



BRIDGES Charter School

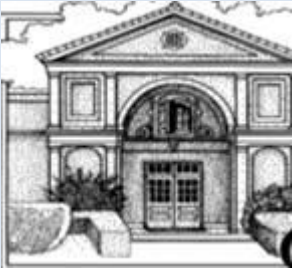
1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • (805) 492-3569 • Grades K-8

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Ventura County Office of Education

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District Governing Board

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Bill Paules

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District Administration

Stanley Mantoath
Superintendent

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. By providing three programs, Bridges Elementary School (K-5), CORE Academy Middle School (6-8) and Bridges Home School (K-8), we are able to provide a whole child education through a variety of different strategies both instructionally and with regards to curriculum.

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.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (805) 492-3569.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	52
Gr. 1	67
Gr. 2	45
Gr. 3	65
Gr. 4	40
Gr. 5	34
Gr. 6	37
Gr. 7	31
Gr. 8	31
Total	402

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	0.5
Asian	1.2
Filipino	0.2
Hispanic or Latino	15.2
Native Hawaiian/Pacific Islander	0.0
White	79.4
Two or More Races	2.5
Socioeconomically Disadvantaged	16.9
English Learners	3.0
Students with Disabilities	10.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

BRIDGES Charter School	12-13	13-14	14-15
Fully Credentialed	13	14	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ventura County Office of Education	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School

BRIDGES Charter School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers

Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	87.15	12.85
High-Poverty Schools	94.43	5.57
Low-Poverty Schools	72.47	27.53

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials

Year and month in which data were collected: August, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Lucy Calkins Reader's Workshop (1-5); Lucy Calkins Writer's Workshop (1-5); Pearson Prentice Hall Reading in Social Studies (6-8); Holt McDougal Grammar for Writing (6-8)
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Everyday Math (1-5); Glenco Math (6-7); CPM Algebra (8)
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Pearson - Concepts and Challenges, Life, Earth, and Physical Sciences (6-8)
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Glenco / McGraw Hill - Discovering the Past

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Since the school moved to its current location, the school has modified the physical campus by updating the main office to include a pass through directly to the campus, added a new conference room and additional administrative work space. The school also built a new outdoor classroom located in the central area of the campus. All campus modifications were done in conjunction with Conejo Valley Unified School District.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: September, 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	76	63	71	45	42	49	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	73	68	67	49	54	50	54	56	55
Math	61	56	68	42	45	45	49	50	50
HSS		63	52	19	20	19	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	2	1	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.9	31.2	25.0
7	23.3	23.3	16.7

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

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	49
All Student at the School	71
Male	81
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	76
Two or More Races	
Socioeconomically Disadvantaged	86
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	B	-1	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White		-1	-2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Board of Directors – Since the inception of the Board of Directors in 2009, we have had twelve parents serve.

Parent Advisory Council (PAC) – Five member parent leadership organization established in Fall 2010. We have had eighteen parent representatives serve on our PAC. In the 2014 fiscal year the PAC raised over \$50,000.

Parent Managed Cohorts (PMC) – Small parent-led committees established to focus on specific needs of our school community. Examples of PMC include gardening, social events, grants, Harvest Festival, library, food.

Classroom Volunteers – Each family commits to 2 ½ hours a week toward volunteer activities. Over the past year we have had solid parent participation in areas of classroom assistance, fundraising, campus beautification, and project preparation.

Parent survey – need to include in Spanish – To solicit feedback from parents regarding the academic program, school environment, school climate, culture, sense of safety and school connection and overall satisfaction with the school.

Strategic planning session – To solicit input from parents and staff members on the vision and goals for board planning sessions.

Strategic board study sessions – During regularly scheduled board meetings, board would engage parents and staff to solicit feedback regarding charter input. This directly feeds into the programming philosophy of the school.

Director's Coffee chats – To solicit direct input from parents regarding immediate issues on campus.

School board meetings – Regularly scheduled meetings. Because of brown act, public comments are saved for future agenda items placement.

CSCR parent survey (special education self study) – Parent survey self review regarding special education. Impacts compliance with regards to services.

WASC process (parent groups, teacher groups and teacher groups) – Parent meetings were held throughout the year for planning. 3 subcommittees for the WASC review (staff, parent and student). All groups reviewed the WASC report and spoke directly to the WASC review team.

Sub-committees (budget/finance, technology) - Subcommittees serve to work through specific areas of identified needs. They meet on an as needed basis and make recommendations to the director on issues affecting student learning. Budget, technology and curriculum.

School site council – Group of teachers, office and admin, parents to review school level reports including safety plan, SARC and LCAP.

State Priority: School Climate

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

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

School Safety Plan

The School Site Safety Plan was approved by the School Site council during the 2013/14 school year.

Detailed Disaster Policy adopted Fall of 2013

Detailed Safety Policy adopted Fall of 2012

Step-by-step Disaster Plan and Emergency Instructions developed for new site

Disaster Plan and Emergency Instructions distributed to staff and made available to all families

Regular drills for fire and earthquake

"District" for comparison purposes below is Ventura County Office of Education, as BRIDGES Charter School authorizing agency.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.0	3.4	1.4
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	3.5	3.9	3.0
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	20	10	9	2	5	4	0	2	2	0		
Gr. 1	18	7	11	1	7	9	0		2	0		
Gr. 2	17.8	7	10	4	7	6	0		2	0		
Gr. 3		7	13		5	5		1	4			
Gr. 4	21	5	8	1	7	9	1			0		
Gr. 5	29	7	9	0	5	7	1			0		
Gr. 6		16	9		5	24		5	3			
English		27	4			2		2				
Math		27	13			4		2	2			
Science		28	14			2		2	2			
SS			14			2			2			

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.35
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.3
Resource Specialist	1.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

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

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,252	\$866	\$5,388	\$52,242
District	♦	♦	N/A	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			14.9	N/A

Types of Services Funded at BRIDGES Charter School

All students are given assessments on a quarterly basis to determine educational status. Teachers meet with learning director and school psychologist weekly to monitor student's progress via an SST process. The lower grades provide students with additional literacy instruction in the afternoons. The kindergarten teachers provide the small group intensive instruction to those student identified by the primary grades teachers as at risk. The middle grades (2-5) have the option to meet afterschool with their teachers for additional support in both math and reading. The upper grades (middle school) have built in interventions classes via their elective programs. Students identified at risk will have one of their elective classes replaced with a seminar class in which the students receive additional instruction in targeted small groups.

Professional Development provided for Teachers at BRIDGES Charter School

This school year, we contracted with the Ventura County Office of Education Curriculum and Instructional services to provide ongoing, targeted professional development to kindergarten through third grade teachers. This professional development has been targeted in the areas of lesson planning, grade level alignment, assessment, and standards-based instruction in the areas of reading and writing.

Faculty has been working on benchmark assessments and vertical alignment. School-wide collaborative efforts in both math and reading to calibrate student achievement data and refine instructional practices.

Science and math teachers have become involved in county-wide committees exploring math and science curriculum and instruction.

Teachers have also been given opportunities to observe each other in an ongoing effort to align best instructional practices.

Teachers were each given a set budget to find a professional development that met their individualized planned goals.

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

Teacher support through BTSA, individual observation, coaching, and Educational Coordinator goal setting meetings.

Future goals include development and implementation of data analysis systems, online benchmarks, online grade books and more interactive learning opportunities for staff members.