

Introduction:

LEA: BRIDGES Charter School **Contact (Name, Title, Email, Phone Number):** Juliet Herman, Interim Principal, juliet.herman@bridgescharter.org, 805-492-3569 **LCAP Year:** 2015

Local Control and Accountability Plan and Annual Update Template

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.

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
<p>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.</p> <p>Charter petition renewal involved staff, and parents. Meeting with stakeholders, including parents, held in fall to articulate revisions to Charter</p>	<p>Parent/community input throughout the year was utilized in updating LCAP and LCFF</p>

<p>petition including instructional goals, curricular focus, fiscal needs, LCAP addressed in charter revision.</p> <p>Full reworking of website to facilitate communication with parents and families, LCAP available for review by parents.</p> <p>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.</p> <p>Staff Involvement: Teachers worked to create a cohesive intervention program K-8 to align with LCAP.</p> <p>Faculty committees established to make decisions on curriculum to meet LCAP goals.</p> <p>Faculty involved in budgeting decisions driven by LCAP identified needs.</p> <p>Review with faculty of LCAP academic goals, how and if they were met.</p> <p>Use of standardized assessment tool to measure student growth to demonstrate achievement of LCAP goals.</p> <p>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.</p>	<p>Teacher/faculty input throughout the year was utilized in updating LCAP and LCFF</p> <p>Student input throughout the year was utilized in updating LCAP and LCFF</p>
<p>Annual Update: Parent Involvement: Refined goals based upon what we learned in 2014/15 - see updated 2015/16 goals. Staff Involvement: Refined goals based upon what we learned in 2014/15 - see updated 2015/16 goals.</p>	<p>Annual Update: 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</p>

Student Involvement: Refined goals based upon what we learned in 2014/15 - see updated 2015/16 goals.

Student input throughout the year was utilized in updating LCAP and LCFF

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).

Action/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 1:	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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Student achievement Needs: Primary grades (Grades Kindergarten - 2nd grade) will increase reading skills. Metrics: 1. Performance on local standardized assessments
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Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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LCAP Year 1: 2015-16

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information. Service costs will be paid with unrestricted 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
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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. Supply costs will be financed with unrestricted dollars. \$5,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost included in Goal 2. \$0
1.4B - Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data	Primary Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with low socio-economic students - Certificated costs will be financed with unrestricted dollars. \$14,160
1.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional time.	Primary Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with English Language Learners - Certificated costs will be financed with unrestricted dollars. \$14,160
1.6B Teachers will receive additional support with professional development to deliver targeted instruction for English learners.	Primary Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development for teachers - Service costs will be financed with unrestricted dollars. \$2,048

		(Specify)	
1.7B - Supporting EL Students through targeted intervention provided to the students by certificated teachers.	Primary Grades	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of ELD materials - Supply costs will be paid with unrestricted dollars \$2,000
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	1. 82 % 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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information. Service costs will be paid with unrestricted dollars. \$23,040 Training and professional development to properly implement common formative assessments. Service costs will be paid with unrestricted dollars. \$10,516 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. \$10,516
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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of leveled readers specific to grade spans; primary, intermediate and secondary. Supply costs will be financed with unrestricted dollars. \$3,000
1.3 Response to Intervention materials and personnel.	Primary	<input checked="" type="checkbox"/> All	Purchase of classroom literacy materials, ie; leveled readers,

<p>Students identified using formative assessments and identified as low achieving students will receive additional support with instruction and materials.</p>	<p>Grades</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>high interest readers. Supply costs included in Goal 2. \$0</p>
<p>1.4B - Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries of teachers working with low socio-economic students - Certificated costs will be financed with unrestricted dollars. \$14,582</p>
<p>1.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional time.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary of teachers working with English Language Learners - Certificated costs will be financed with unrestricted dollars. \$14,582</p>
<p>1.6B Teachers will receive additional support with professional development to deliver targeted instruction for English learners.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development for teachers - Service costs will be financed with unrestricted dollars. \$2,103</p>
<p>1.7B - Supporting EL Students through targeted intervention provided to the students by certificated teachers.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Purchase of ELD materials - Supply costs will be paid with unrestricted dollars. \$2,000</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1 - 84 % 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 - 93% of all students will successfully move to next grade level by mastering all concepts required of grade level.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information - Service costs will be financed with unrestricted dollars. \$23,040 Training and professional development to properly implement common formative assessments - Service costs will be financed with unrestricted dollars. \$10,516 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. \$10,516
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.	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of leveled readers specific to grade spans; primary, intermediate and secondary - Supply costs will be financed with unrestricted dollars. \$3,000
1.3 Response to Intervention materials and personnel. Students identified using formative assessments and	Primary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of classroom literacy materials, i.e.; leveled reader, high interest readers. Supply costs included in Goal 2. \$0

<p>identified as low achieving students will receive additional support with instruction and materials.</p>		<p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.4B - Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salaries of teachers working with low socio-economic students - Certificated costs will be financed with unrestricted dollars. \$15,069</p>
<p>1.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional time.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Salary of teachers working with English Language Learners - Certificated costs will be financed with unrestricted dollars. \$15,069</p>
<p>1.6B Teachers will receive additional support with professional development to deliver targeted instruction for English learners.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development for teachers - Service costs will be financed with unrestricted dollars. \$2,103</p>
<p>1.7B - Supporting EL Students through targeted intervention provided to the students by certificated teachers.</p>	<p>Primary Grades</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Purchase of ELD materials - Supply costs will be paid with unrestricted dollars. \$2,000</p>

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Student achievement Needs: Intermediate grades (Grades 3rd - 5th) will increase reading skills. Metrics: Performance on local standardized assessments. Performance on teacher developed benchmarked assessments.
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Goal Applies to:	Schools: BRIDGES Charter School	Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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LCAP Year 1: 2015-16

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information. Costs included in Goal 1. \$0
2.2 Leveled readers for teachers to teach to targeted levels based on formative assessments.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers - Costs included in Goal 1. \$0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
2.4B Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with low socio-economic students. Cost included in Goal 1. \$0
2.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with English Language Learner. Cost included in Goal 1. \$0
2.6B - Teachers will receive additional support with professional development to deliver targeted instruction.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Professional development for teachers. Cost included in Goal 1. \$0

		_ Other Subgroups: (Specify)	
2.7B - Supporting EL students through targeted intervention provided to the students by certificated teachers.	Intermediate Grades	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of ELD materials. Cost included in Goal 1. \$0

LCAP Year 2: 2016-17

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information - Cost included in Goal 1. \$0
Leveled readers for teachers to teach to targeted levels based on formative assessments.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued purchase of classroom literacy materials, ie; leveled readers, high interest readers. Costs included in Goal 1. \$0

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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Supply costs will be financed with unrestricted dollars. \$2,000 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
2.4B Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with low socio-economic students. Cost covered in Goal 1. \$0
2.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with English Language Learner. Cost covered in Goal 1. \$0
2.6B - Teachers will receive additional support with professional development to deliver targeted instruction.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development for teachers - Cost covered in Goal 1. \$0
2.7B - Supporting EL students through targeted intervention provided to the students by certificated teachers.	Intermediate Grades	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase of ELD materials - Cost covered in Goal 1. \$0

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1. 84% 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. 84% 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and database software for purpose of housing information - Costs included in Goal 1. \$0
2.2 Leveled readers for teachers to teach to targeted levels based on formative assessments.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued purchase of classroom literacy materials, i.e.; leveled readers, high interest readers - Costs included in Goal 1. \$0
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.	Intermediate Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase of classroom literacy materials, i.e.; leveled readers, high interest readers - Supply costs will be financed with unrestricted dollars.

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$1,500 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
2.4B Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with low socio-economic students - Cost covered in Goal 1. \$0
2.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salary of teachers working with English Language Learner - Cost covered in Goal 1. \$0
2.6B - Teachers will receive additional support with professional development to deliver targeted instruction.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional development for teachers - Costs included in Goal 1. \$0
2.7B - Supporting EL students through targeted intervention provided to the students by certificated teachers.	Intermediate Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Purchase of ELD materials - Costs included in Goal 1. \$0

		Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Student achievement Needs: Secondary grades (Grades 6th-8th) will increase reading skills. Metrics: Performance on standardized tests. Performance on teacher developed benchmarked assessments.
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Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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LCAP Year 1: 2015-16

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
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	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Maintenance of assessment software and licenses - Service costs will be paid with unrestricted dollars. \$2,048 Training and professional development to properly implement updated software and hardware items - Cost included in Goal

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1. \$0
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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
3.4B Instructional aide will provide intervention services for unduplicated students within CORE Academy.	Secondary Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Aide salaries - Classified costs will be financed with unrestricted dollars. \$5,532

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1. 76% 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. 76% 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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	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

		_ Other Subgroups: (Specify)	
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	Secondary Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance of assessment software and licenses - Service cost will be financed with unrestricted dollars \$2,103 <hr/> Training and professional development to properly implement updated software and hardware items -Cost included in Goal 1 \$0
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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials to include subscriptions to magazines, online databases and other resources for student reading purposes - Services costs will be financed with unrestricted dollars \$2,103 <hr/> Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost covered in goal 2 \$0
3.4B Instructional aide will provide intervention services for unduplicated students within CORE Academy.	Secondary Grades	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Aide salaries - Classified costs will be financed with unrestricted dollars. \$5,958

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: 1. 78% 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. 78% 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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
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.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance of assessment software and licenses - Service cost will be financed with unrestricted dollars. \$2,103 Training and professional development to properly implement updated software and hardware items. Cost included in Goal 1. \$0
3.3 Periodical and high interest readers specific to cross content areas. Science, math, history and other specific electives as offered by the middle school grades.	Secondary Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials to include subscriptions to magazines, online databases and other resources for student reading purposes - Services costs will be financed with unrestricted dollars. \$2,103 Purchase of classroom literacy materials, i.e.; leveled reader, high interest readers. Cost covered in Goal 2. \$0
3.4B Instructional aide will provide intervention services for unduplicated students within CORE Academy.	Secondary Grades	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Instructional Aide salaries - Classified costs will be financed with unrestricted dollars. \$6,215

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Goal 4 - Increase parent participation in school governance and decision making.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Parent engagement and participation Needs: Current parent participation in governance is low - need to provide opportunities for parent input on schoolwide decision making.		
Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups:	All Students including English Learners, Students with disabilities, and low income students.	
LCAP Year 1: 2015-16			
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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Hiring of a Outreach Coordinator to market school and engage families..	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Hire Outreach Coordinator - Classified costs will be financed with unrestricted dollars. \$16,243

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Metrics: 1. Increase parent attendance at board meetings by 20% of previous year. 2. Increase parent attendance at monthly Director's coffee by 10% of previous year. 3. Increase percentage of parents returning surveys by 20% of previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Enrollment Coordinator will market school and engage families.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Outreach Coordinator - Classified costs will be financed with unrestricted dollars. \$17,057

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Metrics: 1. Increase parent attendance at board meetings by 20% of previous year. 2. Increase parent attendance at monthly Director's coffee by 10% of previous year. 3. Increase percentage of parents returning surveys by 20% of previous year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Enrollment Coordinator will market school and engage families.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Outreach Coordinator - Classified costs will be financed with unrestricted dollars. \$17,790

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Goal 5 - Increase student engagement in the school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Student engagement and attitude toward learning environment Needs: Students need to demonstrate skills embedded in Whole Child Education as defined by Bridges Charter School. Metrics: 1. Percent of students participating in student activities 2. Survey results on student satisfaction and connectedness to school 3. Attendance rates 4. Suspension & expulsion rates
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Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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LCAP Year 1: 2015-16

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%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
5.2 Annual survey about student attitudes toward school.	All Grades	<input checked="" type="checkbox"/> All OR:	Annual Survey - Goal will not add a net monetary cost to the school. \$0

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
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%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
5.2 Annual survey about student attitudes toward school.	All Grades	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Annual Survey - Goal will not add a net monetary cost to the school. \$0

LCAP Year 3: 2017-18

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%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Engage students through positive interactions within the classrooms and out in social settings utilizing whole child social and emotional support systems.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
5.2 Annual survey about student attitudes toward school.	All Grades	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual Survey - Goal will not add a net monetary cost to the school. \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: BRIDGES Charter School	Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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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. 90% of all students will successfully move to next grade level by mastering all concepts required of grade level.	Actual Annual Measurable Outcomes:	1. As measured by local assessment, we met this goal - 80% of our students K-2nd grade scored proficient or above. 2. This goal was met as well. 90% of students, K-2nd grade will successfully move to the next grade level.
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LCAP Year: 2014-15

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.	Purchase of assessment software and database software for purpose of housing information - Service costs will be paid with unrestricted dollars. \$20,000	BRIDGES purchased "Let's go Learn" assessment software. Estimated costs were exactly the amount budgeted on the original LCAP.	Let's Go Learn Software - Service costs will be financed with unrestricted dollars. \$20,000
	Training and professional development to properly implement common formative assessments - Service costs will be paid with unrestricted dollars. \$10,000	BRIDGES staff attended various workshops related to Common Core implementation and training. Estimated expenses will be less than the original LCAP by \$2,640.	Common Core Workshops - Service costs will be financed with unrestricted dollars. \$7,360
	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. \$10,000	BRIDGES purchased additional technology toward meeting a 1:1 ratio for students. Consequently, the school overspent the original LCAP budget by \$4,400.	Technology purchases - Supply costs will be paid from unrestricted dollars. \$15,600

<p>Scope of Service Primary Grades</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Primary Grades</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Purchase of leveled readers specific to grade spans; primary, intermediate and secondary - Supply costs will be financed with unrestricted dollars. \$10,000</p>	<p>BRIDGES did not spend a majority of the dollars allocated for this action item. Instead, the primary grade purchases will be made in 2015-16. Consequently, estimated expenditures will be less than the original LCAP budget by \$5,905.</p>	<p>Instructional materials specific to the primary grades - Supply costs will be paid with both State restricted and unrestricted dollars. \$4,095</p>
<p>Scope of Service Primary Grades</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Primary Grades</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Costs included in Goal 2. \$0 Stipend for additional support for targeted instruction. Certificated costs will be financed with unrestricted dollars \$4,460</p>	<p>Staff spend this past year examining our schoolwide response to intervention. Resources and funding was utilized in the 4th and 5th grades in the form of Read Naturally, an online software program to assist struggling students. In the lower grades K-3 teachers and administration spent the year conducting an analysis of how we could best meet student needs.</p>	<p>Costs included in Goal 2. \$0 Stipends were not paid for this action item \$0</p>

		Stipend was not utilized this year due to the time needed to research and make decisions on schoolwide response to intervention model.					
<table border="1"> <tr> <td>Scope of Service</td> <td>Primary Grades</td> </tr> </table>	Scope of Service	Primary Grades		<table border="1"> <tr> <td>Scope of Service</td> <td>Primary Grades</td> </tr> </table>	Scope of Service	Primary Grades	
Scope of Service	Primary Grades						
Scope of Service	Primary Grades						
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<p>1.4B - Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.</p>	<p>Salary of teachers working with low socio-economic students. Certificated costs will be financed with unrestricted dollars. \$18,057</p>	<p>Originally, the school allocated 8 hours a week for this action item. However, the school was able to meet the needs of students by only using 4 hours per week. As a result, the estimated expenditures will be less than the original LCAP budget by \$9,029.</p>	<p>Teacher Salaries - Certificated costs will be paid with unrestricted dollars. \$9,028</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Primary Grades</td> </tr> </table>	Scope of Service	Primary Grades		<table border="1"> <tr> <td>Scope of Service</td> <td>Primary Grades</td> </tr> </table>	Scope of Service	Primary Grades	
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<p>1.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional time.</p>	<p>Salary of teachers working with English Language Learners - Certificated costs will be financed with unrestricted dollars. \$18,057</p>	<p>Originally, the school allocated 8 hours a week for this action item. However, the school was able to meet the needs of students by only using 4 hours per week. As a result, the estimated expenditures will be less than the</p>	<p>Teacher Salaries - Certificated costs will be paid with unrestricted dollars. \$9,029</p>				

		original LCAP budget by \$9,028.	
<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.6B Teachers will receive additional support with professional development to deliver targeted instruction for English learners.</p>	<p>Professional development for teachers. Service costs will be financed with unrestricted dollars. \$2,000</p>	<p>BRIDGES staff members attended conferences geared toward English learners. Estimated expenditures will be more than original LCAP budget by \$92.</p>	<p>Staff Development Costs - Service costs will be financed with unrestricted dollars. \$2,092</p>
<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>1.7B - Supporting EL Students through targeted intervention provided to the students by certificated teachers.</p>	<p>Purchase of ELD materials - Supply costs will be financed with unrestricted dollars. \$2,000</p>	<p>BRIDGES will purchase ELD materials for unduplicated students. Estimated costs will be in sync with the original LCAP budget.</p>	<p>Purchase of ELD materials - Supply costs will be paid with unrestricted dollars. \$2,000</p>
<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>		<p>Scope of Service Primary Grades</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal: 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. Although we met this goal during the 2014/15 school year we will continue to strive toward bringing all students to grade level or beyond in reading. We will continue to refine our instructional practices in reading by establishing vertical alignment and grade level articulation in the primary grades. We will pursue professional development opportunities that match our curricular goals. We will establish a research-based intervention system to meet all students' needs. We will ensure that all curriculum and instructional practices are standards-based and aligned with Common Core.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 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, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. 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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 80% 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. 80% of all students in grades 3rd - 5th will score proficient or above on state assessment given annually. 3. 95% of all students will successfully move to next grade level by mastering all concepts required of grade level. 4. API will be 850 Schoolwide on the academic performance index. 	Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> 1. We met this goal of 80% of students in grades 3rd-5th scoring proficient or above on local assessment. 2. We were unable to measure this goal as the state has not returned scores on state-assessment for this academic year. 3. We met this goal of 95% of students successfully moving on to the next grade level. 4. We were unable to measure this goal as the Academic Performance Index was not completed by the state for this academic year. 	
LCAP Year: 2014-15			
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.	Purchase of assessment software and database software for purpose of housing information - Cost included in Goal 1. \$0	Cost included in Goal 1.	Cost included in Goal 1. \$0
Scope of Service	Intermediate Grades	Scope of Service	Intermediate Grades
<input checked="" type="checkbox"/> All OR:		<input checked="" type="checkbox"/> All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.2 Leveled readers for teachers to teach to targeted levels based on formative assessments.</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Costs included in Goal 1. \$0</p>	<p>Cost included in Goal 1.</p>	<p>Cost included in Goal 1. \$0</p>
<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.3 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.</p>	<p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Supply costs will be financed with unrestricted dollars. \$6,000</p> <p>Stipend for additional support for targeted instruction - Certificated costs included in Goal 1. \$0</p>	<p>BRIDGES did not spend a majority of the dollars allocated for this action item. Instead, the intermediate grade purchases will be made in 2015-16. Consequently, estimated expenditures will be less than the original LCAP budget by \$5,748.</p> <p>Stipend for additional support for targeted instruction - Certificated costs included in Goal 1.</p>	<p>Instructional materials specific to the intermediate grades - Supply costs paid out of unrestricted dollars. \$252</p> <p>Stipends - Certificated costs included in Goal 1. \$0</p>
<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 		<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners 	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.4B Teachers will meet with students in lower grades (kindergarten through 5th grade) based on low achieving data.</p>	<p>Salary of teachers working with low socio-economic students. Costs covered in Goal 1. \$0</p>	<p>Costs covered in Goal 1.</p>	<p>Costs covered in Goal 1. \$0</p>
<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.5B - Teachers will meet with students in lower grades based on identification of English Language Learners for additional instructional time.</p>	<p>Salary of teachers working with English Language Learners. Cost covered in Goal 1 \$0</p>	<p>Costs covered in Goal 1.</p>	<p>Costs covered in Goal 1. \$0</p>
<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Intermediate Grades</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.6B - Teachers will receive additional support with professional development to deliver targeted instruction.</p>	<p>Professional development for teachers. Cost covered in Goal 1. \$0</p>	<p>Costs covered in Goal 1.</p>	<p>Costs covered in Goal 1. \$0</p>

<table border="1"> <tr> <td>Scope of Service</td> <td>Intermediate Grades</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Intermediate Grades	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Intermediate Grades</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Intermediate Grades	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Scope of Service	Intermediate Grades										
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
Scope of Service	Intermediate Grades										
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)											
2.7B - Supporting EL students through targeted intervention provided to the students by certificated teachers.	Purchase of ELD materials. Cost covered in Goal 1. \$0	Costs covered in Goal 1.	Costs covered in Goal 1. \$0								
<table border="1"> <tr> <td>Scope of Service</td> <td>Intermediate Grades</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Intermediate Grades	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>Intermediate Grades</td> </tr> <tr> <td colspan="2"> _ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	Intermediate Grades	_ All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal 2 - Increase overall reading scores in intermediate grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. 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. Although we met this goal during the 2014/15 school year we will continue to strive toward bringing all students to grade level or beyond in reading. We will continue to refine our instructional practices in reading by establishing vertical alignment and grade level articulation in the intermediate grades. We will pursue professional development opportunities that match our curricular goals. We will establish a research-based intervention system to meet all students' needs. We will ensure that all curriculum and instructional practices are standards-based and aligned with Common Core.										

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Original GOAL 3 from prior year LCAP:	Goal 3 - Increase overall reading scores in middle school grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. 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: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: BRIDGES Charter School	Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.
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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 state assessment given annually. 3. 95% of all students will successfully move to next grade level by mastering all concepts required of grade level. 4. API will be 850 Schoolwide on the academic performance index.	Actual Annual Measurable Outcomes:	1. We met this goal. local assessments demonstrate that over 75% of students in grades 6th-8th scored proficient or above. 2. We have no data on state assessments to measure this goal. 3. We met this goal. Over 95% of students will successfully move to the next grade level. 4. We have no data on this element to measure this goal.
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LCAP Year: 2014-15			
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 - Costs included in Goal 1. \$0 Training and professional development to properly implement common formative assessments - Cost included in Goal 1. \$0	Costs included in Goal 1.	Costs included in Goal 1 \$0 Costs included in Goal 1 \$0
Scope of Service	Middle School Grades	Scope of Service	Middle School Grades
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Purchase of assessment software and licenses. This expense will be financed with unrestricted dollars - Cost included in Goal 1. \$2,000</p> <p>Training and professional development to properly implement updated software and hardware items - Cost covered in Goal 1. \$0</p> <p>Stipend for additional support for targeted instruction. Certificated costs will be paid from unrestricted funds. \$6,913</p>	<p>Cost included in Goal 1.</p> <p>Cost included in Goal 1.</p> <p>Support materials in the form of software were purchased this past year. Training and professional development will occur in 2015/16. This past year we did not have the personnel to engage in this training.</p>	<p>Cost included in Goal 1 \$0</p> <p>Training and Professional development - Cost covered in Goal 1. \$0</p> <p>Additional Stipends were not paid to teachers. \$0</p>
<p>Scope of Service Middle school grades</p> <hr/> <p>X All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Middle school grades</p> <hr/> <p>X All</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Materials to include subscriptions to magazines, online databases and other resources for student reading purposes. Service costs will be financed with unrestricted dollars. \$2,000</p> <p>Purchase of classroom literacy materials, ie; leveled readers, high interest readers - Cost covered in Goal 2. \$0</p>	<p>BRIDGES purchased numerous instructional resources, periodicals, and high interest readers specific to secondary grades. Estimated expenditures will be more than the original LCAP budget by \$8,209.</p>	<p>Instructional resources & materials - Supply costs will be financed with both State restricted and unrestricted dollars. \$10,209</p>

<p>Scope of Service Middle school grades</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Middle school grades</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.4B – Teachers to meet with students within CORE Academy based on low achieving data for approximately 80 minutes per week for intervention instruction.</p>	<p>Salary of teachers working with low socio-economic students. Certificated costs financed with unrestricted dollars. \$5,762</p>	<p>Students received intervention instruction in the area of mathematics. Supervised by the CORE math teacher, identified students received 45 minutes daily.</p> <p>Next year we plan on hiring a paraprofessional to provide additional intervention services to targeted students.</p>	
<p>Scope of Service Middle school grades</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Middle school grades</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 3 - Increase overall reading scores in middle school grades based on; local assessments given a minimum of three times throughout the year, state assessment given annually, and maintaining or increasing schools' score on the academic performance index. 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.</p> <p>Although we met this goal during the 2014/15 school year we will continue to strive toward bringing all students to grade level or beyond in reading.</p> <p>We will continue to refine our instructional practices in reading by establishing vertical alignment and grade level articulation</p>		

	<p>in the middle school.. We will pursue professional development opportunities that match our curricular goals. We will establish a research-based intervention system to meet all students' needs. We will ensure that all curriculum and instructional practices are standards-based and aligned with Common Core.</p>
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Original GOAL 4 from prior year LCAP:	Goal 4 - Increase overall parent engagement and participation.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.	
Expected Annual Measurable Outcomes:	1. 60% parent participation in classroom volunteerism in grades above 2nd grade. 2. 60% return of parent surveys. 3. 50% parent attendance at parent education classes 4. 50% parent participation in school sponsored events and activities	Actual Annual Measurable Outcomes: 1. We are still working toward this goal. 2. We met this goal as measured by returned surveys in 2014/15 3. We far exceed this goal. We had over 85% of parents attend parent training at the beginning of the year. 4. We met this goal as measured by volunteer and attendance data.
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
4.1 Engage parents through volunteerism and education involving their child and how to better support their student within the classrooms.	Hiring of a Parent Support Coordinator to work with and engage parents - Classified costs will be financed from unrestricted dollars. \$19,395	The Parent Support Coordinator was hired and performed services. However, the position was active for only half a year. Consequently, estimated expenditures will be less than the original LCAP budget. Parent Coordinator Salary & Benefits - Classified costs will be financed with unrestricted funds. \$8,491
Scope of Service: All Grades		Scope of Service: All Grades
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 4 - Increase overall parent engagement and participation: Engage parents in schoolwide decision-making by encouraging parents to attend board meetings, engaging them in the Parent Managed Cohort, refining volunteer opportunities, and parent education presentations. Employment of monthly Director's Coffee Chats will help to engage parents with administration, and creation of an Outreach Coordinator position to interface with families will help new families feel welcome.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Goal 5 - Increase student engagement in the school environment	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify		
Goal Applies to:	Schools: BRIDGES Charter School Applicable Pupil Subgroups: All Students including English Learners, Students with disabilities, and low income students.			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 80% of all students surveyed will indicate a positive attitude towards school 2. 80% of all students surveyed will indicated they have obtained or improved on a social skill as taught through whole child education. 3. Suspension / expulsion rates will be less than 5%. 4. Attendance rates will be at least 95%. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Actual Annual Measurable Outcomes:</td> <td> <ol style="list-style-type: none"> 1. School has not yet surveyed students. Student survey will be conducted in May of 2015. 2. Whole Child Education measurement tool has not yet been developed. We will need to make this a priority for the upcoming school year. 3. This goal was reached. Suspension / expulsion rates are less than 5%. 4. This goal was reached. For the P1 reporting our attendance rate was 96%. </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School has not yet surveyed students. Student survey will be conducted in May of 2015. 2. Whole Child Education measurement tool has not yet been developed. We will need to make this a priority for the upcoming school year. 3. This goal was reached. Suspension / expulsion rates are less than 5%. 4. This goal was reached. For the P1 reporting our attendance rate was 96%.
Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. School has not yet surveyed students. Student survey will be conducted in May of 2015. 2. Whole Child Education measurement tool has not yet been developed. We will need to make this a priority for the upcoming school year. 3. This goal was reached. Suspension / expulsion rates are less than 5%. 4. This goal was reached. For the P1 reporting our attendance rate was 96%. 			
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures	Estimated Actual Annual Expenditures		
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 philosophy while engaging and working with students. Goal will not add a net monetary cost to the school. \$0	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> All teachers and staff engage in positive conflict resolution where children are empowered to voice their side and encouraged to come to a resolution themselves. This conflict resolution model is used both in the classroom and by administration when discipline issues arise. Additionally, every classroom utilizes Circle and Council models as techniques for helping students deal with and manage challenging issues and situations. These techniques help children to express their feelings and fosters compassion for others. </td> <td style="width: 50%;"> Goal will not add a net monetary cost to the school. \$0 </td> </tr> </table>	All teachers and staff engage in positive conflict resolution where children are empowered to voice their side and encouraged to come to a resolution themselves. This conflict resolution model is used both in the classroom and by administration when discipline issues arise. Additionally, every classroom utilizes Circle and Council models as techniques for helping students deal with and manage challenging issues and situations. These techniques help children to express their feelings and fosters compassion for others.	Goal will not add a net monetary cost to the school. \$0
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal 5 - Increase student engagement in the school environment:</p> <p>Continued professional development and creation of professional learning communities for teachers and administrators in the area of Whole Child Education. Additional training for all staff on how to support students social and emotional growth and development including age-appropriate behavior expectations and necessary support.</p> <p>Continued growth and development of student leadership opportunities on campus and in the community. Fostering a sense of school pride and involvement in community service projects.</p> <p>Continued engagement in local district-wide events like the All District Chorus Festival to help students feel a part of the local student community.</p> <p>Continued student involvement in campus-based projects like the garden and the outdoor classroom.</p> <p>Continued support for "reading buddies" where older students support younger students by spending time reading with them.</p> <p>Continued refinement of annual events like Harvest Festival, Olympic Sports-a-thon, school-wide dances, and Friends Fridays.</p>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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:	\$58,453
Based on 2015-16 enrollment projections, BRIDGES Charter School is expected to receive \$58,453 for low income, foster youth, and English learner pupils. BRIDGES Charter has earmarked \$37,900 specifically to increase and improve services for unduplicated students as detailed in the 2015-16 LCAP. However, the remaining balance of \$20,553 will be utilized on a charterwide basis as permissible under CCR 15496. Currently, BRIDGES Charter School is instituting 2 furlough days due to declining enrollment. However, when enrollment is sufficient to cover general operating expenses, BRIDGES will replenish the furlough days for staff. For this reason, the school must utilize a portion of its supplemental funds for general operations.	
Unduplicated students are best served by research-based instructional materials and high-quality instruction. At Bridges, our supplemental funds will be earmarked for purchasing research-based curriculum, as well as developing high-quality instructional practices. Specifically, funds will also go toward professional development and training for faculty and staff to ensure that students get the best services possible. Funding will also go toward assessment tools that accurately measure student growth for unduplicated populations.	

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.

2.14	%
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 2.14%. However, the school is utilizing a portion of supplemental funds on a charterwide basis as highlighted above in 3A.	

Bridges continues to refine and reexamine its Response to Intervention (RtI) practices. Utilizing the Ventura County Office of Education's RtI2 model, Bridges is consulting with the county on services provided to all students.

Unduplicated students are best served by research-based instructional materials and high-quality instruction. At Bridges, our supplemental funds will be earmarked for purchasing research-based curriculum, as well as developing high-quality instructional practices. Specifically, funds will also go toward professional development and training for faculty and staff to ensure that students get the best services possible. Funding will also go toward assessment tools that accurately measure student growth for unduplicated populations. Bridges will continue to monitor unduplicate students' growth in order to meet the goal of increasing services by 2.14%