



BRIDGES Charter School

1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • 805-492-3569 • Grades K-8
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2015-16 School Accountability Report Card Published During the 2016-17 School Year



BRIDGES Charter School

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Thousand Oaks, CA 91360
(805) 492-3569
www.bridgescharter.org

District Governing Board

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

District Administration

Stanley Mantoath
Superintendent

School Description

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

Bridges Mission Statement

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

Bridges Vision

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

CORE Academy's Mission Statement

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

CORE Academy's Vision

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

Homeschool Program

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

About the SARC

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

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

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

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

A. Conditions of Learning

State Priority: Basic

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

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

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

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

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

Core Academic Classes Taught by Highly Qualified Teachers

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

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Lucy Calkins Reader's Workshop (1-5); Lucy Calkins Writer's Workshop (1-5); Pearson Prentice Hall Reading in Social Studies (6-8); Holt McDougal Grammar for Writing (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Everyday Math (1-2); My Math - PILOT (3-5); California Math (6-8) PILOT The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Pearson - Concepts and Challenges, Life, Earth, and Physical Sciences (6-8) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Glenco / McGraw Hill - Discovering the Past The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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

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

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

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

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

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

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

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

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

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

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

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

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

State Priority: School Climate

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

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

School Safety Plan

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

Detailed Disaster Policy adopted Fall of 2013

Detailed Safety Policy adopted Fall of 2012

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

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

Regular drills for fire and earthquake

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

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

D. Other SARC Information

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

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

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

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

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

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

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

Professional Development provided for Teachers

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

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

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

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

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

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

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

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

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

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

Types of Services Funded

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

DataQuest

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,910	\$1009	\$5,901	\$57,725
District	♦	♦	N/A	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			10.3	N/A

* Cells with ♦ do not require data.

Internet Access

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