Standard- based education for all children using a Whole Child model, whereby each individual student is challenged, engaged, supported healthy and safe.

### **Bridges Mission Statement**

Our mission is to educate the whole child using a combination of innovative curriculum and instruction along with social/emotional education embedded in the program. Students will be enabled to reach their innate intellectual, creative, and leadership potential through our commitment to nourish curiosity, compassion, independence, resourcefulness, and respect for diversity.

### **Bridges Vision**

Our vision is to create a K-8 learning community in which all teachers, parents and students partner to support the cognitive, emotional and social success of our students; where there exists positive, respectful and peaceful collaboration; and where children are enabled and empowered to become lifelong learners and compassionate global citizens.

### **CORE Academy's Mission Statement**

The CORE Academy (grades 6-8) at Bridges Charter School seeks to build character and ignite passion for inquiry, inspiring students to become intrinsically motivated while enthusiastically engaging in their education. The CORE Academy is where students live their whole education.

### **CORE Academy's Vision**

Learning is an active joyful process of discovery; academic excellence is demonstrated by depth of conceptual understanding; there is a focus on project-based learning; attention to cultural themes contributes positively to community while bringing students into meaningful communication, conflict resolution, and shared leadership; and we are committed to reflection, evaluation, evolution and innovation as means to improve teaching and learning.

### **Homeschool Program**

Bridges Homeschool provides a program for families who share the Whole Child philosophy and wish to homeschool their children under the guidance of a credentialed supervising teacher. Students have the opportunity study at home and also participate in the unique nurturing environment of Bridges in an array of experiences including field trips, assemblies, performing arts and outdoor education. The program allows each student to receive individualized, differentiated instruction. The parent works with the supervising teacher and student to tailor curriculum and content delivery methods to the individual needs, learning styles and interests of the student. Students work at the grade level that is most appropriate to his or her abilities in each subject area which allows students to stretch their intellectual abilities and avoids setting them up for failure. Students are closely monitored to ensure that they work at an adequate and appropriate pace.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	44
Grade 1	47
Grade 2	50
Grade 3	59
Grade 4	41
Grade 5	57
Grade 6	41
Grade 7	32
Grade 8	36
<b>Total Enrollment</b>	<b>407</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	1.7
Filipino	0.2
Hispanic or Latino	16.7
Native Hawaiian or Pacific Islander	0
White	76.7
Two or More Races	2.7
Socioeconomically Disadvantaged	17.4
English Learners	3.7
Students with Disabilities	10.6
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
BRIDGES Charter School	14-15	15-16	16-17
With Full Credential	15	15	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
BRIDGES Charter School	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
BRIDGES Charter School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	95.5	4.6
High-Poverty Schools	97.0	3.0
Low-Poverty Schools	91.4	8.6

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: September 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Lucy Calkins Reader’s Workshop (1-5) 2010 Lucy Calkins Writer’s Workshop 2010 Words Journey 2016 Words Their Way 2013 Glencoe Critical Reading 2016 McDougal Littell Writer’s Craft Prentice Hall Literature Anthologies McDougall Littell Literature Anthologies Rev it Up Vocabulary 6 Traits of Writing Step up to Writing Daily Oral Language Multi-Sensory Phonics Zoo Phonics Scholastic Early Reader Series Primary Phonics Reading A-Z  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	MyMath 2015 California Math 2014 AIMS Activity Book Math Their Way Marcy Cook Math Tiles  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Mystery Science PILOT STEM Scopes AIMS  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	California Education Environment Initiative Glencoe/McGraw-Hill Discovering the Past  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Art of Ed Getting to Know the Worlds’ Greatest Artist SRA Artworks Scholastic Magazines

**School Facility Conditions and Planned Improvements (Most Recent Year)**

School is currently located at a former Conejo Valley Unified School district elementary school campus under the provisions of Prop. 39. BRIDGES occupies 16 regular classrooms, one portable housing two classrooms, a portable for the library, the MPR and the administrative office space and workrooms. There are several large fenced-in fields and large sandbox housing swings and a play structure. In addition, there is a smaller separately fenced playground outside the K classrooms. There are two sets of restrooms on the main campus as well as a custodian closet and ballroom.

Since the school moved to its current location, the school has modified the physical campus by updating the main office to include a pass through directly to the campus, added a new conference room and additional administrative work space. The school also built a new outdoor classroom located in the central area of the campus. A new school marquee has been approved by CVUSD and will be built as an Eagle Scout project for the school. All campus modifications were done in conjunction with Conejo Valley Unified School District. We are in process of conducting and audit of our current electrical needs.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 12, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			In process of conducting an audit of our current needs
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	53	66	49	44	44	48
Math	45	58	36	35	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	71	69	81	12	10	47	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15	20	65

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	97	83	85.6	80.7
Male	47	38	80.9	73.7
Female	50	45	90.0	86.7
Hispanic or Latino	20	17	85.0	64.7
White	71	61	85.9	86.9
Socioeconomically Disadvantaged	19	19	100.0	57.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	61	52	85.3	58.8
	<b>4</b>	46	42	91.3	64.3
	<b>5</b>	60	52	86.7	80.8
	<b>6</b>	41	39	95.1	59.0
	<b>7</b>	35	32	91.4	62.5
	<b>8</b>	37	32	86.5	65.6
<b>Male</b>	<b>3</b>	29	26	89.7	53.9
	<b>4</b>	31	30	96.8	60.0
	<b>5</b>	30	25	83.3	76.0
	<b>6</b>	21	21	100.0	52.4
	<b>7</b>	22	20	90.9	45.0
	<b>8</b>	17	14	82.3	50.0
<b>Female</b>	<b>3</b>	32	26	81.3	64.0
	<b>4</b>	15	12	80.0	75.0
	<b>5</b>	30	27	90.0	85.2
	<b>6</b>	20	18	90.0	66.7
	<b>7</b>	13	12	92.3	91.7
	<b>8</b>	20	18	90.0	77.8
<b>Hispanic or Latino</b>	<b>5</b>	13	13	100.0	61.5
<b>White</b>	<b>3</b>	46	37	80.4	64.9
	<b>4</b>	36	32	88.9	78.1
	<b>5</b>	44	37	84.1	86.5
	<b>6</b>	31	30	96.8	63.3
	<b>7</b>	27	25	92.6	60.0
	<b>8</b>	27	24	88.9	75.0
<b>Socioeconomically Disadvantaged</b>	<b>5</b>	11	11	100.0	63.6
	<b>6</b>	11	11	100.0	63.6

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	<b>3</b>	60	50	83.3	71.4
	<b>4</b>	46	41	89.1	58.5
	<b>5</b>	60	51	85.0	54.9
	<b>6</b>	40	38	95.0	50.0
	<b>7</b>	35	32	91.4	53.1
	<b>8</b>	35	32	91.4	53.1
<b>Male</b>	<b>3</b>	29	26	89.7	72.0
	<b>4</b>	31	30	96.8	53.3
	<b>5</b>	30	24	80.0	62.5
	<b>6</b>	21	21	100.0	47.6
	<b>7</b>	22	20	90.9	50.0
	<b>8</b>	22	20	90.9	50.0
<b>Female</b>	<b>3</b>	31	24	77.4	70.8
	<b>4</b>	15	11	73.3	72.7
	<b>5</b>	30	27	90.0	48.1
	<b>6</b>	19	17	89.5	52.9
	<b>7</b>	13	12	92.3	58.3
	<b>8</b>	13	12	92.3	58.3
<b>Hispanic or Latino</b>	<b>5</b>	13	13	100.0	38.5
<b>White</b>	<b>3</b>	46	37	80.4	72.2
	<b>4</b>	36	31	86.1	64.5
	<b>5</b>	44	36	81.8	61.1
	<b>6</b>	31	30	96.8	50.0
	<b>7</b>	27	25	92.6	48.0
	<b>8</b>	27	25	92.6	48.0
<b>Socioeconomically Disadvantaged</b>	<b>5</b>	11	11	100.0	45.5
	<b>6</b>	11	11	100.0	45.5

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### **Opportunities for Parental Involvement (School Year 2016-17)**

Parent Advisory Council (PAC) – Equivalent to a PTA, the PAC consists of an advisory board group of five elected parents and Parent Managed Cohorts, known as PMCs. We have had 24 parent representatives serve on our PAC since its inception in 2010. All parents are welcomed and encouraged to participate in discussions, ideas, fiscal spending, and much more. Every family is entitled a vote on specific items. In the 2015-2016 fiscal year the PAC raised over \$80,000 through events such as our Silent Auction, Olympics & Afterparty, Yard Sales, and Food Sales.

PAC website: [Http://www.bridgespac.org](http://www.bridgespac.org)

Parent Managed Cohorts (PMC) – Small parent-led committees established to focus on specific needs of our school community. Parents with similar interests and skills have formed cohorts that manage most of the school's non-administrative functions. Examples of PMC include Art, Community, Outreach, Food, Fundraising, Garden, Grantwriting, Green Team, Library, and Performing Arts.

The Community Outreach PMC partners with the school to bring important information to potential families and students. Parents are involved by helping with Thousand Oaks Rotary Street Fair, T.O. Library Display Case, and Arbor/Earth Day Celebration at Conejo Creek Park.

The Fundraising PMC holds the following events recruiting parents for each activity: Annual Silent and Live Auction, Magic Show, Talent Show, Spirit Wear Sales, Pizza Fridays, Popcorn Sales, Olympics Triathlon and Annual "After-Party".

The Garden PMC has various volunteer opportunities such as taking kids to the garden, planting drought tolerant grasses and trees, being a tile helper in the outdoor classroom, monitoring compost bins, daily/weekly upkeep of the gardens, and installing shelving in the garden shed.

The Library PMC offers several opportunities to be involved by helping during a class, reshelving books, donating books, or even working a book fair in the fall or spring.

The Performing Arts PMC welcomes all parents to help with baking cookies, setting up chairs, sewing costumes, constructing and painting sets, teaching dances, advertising performances, and soliciting sponsors in our community.

Classroom Volunteers – Each family is asked to commit 2 ½ hours a week toward volunteer activities. There are numerous ways to support Bridges Charter School, whether it be in the classroom, volunteering at fundraising events and community activities, or donating goods or funds. Each classroom has a room parent that helps coordinate classroom volunteering. Over the past year we have had solid parent participation in areas of classroom assistance, fundraising, campus beautification, and project preparation.

Volunteer Procedures: <http://bridgescharter.org/volunteer-procedures/>

Committees and Task Force - (budget, technology, hiring) Parents are recruited to serve on committees to work through specific areas of identified need. They are asked to give input and make recommendations to the director on issues impacting student learning.

Parent Survey - An end of the year survey is offered each year. This anonymous survey allows parents to give feedback on aspects of the school and community. Responses are carefully considered for their potential impact on our future school policies, procedures and climate.

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### **School Safety Plan**

The Bridges comprehensive School Safety Plan is currently under revision. Numerous policies related to the School Safety Plan are being updated and presented to the Board for their consideration. To date, training for all staff has been completed in the areas of mandated reporting, bloodborne pathogens, and epi pen administration. Disaster preparedness drills lockdown drills, and fire drills are scheduled and will be held. A new school wide discipline plan is being implemented which includes effective classroom management strategies, positive playground standards, school attendance expectations including tardies, and criteria for suspensions and expulsions. A Family Handbook now reflects these new safety practices.

By April 1, faculty and parent representatives will review the revised School Safety Plan for final input and presentation to the Board for adoption.

Fire drill and exit maps were reviewed with students and staff and posted on campus in each classroom September 2016.

Successfully participated in the Shake Out Drill October 19, 2016.

Exposure Control Plan reviewed 1/6/17. Classroom one-use kit with instructions provided to teachers along with procedure for handling blood in the classroom.



Family Handbook updated, reviewed, and board approved on 11-7-16. Policies including dress code, bullying/cyberbullying, and harassment, as well as rules and procedures on school discipline were reviewed at staff meetings in October 2016. A Playground Handbook was developed and reviewed with faculty on 1/6/17. Student Handbook is posted online and given to each family in hard copy. Playground Rules posted and reviewed with students. Yard Supervision trained in conflict resolution as well as all campus discipline policies and procedures.

Adopted Board Policy on Sexual Harassment on 12-5-16  
 Adopted Board Policy on Tobacco Free Schools 1-9-17

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.4	2.1	1.6
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.1	3.7	1.9
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.35
Resource Specialist	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	21	22	22				2	2	2			
1	21	23	22	2			2	2	2			
2	23	23	23				4	2	2			
3	25	18	24		2		4		2			
4			30			1			1			
5	30	29	30			1	4	3	1			
6	29	26	32				3	3	1			

**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	4			2								
Mathematics	13	13	30	4	2		2	1	3			
Science	14	29	32	2			2	2	3			
Social Science	14	15	32	2	2		2	2	3			

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Continued staff development on Lucy Calkins Readers and Writers Workshop to support the new Common Core Standards and writing across the curriculum. Three teachers attended a week long conference bringing back information that was shared out with staff in a faculty meeting in September 2016.

Faculty has been working on benchmark assessments and vertical alignment. Staff continued their collaborative efforts in both math and reading to calibrate student achievement data and refine instructional practices. Staff participated in an onsite training in the use of EADMS - Educator's Assessment Data Management System (1 full day). Two follow up sessions were held (1 hour each) during Friday staff meetings to review data collection, data input and disaggregation in EADMS.

Science and math teachers continued their participation in county-wide consortium exploring math and science curriculum and instruction. (2 meetings per semester - 1 hour each)

A science consultant was hired to work on NGSS standards with the CORE Science teacher (16 hours) onsite. The consultant will facilitate (6 hours) staff development onsite with grades k-8 using new STEMscopes materials.

Teachers are provided opportunities to observe each other in an ongoing effort to align best instructional practices.

Other professional development opportunities for staff members included attendance at: California Charter Schools Association annual conference, California Science conference, California School Board Members Association annual conference, Association of California School Administrators annual conference and various Ventura County Schools workshops.

New teacher support was provided through BTSA - new teacher induction program and onsite mentoring was provided. (year long support) Each inductee and each mentor attends 2 professional development trainings in fall and two in the spring 2 hours each. Each new teacher is provided with a mentor on campus to help them through the induction program and to help support them in their needs as a first year teacher at Bridges

Individual teacher observation and evaluation process occurs annually. Collegial coaching, and goal setting meetings with administration occur throughout the year. Each teacher meets with an administrator after completing a self evaluation. Goals and objectives are discussed in a pre-conference as well student data and performance. Administration observes teachers on a formal and informal basis and will review with each teacher at a post conference giving them feedback on areas of strength and any areas that may need improvement. Any teacher needing individual growth through professional development will be addressed through these conferences.

Future campus goals include extending the study and use of the data management system, development and implementation of technology standards within each grade level , and more interactive learning opportunities for staff members.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Campus-wide common assessments in Math, Reading and Writing were implemented k-8. Student data was reviewed with parents as well as with the school psychologist, resource specialist and speech therapist as needed. Student Support Teams met weekly to discuss and implement additional strategies for struggling students. Any needs for additional testing or assessment were considered during an SST. Weekly social skills classes are offered on a push in basis by the school speech therapist (k-5). Students identified on a needs basis meet weekly either on an individual basis or in small group to further improve on social skill interactions. Speech Therapist meets weekly to work with students identified in need of articulation intervention. Upon receiving results from the CELDT and review of a student's current academic performance a student is referred to the school speech therapist for intensive weekly language intervention as needed.

Grades k-1 provide students with additional literacy instruction in the afternoon once a week for 30 minutes as needed. Kindergarten teachers provide small group intensive instruction to those students identified by the primary grade teachers as at risk beginning in January of each year. Grades 2-5 have the option to meet after school with their teachers for additional support in both math and reading. Read Live is the online version of Read Naturally. <https://www.readnaturally.com/>

Read Live is intervention in vocabulary, fluency, and comprehension skills. The program places students then provides stories to practice. The student does a "cold" read for a teacher then practices the story by reading aloud and asking varying levels of comprehension questions and a retell. The student then does a "hot" read for the teacher and the teacher grades their retell and responses and responds accordingly by assigning more practice or the next story. It is most beneficial when done multiple times a week for about 30 minutes.

Based on Guided Reading Assessments, we also identified students who were at least a year below grade level. We provided extra support in small groups with an intervention specialist for 30 minutes twice per week.

CORE grades 6-8 have built in interventions classes via the elective programs. Students identified as at risk had one of their elective classes replaced with a seminar class in which the students received additional instruction in targeted small groups in the areas of math, writing or reading.

As part of Bridges social and emotional education program, a monthly workshop for all middle school students is offered that focuses on emotional wellness. The sessions are directed towards raising emotional awareness, developing healthy coping tools for managing feelings, managing media messages, improving body image, communication skills and other issues that may emerge.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7420	\$890	\$6,530	56,629
District	♦	♦	N/A	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			15.0	N/A

\* Cells with ♦ do not require data.