Introduction:

Mission

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.

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.

Our Goal

Bridges Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of Bridges Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct

meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

LEA: BRIDGES Charter

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-

operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Parent Involvement: Board retreat to establish annual goals for the school. This retreat included a review of LCAP goals and how they would be embedded in the overall school goals for the year. This information was shared with the parent community through our established system of Director's Notes as well as being posted on our website.	Parent/community input throughout the year was utilized in updating LCAP and LCFF
	Teacher/faculty input throughout the year was utilized in updating LCAP and LCFF
Charter petition renewal involved staff, and parents. Meeting with stakeholders, including parents, held in fall to articulate revisions to Charter petition including instructional goals, curricular focus, fiscal needs, LCAP addressed in charter revision.	Student input throughout the year was utilized in updating LCAP and LCFF
Full reworking of website to facilitate communication with parents and families, LCAP available for review by parents.	
Creation of Parent Coordinator position. This job was targeted at establishing and maintaining parent involvement in the school. Parent education was also a focus of this position. At the beginning of the year over 200 parents attended training about the school, its goals and philosophy, and various ways to become involved.	
Staff Involvement: Teachers worked to create a cohesive intervention program K-8 to align with LCAP.	
Faculty committees established to make decisions on curriculum to meet LCAP goals.	
Faculty involved in budgeting decisions driven by LCAP identified needs.	
Review with faculty of LCAP academic goals, how and if they were met.	
Use of standardized assessment tool to measure student growth to demonstrate achievement of LCAP goals.	
Student Involvement: Establishment of a leadership team called Builders Club affiliated with local Kwanas chapter. Monthly student meetings held where students were able to establish and develop specific projects and discuss concerns. Students present to the parent group - PAC and to the Board of Directors. Student concerns recognized and addressed by both PAC and board.	

Annual Update:	Annual Update:
2015/16 UPDATE This year Bridges has undergone a complete WASC Self-Study and visitation process. Working through this process has led us to high stakeholder involvement. Based on the feedback from stakeholders along with the WASC Visiting Committee's input, Bridges developed the strategic goals outlined in the Goals section of this LCAP.	This year's LCAP reflects the WASC developed goals which involved all stakeholders. Additionally, budget expenditures were developed with consutation from various stakeholders. A budget committee elicited input from staff, parents and communty members during public meetings, then met as a committee to complete recommendations.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand

the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to

specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal #1 - Academic Develop and implement professionally acceptable ongoing school wide assessment systems in ELA and mathematics. Complete longitudinal reports by grade levels which shows disaggregated data by numerically significant subgroups. Utilize Common Core aligned local assessments that will inform curricular and instructional decision-making across all grade levels.	Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	Lack of uniform school wide, disaggregated data collection. Unable to analyze student growth and achievement due to insufficient data. Lessons collected for teacher evaluations do not reflect Common Core instructional practices. Common assessments are not being administered across grade levels. Student performance on SBAC shows that school-wide instructional practices are not currently aligned with Common Core. Current assessment practices do not include data analysis in order to refine instructional practices across all grade levels.	
Goal Applies to:	**Schools:** BRIDGES Charter School Grades: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1		
Expected Annual Measurable Outcomes:	Each grade level will administer common quarterly assessments in ELA and math and report disaggregated data to administration. Submission of curriculum maps and assessment protocols that demonstrate Common Core alignment. Establish assessment timelines and protocols that include administrative review in order to inform instruction. Documented teacher analysis of assessment data as evidence of Common Core alignment. Student growth as shown on CAASPP.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 The Strategic Planning Team along with teacher input, will establish data review protocols for each grade level. Initial timeline June-August 2016 Review in Spring of 2017 and semi-annually after that	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Strategic Planning Team (8 Teachers x 15 hours x $30 per hour). Certificated cost will be financed with State unrestricted dollars. $4,150
1.2 ELA and math assessments administered and analyzed. Utilizing a PLC model, teachers and staff will gather data from ELA and mathematics assessments, analzing the data in order to inform instruction.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA/Math Stipends (8 Teachers x $750 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $6,916
1.3 Data Walls (display of student data from all grades and all classrooms) Teachers and staff will create an area to display data in order to create transparancy and establish accountiblity for student growth.	All grades. Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0

1.4 Year long, grade level Curriculum Map addressing all ELA and math standards. All teachers at each grade level will create a Common Core Standards based curriculum map for the entire year. These maps will be established early in the school year and followed for the entire year.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.5 Administration of Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) of CAASPP Teachers and staff will administer both the Intrerim and Comprehensive Assessments several times throughout the year.	Third - eighth grade students Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.6 All curriculum assessed, quarterly. Strategic Leadership and Administration will review curriculum resources quarterly.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.7B Response to Intervention Teacher	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Response to Intervention Teacher .50 FTE - Certificated costs will be financed with State unrestricted dollars. $56,617

1.8B School Counselor	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	School Counselor .10 FTE - Certificated costs will be financed with State unrestricted dollars. $11,414
1.9B Two additional instructional days	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salary and benefits for two instructional days. Certificated costs will be financed with State unrestricted dollars. $13,242
1.10B English Language Acquisition Materials	All Grades Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	English Language Acquisition Materials. Supply costs will be financed with State unrestricted dollars. $2,000

1.11B Intervention Aide	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Intervention Aide .613 FTE - Classified costs will be financed with State unrestricted dollars. $14,131

LCAP Year 2

Expected Annual Measurable Outcomes:	Each grade level will administer common quarterly assessments in ELA and math and report disaggregated data to administration. Submission of curriculum maps and assessment protocols that demonstrate Common Core alignment. Establish assessment timelines and protocols that include administrative review in order to inform instruction. Documented teacher analysis of assessment data as evidence of Common Core alignment. Student growth as shown on CAASPP.

Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
1.1 The Strategic Planning Team along with teacher input, will establish data review protocols for each grade level. Initial timeline June-August 2016 Review in Spring of 2017 and semi-annually after that	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Strategic Planning Team (8 Teachers x 15 hours x $30 per hour). Certificated cost will be financed with State unrestricted dollars. $4,216

1.2 ELA and math assessments administered and analyzed. Utilizing a PLC model, teachers and staff will gather data from ELA and mathematics assessments, analzing the data in order to inform instruction.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA/Math Stipends (8 Teachers x $750 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $7,027
1.3 Data Walls (display of student data from all grades and all classrooms) Teachers and staff will create an area to display data in order to create transparancy and establish accountiblity for student growth.	All grades. Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.4 Year long, grade level Curriculum Map addressing all ELA and math standards. All teachers at each grade level will create a Common Core Standards based curriculum map for the entire year. These maps will be established early in the school year and followed for the entire year.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.5 Administration of Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) of CAASPP Teachers and staff will administer both the Intrerim and Comprehensive Assessments several times throughout the year.	Third - eighth grade students Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0

1.6 All curriculum assessed, quarterly. Strategic Leadership and Administration will review curriculum resources quarterly.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.7B Response to Intervention Teacher	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Response to Intervention Teacher .50 FTE - Certificated costs will be financed with State unrestricted dollars. $59,259
1.8B School Counselor	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	School Counselor .10 FTE - Certificated costs will be financed with State unrestricted dollars. $11,946

1.9B Two additional instructional days	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salary and benefits for two instructional days. Certificated costs will be financed with State unrestricted dollars. $14,379
1.10B English Language Acquisition Materials	All Grades Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	English Language Acquisition Materials. Supply costs will be financed with State unrestricted dollars. $2,000
1.11B Intervention Aide	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Intervention Aide .613 FTE - Classified costs will be financed with State unrestricted dollars. $15,782

LCAP Year 3

Expected Annual Measurable Outcomes:	Each grade level will administer common quarterly assessments in ELA and math and report disaggregated data to administration. Submission of curriculum maps and assessment protocols that demonstrate Common Core alignment. Establish assessment timelines and protocols that include administrative review in order to inform instruction. Documented teacher analysis of assessment data as evidence of Common Core alignment. Student growth as shown on CAASPP.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 The Strategic Planning Team along with teacher input, will establish data review protocols for each grade level. Initial timeline June-August 2016 Review in Spring of 2017 and semi-annually after that	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Strategic Planning Team (8 Teachers x 15 hours x $30 per hour). Certificated cost will be financed with State unrestricted dollars. $4,283
1.2 ELA and math assessments administered and analyzed. Utilizing a PLC model, teachers and staff will gather data from ELA and mathematics assessments, analzing the data in order to inform instruction.	All grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	ELA/Math Stipends (8 Teachers x $750 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $7,138
1.3 Data Walls (display of student data from all grades and all classrooms) Teachers and staff will create an area to display data in order to create transparancy and establish accountiblity for student growth.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0

1.4 Year long, grade level Curriculum Map addressing all ELA and math standards. All teachers at each grade level will create a Common Core Standards based curriculum map for the entire year. These maps will be established early in the school year and followed for the entire year.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.5 Administration of Interim Assessment Blocks (IAB) and Interim Comprehensive Assessment (ICA) of CAASPP Teachers and staff will administer both the Intrerim and Comprehensive Assessments several times throughout the year.	Third - eighth grade students Grades: 3rd, 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.6 All curriculum assessed, quarterly. Strategic Leadership and Administration will review curriculum resources quarterly.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
1.7B Response to Intervention Teacher	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Response to Intervention Teacher .50 FTE - Certificated costs will be financed with State unrestricted dollars. $61,995

1.8B School Counselor	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	School Counselor .10 FTE - Certificated costs will be financed with State unrestricted dollars. $12,496
1.9B Two additional instructional days	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Teacher salary and benefits for two instructional days. Certificated costs will be financed with State unrestricted dollars. $15,048
1.10B English Language Acquisition Materials	All Grades Grades: All	_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	English Language Acquisition Materials. Supply costs will be financed with State unrestricted dollars. $2,000

| 1.11B Intervention Aide | All Grades

Grades: All | X All

_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless
_ Other | Intervention Aide .613 FTE - Classified costs will be financed with State unrestricted dollars. $16,458 |

GOAL:	Goal #2 - Student Engagement Revise the Technology Plan to include: digital literacy skills for all grade levels in preparation for SBAC/CAASPP assessments, 21st century digital skills; and increase bandwidth schoolwide to maximize the use of technology for all students.	Related State and/or Local Priorities: _1 X 2 _3 _4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	The current technology plan does not reflect how digital literacy skills will be incorporated into classroom instruction. Classroom observations showed inconsistent technology integration and instruction.	

Goal Applies to:	**Schools:**	BRIDGES Charter School
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1		

Expected Annual Measurable Outcomes:	Staff surveys reflect increased comfort level and use of technology in the classroom.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Revise technology plan By October 2016 Administration, Technology Committee, On-site Tech Support will revisit and revise the Technology Plan to more accurately reflect the goals outlined above.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Technology Planning Stipends (3 Teachers x $250 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $865

2.2 Annually, Administration, Technology Committee, Staff, will conduct a Staff Technology Survey to understand user levels of understanding and use of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
2.3 Annually, if not more often, Administration, Technology Committee, Staff, Students, will conduct a Student Technology Survey, to identify student levels of understanding and usage of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
2.4 Upgrade of Technology Infrastructure Administration and on-site Technology Support will collaborate to increase the network bandwith to ensure that the school is maximizing resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Network Server - Supply costs will be financed with State unrestricted dollars. $5,000
2.5 Technology Staff Development Monthly in-house technology training offerings by Technology Committee Representatives, and On-site Tech Support.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Staff Development - Service costs will be financed with State unrestricted dollars. $2,000
LCAP Year 2			

Expected Annual Measurable Outcomes:	Technology plan will reflect implementation of digital literacy skills. Lesson plans will reflect digital literacy instruction and competency. Student and staff surveys will reflect increased competency and comfort in the area of digital literacy.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Revise technology plan By October 2016 Administration, Technology Committee, On-site Tech Support will revisit and revise the Technology Plan to more accurately reflect the goals outlined above.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Technology Planning Stipends (3 Teachers x $250 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $878
2.2 Annually, Administration, Technology Committee, Staff, will conduct a Staff Technology Survey to understand user levels of understanding and use of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
2.3 Annually, if not more often, Administration, Technology Committee, Staff, Students, will conduct a Student Technology Survey, to identify student levels of understanding and usage of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.4 Upgrade of Technology Infrastructure Administration and on-site Technology Support will collaborate to increase the network bandwith to ensure that the school is maximizing resources.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Network Server - Supply costs will be financed with State unrestricted dollars. $25,000 Technology Specialist .50 FTE – Classified costs will be financed with State unrestricted dollars. $28,153
2.5 Technology Staff Development Monthly in-house technology training offerings by Technology Committee Representatives, and On-site Tech Support.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Staff Development - Service costs will be financed with State unrestricted dollars. $2,000

LCAP Year 3

Expected Annual Measurable Outcomes:	Technology plan will reflect implementation of digital literacy skills. Lesson plans will reflect digital literacy instruction and competency. Student and staff surveys will reflect increased competency and comfort in the area of digital literacy.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

2.1 Revise technology plan By October 2016, Administration, Technology Committee, On-site Tech Support, will revisit and revise the Technology Plan to accurately reflect current goals.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Technology Planning Stipends (3 Teachers x $250 Annual Stipend). Certificated cost will be financed with State unrestricted dollars. $892
2.2 Annually, Administration, Technology Committee, Staff, will conduct a Staff Technology Survey to understand user levels of understanding and use of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0
2.3 Annually, if not more often, Administration, Technology Committee, Staff, Students, will conduct a Student Technology Survey, to identify student levels of understanding and usage of technology resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	This action item will not generate additional monetary costs. $0

2.4 Upgrade of Technology Infrastructure Administration and on-site Technology Support will collaborate to increase the network bandwith to ensure that the school is maximizing resources.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Network Server - Supply costs will be financed with State unrestricted dollars. $15,000 Technology Specialist 1.00 FTE – Classified costs will be financed with State unrestricted dollars. $73,342
2.5 Technology Staff Development Monthly in-house technology training offerings by Technology Committee Representatives, and On-site Tech Support.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Staff Development - Service costs will be financed with State unrestricted dollars. $2,000

GOAL:	Goal #3 - Parent Participation Articulate and complete specific governance training for the Governing Board and Site Leadership. Develop an organizational chart that clearly defines chain of command and the roles/responsibilities of all stakeholders. Address clear rules for communication, and conflict resolution.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 X 8 Local: N/A
Identified Need:	Multiple occurrences of chain of command violations. Observable examples of misunderstandings of protocol between stakeholders, as evidenced in documented conferences, e-mails, and texts correspondence.	

Goal Applies to:	Schools:	BRIDGES Charter School
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1		

Expected Annual Measurable Outcomes:	Governance training for both board and staff will align communication and articulate roles and responsibilities. Staff and stakeholder surveys should document reduced occurrences of violations and an improvement in chain of command and understanding of roles/responsibilities of all stakeholders.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 By September 2016, all staff and board will have begun ongoing training on Board governance. Semi-annually, over the next five years, board and site leadership will continue training to ensure that the organizational chart and chain of command are being followed.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board Staff Development including annual retreat – Service costs will be financed with State unrestricted dollars. $5,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.2 Annual governance training for parents to articulate roles and responsiblities.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Annual board governance training for parents – Service costs will be financed with State unrestricted dollars. $1,000
3.3 Implementation of staff and stakeholder surveys to ensure that all stakeholders understand roles and responsibilities and governance matrix.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board governance training for BRIDGES staff – Service costs will be financed with State unrestricted dollars. $3,000

LCAP Year 2

Expected Annual Measurable Outcomes:	Governance training for both board and staff will align communication and articulate roles and responsibilities. Staff and stakeholder surveys should document reduced occurrences of violations and an improvement in chain of command and understanding of roles/responsibilities of all stakeholders.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 By September 2016, all staff and board will have begun ongoing training on Board governance. Semi-annually, over the next five years, board and site leadership will continue training to ensure that the organizational chart and chain of command are being followed.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board Staff Development including annual retreat – Service costs will be financed with State unrestricted dollars. $5,000
3.2 Annual governance training for parents to articulate roles and responsiblities.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Annual board governance training for parents – Service costs will be financed with State unrestricted dollars. $1,000
3.3 Implementation of staff and stakeholder surveys to ensure that all stakeholders understand roles and responsibilities and governance matrix.	All Grades Grades: All	X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board governance training for BRIDGES staff – Service costs will be financed with State unrestricted dollars. $3,000
LCAP Year 3			
Expected Annual Measurable Outcomes:	Governance training for both board and staff will align communication and articulate roles and responsibilities. Staff and stakeholder surveys should document reduced occurrences of violations and an improvement in chain of command and understanding of roles/responsibilities of all stakeholders.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 By September 2016, all staff and board will have begun ongoing training on Board governance. Semi-annually, over the next five years, board and site leadership will continue training to ensure that the organizational chart and chain of command are being followed.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board Staff Development including annual retreat – Service costs will be financed with State unrestricted dollars. $5,000
3.2 Annual governance training for parents to articulate roles and responsiblities.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Annual board governance training for parents – Service costs will be financed with State unrestricted dollars. $1,000
3.3 Implementation of staff and stakeholder surveys to ensure that all stakeholders understand roles and responsibilities and governance matrix.	All Grades Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Board governance training for BRIDGES staff – Service costs will be financed with State unrestricted dollars. $3,000

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Goal 1 - Increase overall reading scores in primary grades based on local assessments given throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools: BRIDGES Charter School Grades: K, 1st, 2nd, 3rd	
	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | 1. 80 % of all students in grades kindergarten through 2nd grade will score proficient or above on standardized assessments as measured three times throughout the year.

2. 92% of all students will successfully move to next grade level by mastering all concepts required of grade level. | Actual Annual Measurable Outcomes: | This year we did not quite meet the goal of : *80 % of all students in grades kindergarten through 2nd grade will score proficient or above on standardized assessments as measured three times throughout the year.* While we worked diligently at aligning curriculum and implementing grade level assessments, we did not quite realize the goal set last year. One of the specific areas of need is consistent implementation of research-based benchmark assessments in all grades K-2. This will allow for targeted data collection and analysis which will allow us to track student growth in a more refined way.

While we are still finialzing grade placements for next year, we anticipate meeting the goal of *92% of all students will successfully move to next grade level by mastering all concepts required of grade level.* |

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
1.1 Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.	Maintenance of assessment software and database software for purpose of housing information. Service costs will be paid with unrestricted	Lower grade teaching teams continue to work on aligning assessments and assessment protocols. This past year several assessment tools were available to teaching teams including Guided Reading, DRA, Let's Go Learn, and EADMS. Teaching teams worked with several different assessments to further refine what is needed by each teaching team. Bridges is expected to spend $113,932 on the adoption of formative assessment for grades K-8. This amount is $71,132 more than the original LCAP budget.	Maintenance of assessment software and database software for purpose of housing information. Service costs will be paid with State unrestricted dollars.

		dollars. $22,320 Training and professional development to properly implement common formative assessments. Service costs will be paid with unrestricted dollars. $10,240 Continue to purchase technology devices to develop a 1:1 ratio so that students will be able to take assessments in a timely manner. Supply costs will be financed with unrestricted dollars. $10,240			$15,080 Training and professional development to properly implement common formative assessments. Service costs will be paid with State unrestricted dollars. $12,282 Continue to purchase technology devices to develop a 1:1 ratio so that students will be able to take assessments in a timely manner. Supply costs will be financed with State unrestricted dollars. $86,570
Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd		**Scope of service:**	Primary Grades Grades: K, 1st, 2nd, 3rd	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.2 Support of differentiated instruction within the classrooms. This will allow teachers to target teach at student's levels and grow each student from their own current level and meet their annual growth goal.	Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. Supply costs will be financed with unrestricted dollars. $5,000	Teachers were provided extensive training and access to curricular materials to support differentiation of instruction within the classroom. Additionally, weekly professional development meetings focused on instructional practices and alignment of Whole Child Education. Bridges is expected to spend $2,400 on support of differentiated instruction within the classrooms. This amount is $600 less than the original LCAP budget.	Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. Supply costs will be financed with State unrestricted dollars. $2,400
Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd	Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

1.3 Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost included in Goal 2. $0	Implimentation of CHAMPs as a first step in RtI. Students identified as low achieving received additional support in the form of additional support personnel .After school Math and Reading Clubs provided extra support. Internal grade-level differentiation of instruction (1st grade reading groups) to help support low achieving students.	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost included in Goal 2. $0
Scope of service: Primary Grades Grades: K, 1st, 2nd, 3rd		Scope of service: Primary Grades Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

1.4B - Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data	Salary of teachers working with low socio-economic students - Certificated costs will be financed with unrestricted dollars. $14,160	Teachers provided hands-on, interactive learning experiences for the identified low achieving students. Additionally, teachers differentiated instruction to meet the needs of all students including low achieving students. Teachers also provided additional instruction in the form of after-school Reading and Math Clubs to targeted students at no cost to the student. Curricular materials in the form of leveled reading books were also purchased to support low achieving students. Bridges is expected to spend $0 on supplemental instruction for low socio-economic students. This amount is $14,160 less than the original LCAP budget.	Salary of teachers working with low socio-economic students - Certificated costs will be financed with State unrestricted dollars. $0
Scope of service: Primary Grades Grades: K, 1st, 2nd, 3rd		**Scope of service:** Primary Grades Grades: K, 1st, 2nd, 3rd	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

1.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional time.	Salary of teachers working with English Language Learners - Certificated costs will be financed with unrestricted dollars. $14,160	Teachers provided hands-on, interactive learning experiences for the identified English Language Learners. Additionally, teachers differentiated instruction to meet the needs of all students including EL. Teachers also provided additional instruction in the form of after-school Reading and Math Clubs to targeted students at no cost to the student. Curricluar materials in the form of leveled reading books were also purchased to support EL students. Bridges is expected to spend $0 to provide supplemental instruction to English language learners. This amount is $14,160 less than the original LCAP budget.	Salary of teachers working with English Language Learners - Certificated costs will be financed with State unrestricted dollars. $0
Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd		**Scope of service:**	Primary Grades Grades: K, 1st, 2nd, 3rd	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

1.6B Teachers will receive additional support with professional development to deliver targeted instruction for English learners.	Professional development for teachers - Service costs will be financed with unrestricted dollars. $2,048	Bridges teachers attended Teachers College Reading and Writing Project literacy workshop. These teachers then supported the rest of the faculty in the area of reading and writing to target EL students. Bridges is expected to spend $1,082 on professional development to deliver targeted instruction for English learners. This amount is $966 less than the original LCAP budget.		Professional development for teachers - Service costs will be financed with State unrestricted dollars. $1,082
Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd		Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
1.7B - Supporting EL Students through targeted intervention provided to the students by certificated teachers.	Purchase of ELD materials - Supply costs will be paid with unrestricted dollars $2,000	Teachers provided hands-on, interactive learning experiences for the identified English Language Learners. Additionally, teachers differentiated instruction to meet the needs of all students including EL. Teachers also provided additional instruction in the form of after-school Reading and Math Clubs to targeted students at no cost to the student. Curricluar materials in the form of leveled reading books were also purchased to support EL students. Bridges is expected to spend $0 on supporting EL students through targeted intervention. This amount is $2,000 less than the original LCAP budget.		Purchase of ELD materials - Supply costs will be paid with State unrestricted dollars $0

Scope of service:	Primary Grades Grades: K, 1st, 2nd, 3rd		Scope of service:	Primary Grades Grades: K, 1st, 2nd	
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	We have revised our LCAP goal for 2016/17 to reflect Develop and implement professionally acceptable ongoing school wide assessment systems in ELA and mathematics. Complete longitudinal reports by grade levels which shows disaggregated data by numerically significant subgroups.				

Original Goal from prior year LCAP:	Goal 2 - Increase overall reading scores in intermediate grades based on; local assessments given a minimum of three times throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools: BRIDGES Charter School Grades: 3rd, 4th, 5th	
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. 82% of all students in grades 3rd - 5th will score proficient or above on local assessments given a minimum of three times throughout the year, 2. 82% of all students in grades 3rd - 5th will score at or above grade level on teacher developed benchmarked assessments. 3. 97% of all students will successfully move to next grade level by mastering all concepts required of grade level.	Actual Annual Measurable Outcomes:	This year we did not quite meet the goal of : *82% of all students in grades 3rd - 5th will score proficient or above on local assessments given a minimum of three times throughout the year.* While we still are in the data collection process, given the data as of second trimester it appears that we will fall a bit short of the 82% goal. While we have worked diligently at aligining curriculum and implementing grade level assessments, we still did not quite realize the goal set last year. One of the specific areas of need is consistent implementation of research-based benchmark assessments in all grades 3-5. This will allow for targeted data collection and analysis which will allow us to track student growth in a more refined way. For the goal: *82% of all students in grades 3rd - 5th will score at or above grade level on teacher developed benchmarked assessments.* While we still are in the data collection process We did meet the goal of: *97% of all students will successfully move to next grade level by mastering all concepts required of grade level.* While we still are in the data collection process, at this point in time all indications point to meeting this goal.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
2.1 Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.	Maintenance of assessment software and database software for purpose of housing information. Costs included in Goal 1. $0	Primary grade teaching teams continue to work on aligning assessments and assessment protocols. This past year several assessment tools were available to teaching teams including Guided Reading, DRA, Let's Go Learn, EADMS and Read Live. Teaching teams worked with several different assessments to further refine what is needed by each teaching team.	Maintenance of assessment software and database software for purpose of housing information. Costs included in Goal 1. $0
Scope of service: Intermediate Grades Grades: 3rd, 4th, 5th		**Scope of service:** Intermediate Grades Grades: 4th, 5th, 6th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

2.1 Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.	Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers - Costs included in Goal 1. $0	Primary grade teaching teams continue to work on aligning assessments and assessment protocols. This past year several assessment tools were available to teaching teams including Guided Reading, DRA, Let's Go Learn, EADMS and Read Live. Teaching teams worked with several different assessments to further refine what is needed by each teaching team.	Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers - Costs included in Goal 1. $0
Scope of service:	Intermediate Grades Grades: 3rd, 4th, 5th	**Scope of service:**	Intermediate Grades Grades: 4th, 5th, 6th
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

2.3 Response to Intervention materials. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Supply costs will be financed with unrestricted dollars. $3,000 Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. Supply costs will be financed with unrestricted dollars. $1,000	Implimentation of CHAMPs as a first step in RtI. Students identified as low achieving received additional support in the form of additional support personnel. Pull-out targeted instruction in reading for students identified as low achieving. Internal grade-level differentiation of instruction to help support low achieving students. Bridges is expected to spend $0 on response to intervention materials. This amount is $4,000 less than the original LCAP budget.	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Supply costs will be financed with State unrestricted dollars. $0 Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. Supply costs will be financed with State unrestricted dollars. $0
Scope of service:	Intermediate Grades Grades: 3rd, 4th, 5th	**Scope of service:**	Intermediate Grades Grades: 4th, 5th, 6th	

X All		X All	
-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2.4B Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.	Salary of teachers working with low socio-economic students. Cost included in Goal 1. $0	Students identified as low achieving received additional support in the form of additional support personnel. After school Math and Reading Clubs provided extra support. Internal grade-level differentiation of instruction to help support low achieving students.	Salary of teachers working with low socio-economic students. Cost included in Goal 1. $0

Scope of service:	Intermediate Grades Grades: 3rd, 4th, 5th		Scope of service:	Intermediate Grades Grades: 4th, 5th, 6th	
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

2.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.	Salary of teachers working with English Language Learner. Cost included in Goal 1. $0	Students identified as English Learners received additional support in the form of additional support personnel. After school Math and Reading Clubs provided extra support. Internal grade-level differentiation of instruction to help support English Learner students.	Salary of teachers working with English Language Learner. Cost included in Goal 1. $0
Scope of service: Intermediate Grades Grades: 3rd, 4th, 5th		Scope of service: Intermediate Grades Grades: 4th, 5th, 6th	
_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2.6B - Teachers will receive additional support with professional development to deliver targeted instruction.	Professional development for teachers. Cost included in Goal 1. $0	Bridges teachers attended Teachers College Reading and Writing Project literacy workshop. These teachers then supported the rest of the faculty in the area of reading and writing to provide targeted instruction students.	Professional development for teachers. Cost included in Goal 1. $0
Scope of service: Intermediate Grades Grades: 3rd, 4th, 5th		Scope of service: Intermediate Grades Grades: 4th, 5th, 6th	

_ All		_ All	
-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2.7B - Supporting EL students through targeted intervention provided to the students by certificated teachers.	Purchase of ELD materials. Cost included in Goal 1. $0	Students identified as English Learners received additional support from certificated teachers through differentiated, targeted instruction. After school Math and Reading Clubs provided extra support. Internal grade-level differentiation of instruction to help support English Learner students.	Purchase of ELD materials. Cost included in Goal 1. $0

Scope of service:	Intermediate Grades Grades: 3rd, 4th, 5th		Scope of service:	Intermediate Grades Grades: 3rd, 4th, 5th	

_ All		_ All	
-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		-- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	We have revised our LCAP goal for 2016/17 to reflect Develop and implement professionally acceptable ongoing school wide assessment systems in ELA and mathematics. Complete longitudinal reports by grade levels which shows disaggregated data by numerically significant subgroups.

Original Goal from prior year LCAP:	Goal 3 - Increase overall reading scores in middle grades based on; local assessments given a minimum of three times throughout the year. Students will show an increase of at least one full grade level per year, based on their starting level as measured by the local assessment.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:

Goal Applies to:	Schools:	BRIDGES Charter School Grades: 6th, 7th, 8th
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. 75% of all students in grades 6th - 8th will score proficient or above on local assessments given a minimum of three times throughout the year. 2. 75% of all students in grades 6th - 8th will score proficient or above on teacher development benchmarked assessment. 3. 97% of all students will successfully move to next grade level by mastering all concepts required of grade level.	Actual Annual Measurable Outcomes:	We met these goals.

LCAP Year: 2015-16			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
3.1 Adoption of common formative assessment for grades kindergarten through 8th grade measuring reading, literacy and vocabulary skills appropriate to each grade level. Adoption to include piloting, purchasing, training and implementation of program for all grade levels and teachers.	Purchase of assessment software and database software for purpose of housing information - Cost included in Goal 1. $0 Training and professional development to properly implement common formative assessments - Cost included in Goal 1. $0	Middle grades teaching teams continue to work on aligning assessments and assessment protocols. This past year several assessment tools were available to teaching teams including Let's Go Learn, EADMS and Read Live. Teaching teams worked with several different assessments to further refine what is needed by each teaching team.	Purchase of assessment software and database software for purpose of housing information - Cost included in Goal 1. $0 Training and professional development to properly implement common formative assessments - Cost included in Goal 1. $0
Scope of service: Secondary Grades Grades: 6th, 7th, 8th		Scope of service: Secondary Grades Grades: 6th, 7th, 8th	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
3.2 Response to Intervention materials and personnel. Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.	Maintenance of assessment software and licenses - Service costs will be paid with unrestricted dollars. $2,048	Implimentation of CHAMPs as a first step in RtI. Students identified as low achieving received additional support in the form of additional support personnel Pull-out targeted instruction in reading for students identified as low achieving. Internal grade-level differentiation of instruction to help support low achieving students.	Maintenance of assessment software and licenses - Costs included in Goal 1. $0

Scope of service:	Secondary Grades Grades: 6th, 7th, 8th		Scope of service:	Secondary Grades Grades: 5th, 6th, 7th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

| 3.3 Periodicals and high interest readers specific to cross content areas. Science, math, history and other specific electives as offered by the middle school grades. | | Materials to include subscriptions to magazines, online databases and other resources for student reading purposes - Service costs will be paid with unrestricted dollars. $2,048

Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost covered in goal 2 $0 | Access to online cross-curricular content, specifically EdModo and Biblionasium. Elective offerings expanded in the areas of science - gardenting and stem, math - addition of 8th grade honors, and language - addition of Latin.

Bridges is expected to spend $0 on periodicals and high interest readers specific to cross content areas. This amount is $2,048 less than the original LCAP budget. | | Materials to include subscriptions to magazines, online databases and other resources for student reading purposes - Service costs will be paid with State unrestricted dollars. $0

Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost covered in goal 2 $0 |
|---|---|---|---|---|---|
| **Scope of service:** | Secondary Grades

Grades: 6th, 7th, 8th | | **Scope of service:** | Secondary Grades

Grades: 6th, 7th, 8th | |

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
3.4B Instructional aide will provide intervention services for unduplicated students within CORE Academy.	Instructional Aide salaries - Classified costs will be financed with unrestricted dollars. $5,532	Instructional aids were hired and worked with students four days a week for 50 minutes each in the areas of Mathematics and Reading. 95% of students in pull-out services achieved grade-level proficiency in the content area. Bridges is expected to spend $8,880 on intervention services for unduplicated students within Core Academy. This amount is $3,348 more than the original LCAP budget.	Instructional Aide salaries - Classified costs will be financed with State unrestricted dollars. $8,880
Scope of service:	Secondary Grades Grades: 6th, 7th, 8th	Scope of service:	Secondary Grades Grades: 6th, 7th, 8th	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	
	We have revised our LCAP goal for 2016/17 to reflect Develop and implement professionally acceptable ongoing school wide assessment systems in ELA and mathematics. Complete longitudinal reports by grade levels which shows disaggregated data by numerically significant subgroups.

Original Goal from prior year LCAP:	Goal 4 - Increase parent participation in school governance and decision making.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools: BRIDGES Charter School Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metrics: 1. Increase parent attendance at board meetings by 20% of previous year. 2. Institute a monthly Director's coffee to give parents access to the School Director. 3. Increase percentage of parents returning surveys by 20% of previous year.	Actual Annual Measurable Outcomes:	Increase parent attendance at board meetings by 20% of previous year - we met this goal by including student performances and presentations at the meetings. Institute a monthly Director's coffee to give parents access to the School Director - Monthly "Coffee with the Captain" has been in place since September 2015. Increase percentage of parents returning surveys by 20% of previous year - We have not done surveys this year.

LCAP Year: 2015-16

Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
4.1 Hiring of a Outreach Coordinator to market school and engage families..	Hire Outreach Coordinator - Classified costs will be financed with unrestricted dollars. $16,243	Outreach Coordinator was hired in October 2015. Bridges is expected to spend $16,010 on an Outreach Coordinator to market the school. This amount is $233 less than the original LCAP budget.	Hire Outreach Coordinator - Classified costs will be financed with State unrestricted dollars. $16,010

Scope of service:	All Grades		Scope of service:	All Grades	
	Grades: All			Grades: All	
X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All -- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, services, and expenditures	We have revised our 2016/17 LCAP goal to the following: Goal #3 - Parent Participation Articulate and complete specific governance training for the Governing Board and Site Leadership. Develop an organizational chart that clearly defines chain of command and the roles/responsibilities of all stakeholders. Address clear rules for communication, and conflict resolution.				

Original Goal from prior year LCAP:	Goal 5 - Increase student engagement in the school environment	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools: BRIDGES Charter School Grades: All	

	Applicable Pupil Subgroups:	All

| Expected Annual Measurable Outcomes: | 1. 85% of all students participate in student activities

2. 85% surveyed indicate a positive attitude about school

3. Attendance rates will be at least 95%.

4. Suspension / expulsion rates will be less than 4%. | Actual Annual Measurable Outcomes: | WRITE NARRATIVE TO ADDRESS QUESTION

85% of all students participate in student activities - we met and exceeded this goal

85% surveyed indicate a positive attitude about school - no student survey yet

Attendance rates will be at least 95% - we need to verify with attendance clerk - we are good for P1

4. Suspension / expulsion rates will be less than 4%. - we met and exceed this goal. suspension rates for 2015/16 were |

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5.1 Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.	Teachers and staff will use Whole Child Education, as defined by BRIDGES Charter School, while engaging and working with students - Goal will not add a net monetary cost to the school. $0	Students at all grade levels engaged in over 50 field trips during the 2015/16 school year. Anticdotal feedback during field trips was overwhelmingly positive. Builders Club initiated school spirit days every month and all students engaged in these events. All teachers engaged in Whole Child Education curriculum process to ensure alignment and define best practices around the five Whole Child Education tenets.	Teachers and staff will use Whole Child Education, as defined by BRIDGES Charter School, while engaging and working with students - Goal will not add a net monetary cost to the school. $0

Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
5.2 Annual survey about student attitudes toward school.	Teachers and staff will use Whole Child Education, as defined by BRIDGES Charter School, while engaging and working with students - Goal will not add a net monetary cost to the school. $0	To date survey has not been conducted		Teachers and staff will use Whole Child Education, as defined by BRIDGES Charter School, while engaging and working with students - Goal will not add a net monetary cost to the school. $0	
Scope of service:	All Grades Grades: All		Scope of service:	All Grades Grades: All	

X All		X All
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_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, services, and expenditures	Revised 2016/17 LCAP goal to: Revise the Technology Plan to include: digital literacy skills for all grade levels in preparation for SBAC/CAASPP assessments, 21st century digital skills; and increase bandwidth schoolwide to maximize the use of technology for all students.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	68242

Based on 2016-17 enrollment projections, BRIDGES Charter School is expected to receive $68,242 for low income, foster youth, and English learner pupils. BRIDGES Charter has earmarked $97,404 specifically to increase and improve services for unduplicated students as detailed in the 2016-17 LCAP. BRIDGES will expend supplemental grant funds in the following manner:

1. New Response to Intervention Teacher

2. New School Counselor

3. Two additional instructional days for 2016-17

4. English Language Materials

5. Continued instructional support utilizing Intervention Aides

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

2.31	%

In accordance with the FCMAT Local Control Funding Formula Calculator, BRIDGES Charter School is required to increase and improve services for unduplicated pupils as compared to the services provided to all pupils by 2.31%. The proportionality percentage is met by expending supplemental grant funds on the items listed in section 3A above.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).