



BRIDGES Charter School

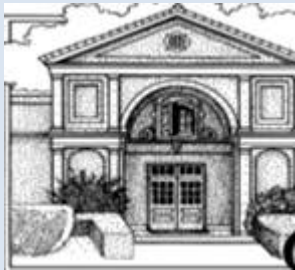
1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • 805-492-3569 • Grades K-8

Dr. Kelly Simon, Principal

kelly.simon@bridgescharter.org

www.bridgescharter.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Bridges Charter School

1335 Calle Bouganvilla
Thousand Oaks, CA 91360
(805) 492-3569
www.bridgescharter.org

District Governing Board

Michael Louderback
President

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Vice President

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Parent Board Member

District Administration

Kelly Simon
Superintendent

Dr. Kelly Simon
Director

Cindy A. McCarthy
Assistant Director

Kathee Hans
Administrative Coordinator

School Description

Bridges Charter School is a K-8 learning community of learners who share the priority to provide developmentally appropriate opportunities for our students to reach their intellectual, creative, and leadership potential through learning opportunities that evoke curiosity, compassion, independence, resourcefulness, and a respect for diversity. As we move into our 10th year of operation, we continue to keep Whole Child education at the center of our identity. We also have enhanced our programs in Project Based Learning and Family Partnerships. Bridges Charter School is a 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.

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 a respect for diversity.

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.

Homeschool Program

Bridges Charter School provides a personalized learning program to families who share the school's philosophy and who wish to homeschool their children under the guidance of a credentialed supervising teacher for no more than 20% of its total ADA. Each student is assigned a credentialed supervising teacher who assists parents in the creation and implementation of a personalized learning plan. Students have the opportunity to study at home and also participate in the unique nurturing environment of Bridges. The program also allows students the flexibility to pursue academic achievement in a way that emphasizes their interests and enhances their motivation to learn.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	53
Grade 2	51
Grade 3	49
Grade 4	47
Grade 5	41
Grade 6	37
Grade 7	36
Grade 8	35
Total Enrollment	407

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	2.2
Hispanic or Latino	18.2
White	73.2
Two or More Races	4.4
Socioeconomically Disadvantaged	13
English Learners	6.1
Students with Disabilities	10.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for BRIDGES Charter	17-18	18-19	19-20
With Full Credential	17	18	18
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Bridges Charter School	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at BRIDGES Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Express Readers k-2 Lucy Calkins Reader's Workshop (1-5) 2010 Lucy Calkins Writer's Workshop 2010 Words Journey 2016 Words Their Way 2013 Glencoe Critical Reading 2016 McDougal Littell Writer's Craft Prentice Hall Literature Anthologies McDougall Littell Literature Anthologies Rev it Up Vocabulary 6 Traits of Writing Step up to Writing Daily Oral Language Zoo Phonics Scholastic Early Reader Series Primary Phonics Reading A-Z Handwriting without Tears</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>MyMath 2015 California Math 2014 AIMS Activity Book Math Their Way Marcy Cook Math Number Talks</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<p>Mystery Science STEM Scopes AIMS Amplify</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>History-Social Science</p>	<p>California Education Environment Initiative Glencoe/McGraw-Hill Discovering the Past Scholastic Social Studies Magazine California Studies Weekly</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Foreign Language</p>	<p>Spanish For You Series</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Health</p>	<p>Family Life Education Human Relations Media (Marsh Media Videos)</p>
<p>Visual and Performing Arts</p>	<p>Art of Ed Getting to Know the Worlds' Greatest Artist SRA Artworks Scholastic Magazines</p>
<p>Science Laboratory Equipment</p>	<p>N/A</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is currently located in a former Conejo Valley Unified School district elementary school campus under the provisions of Prop. 39. BRIDGES occupies 17 regular classrooms, one portable housing two classrooms, a portable building for the library, the multi-purpose room, and the administrative office space with workrooms. There are several large fenced-in fields and a large sandbox housing swings and a play structure. In addition, there is a smaller separately fenced playground area outside the kindergarten classrooms. There are two sets of student restrooms on campus along with a gender-neutral restroom located in the main office 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 workspace. The school also built a new outdoor classroom located in the central area of the campus. A new school marquee was approved by CVUSD and built as an Eagle Scout project for the school in the Spring of 2017. A new electronic digital marquee will be added to the campus in December of 2019. All campus modifications are done in conjunction with the Conejo Valley Unified School District.

Gender inclusive signage has been posted on all of our single-stall restrooms.

Old lighting has been replaced with more cost-effective energy efficient LED lighting throughout the campus.

Two hydration stations have been added to the campus to improve the water quality for the community.

New security cameras have been installed and are being actively monitored in the office as well as on portable devices by administration. A request has been made to CVUSD to label the top of the buildings in a manner to allow any air patrol (helicopter) to be able to quickly identify a location on campus should the need arise.

Murals aligned with the culture of the school have been designed and painted on many of the outdoor walls to enhance the appearance of the building.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: Aug 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	In process of conducting an audit of our current needs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	74	70	54	54	50	50
Math	61	54	41	40	38	39

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	236	96.33	70.34
Male	120	115	95.83	63.48
Female	125	121	96.80	76.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	43	41	95.35	46.34
White	182	175	96.15	76.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	33	91.67	60.61
English Learners	17	16	94.12	62.50
Students with Disabilities	32	31	96.88	41.94
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.8	18.8	43.8
7	34.5	24.1	10.3
9	n/a	n/a	n/a

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	237	96.73	53.59
Male	120	115	95.83	57.39
Female	125	122	97.60	50.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	43	42	97.67	33.33
White	182	175	96.15	57.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	36	34	94.44	32.35
English Learners	17	17	100.00	29.41
Students with Disabilities	32	31	96.88	41.94
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parent Advisory Council (PAC) – Equivalent to a PTA, the PAC consists of an advisory board group of five elected parents and Parent Managed Cohorts, known as PMCs. We have had 32 parent representatives serve on our PAC since its inception in 2010. All parents are welcomed and encouraged to participate in discussions, ideas, fiscal spending, and much more. Every family is entitled a vote on specific items. In the 2018-2019 fiscal year, the PAC raised over \$80,000 through events such as our Annual Silent Auction, Fun Run & Afterparty, Yard Sales, Family Outreach and Food Sales. Working with teachers and staff, PAC supports Harvest Festival, Pizza Fridays, Movie Nights, Art Shows, and Book Fairs. Parents are encouraged to serve on the PAC board and volunteer at our events.

PAC website: <http://bridgespac.org/>

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

The Community Outreach PMC partners with the school to bring important information to potential families and students. This year parents were involved in helping with events such as the Mom Expo which included exhibitions in health, wellness, education, child development, party entertainment, and family services. They also have participated in the Thousand Oaks Library Display Case and Arbor/Earth Day Celebration at Conejo Creek Park.

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

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

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

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

Classroom Volunteers – There are numerous ways to support Bridges Charter School, whether it be in the classroom, volunteering at fundraising events and community activities, or donating goods or funds. Each classroom has a room parent that helps coordinate classroom volunteering. Over the past year, we have had solid parent participation in areas of classroom assistance, fundraising, campus beautification, and project preparation. This year we also encouraged families to consider our "Just Choose One Campaign" by participating either in a community event, a parent managed cohort, or a board committee.

Volunteer procedures can also be found in our handbook or on our website: https://www.bridgescharter.org/apps/pages/index.jsp?uREC_ID=992474&type=d&pREC_ID=1308257

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

Parent Survey - Annually, Bridges Charter School surveys all parents using an electronic instrument to collect feedback regarding school strengths and areas for growth and improvement. Specifically, parents are asked to respond to questions about their inclusion in school decision making, opportunities for parental participation, quality of instructional programs, student progress, home-school communication, campus safety, and school climate. Year-end data from 2018-19 indicate that 74% or more of respondents feel that there are meaningful opportunities for them to participate in school programs and in decision-making.

Parent orientation and volunteer trainings were held in the first few weeks of school for current and new families to introduce new attendance policies, school norms, parent volunteer procedures, as well as how to login into the campus security system, LobbyGuard. Each classroom teacher held a back-to-school orientation with parents to discuss opportunities to engage in the classroom and to review classroom expectations and procedures when volunteering.

Coffee Chats are held monthly to offer parents an opportunity to engage with administration about daily operations of the school as well as to give input into the campus goals and expectations. We shifted times offering several in the morning and several in the afternoon in an attempt to accommodate more parent participation.

State Priority: School Climate

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

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

School Safety Plan

The Bridges comprehensive School Safety Plan is revised on an ongoing basis. Numerous policies related to the School Safety Plan are being updated and presented to the Board for their consideration. To date, training for all staff has been completed in the areas of mandated reporting, bloodborne pathogens, epi-pen administration as well as cyber-bullying and suicide prevention. Disaster preparedness drills, lock-down drills, and fire drills are scheduled and will be held. A school-wide discipline plan which includes behavior expectations and "norms" is being implemented. The plan includes effective classroom management strategies, positive playground standards, and school attendance expectations, along with criteria for suspensions and expulsions. The Family Handbook reflects these safety practices. A school assembly was conducted to review campus wide "Norms" set for expected behavior.

The Safety Committee met on October 25, 2018, November 2, 2018, January 22, 2019, February 6, 2019. The Comprehensive Safety Plan was last approved on February 11, 2019.

Faculty, parent representatives, and student senate will continue to review the School Safety Plan annually for final input and presentation to the Board for adoption in the spring of the current year. .

The administration met with security resource officers in the fall of 2019 to review campus visitor and volunteer policies. Security cameras have been installed allowing better monitoring of identified key areas of the campus including entrance and exit of the campus. Room numbers will be added to the inside of the classroom doors.

LobbyGuard, a visitor management security system, continues to be used to enhance campus safety. .The Lobbyguard Kiosk saves time and frees up office staff while keeping our students safe. The system scans and checks visitors and alerts office staff of potential registered sex offenders.

Fire drill and exit maps have been reviewed with students and staff and posted on campus in each classroom September of each calendar year.

Successful participation in the ShakeOut Drill was held on October 17, 2019.

Monthly drills are scheduled and conducted. Policies and procedures are reviewed at faculty meetings with a discussion on areas of improvement. Drill overviews are discussed at monthly coffee chats.

Exposure Control Plan reviewed fall of 2019. Classroom one-use kit with instructions is provided to teachers along with the procedure for handling bodily fluids in the classroom.

"Emergency Ready Profile" created in partnership with SERVPRO.

Family Handbook updated, reviewed, and Board approved fall of 2019. Policies including dress code, bullying/cyberbullying, and harassment, as well as rules and procedures on school discipline, reviewed at staff meetings in August 2019. Student Handbook has been posted online and given to each family in hard copy format as requested. Playground Rules are posted and reviewed with students during homeroom and on an on-going basis. Whole staff training on conflict resolution as well as all campus discipline policies and procedures reviewed at back to school staff development.

Impero - provides Chromebook management solutions that keep students safer online and allows teachers the ability to manage and monitor student access on the web. Acceptable Use Policy annually updated and reviewed with students on an ongoing basis.

Continued common release time of 2:40 allowing more visible staff at pick up. Rotation of staff assigned at drop-off and pick-up line.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.0	3.2	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.2	3.3	2.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		2		22		2		23		2	
1	20	2	2		23		4		23		4	
2	22		2		19	2			21		2	
3	25		2		21	1	1		23		2	
4	30		1		27		1					
5	29		2		30		2		27		3	
6	21	5	3		30		5		24	2	1	4
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	7	8

Staff Development provided to faculty and support staff emphasizing key elements of whole child education focusing in on emotional intelligence, nonviolent communication techniques, conflict resolution and circle and council integration in the classroom.

Adopted a new social and emotional curriculum - TOOLBOX Tools for Learning — Tools for Life. Provided 6 staff members with full-day training who will serve as campus facilitators in the implementation of the program and help provide on-going training throughout the school year.

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

CORE Science and math teacher continued their participation in county-wide consortium exploring math and science curriculum and instruction. (1 meeting per semester - 1 hour each)

Science curriculum refined for CORE grades 6-8. Staff development (6 hours) was provided for the science teacher.

Six teachers attended a STEMposium science conference to advance their understanding of STEM integration and NGSS standards.

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

Other professional development opportunities for staff members include attendance at California Charter Schools Association annual conference, California Science Conference, National PBL Conference, Association of California School Administrators Annual Conference, UCLA Lab School, and various Ventura County Schools workshops.

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

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

For the school year 2018-2019 the campus budgeted for each teacher to be able to individually select one area of growth and attend a professional development training of their choice. Each teacher met with the director to discuss their year-long goals. Staff then proposed the professional

development to the director for approval to be sure it aligned with their goals for the year. The campus has a plan to focus on Project-Based Learning as well as a renewed focus on refining math practices and strategies.

CharterSafe - SafeSchools online training for mandatory training such as mandated reporter, suicide prevention, active shooter, sexual harassment, and bloodborne pathogens.

FY 2017-18 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	District Amount	State Average for Districts In Same Category
Teacher Salaries	%	%
Administrative Salaries	%	%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8791	905	7886	62941
District	N/A	N/A	N/A	N/A
State	N/A	N/A	N/A	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	N/A	N/A
School Site/ State	2.2	-11.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Campus-wide common assessments in Math, Reading, and Writing are implemented k-8. The campus adopted NWEA, a research-based system of assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. Student data is reviewed with parents as well as with the school psychologist, resource specialist and speech therapist as needed. Student Support Teams met weekly to discuss and implement additional strategies for struggling students. Any needs for additional testing or assessment are considered during an SST. Scheduled social skills classes are offered on a pull-out basis by the school counselor. Students identified on a needs basis meet periodically either on an individual basis or in a small group to further improve on social skill interactions. The speech therapist meets weekly to work with students identified in need of articulation intervention. Upon receiving results from the ELPAC and review of a student's current academic performance a student is referred to the school speech therapist or the intervention specialist for intensive weekly language intervention as needed.

Grades K-2 provide students with additional literacy instruction in the afternoon once a week for 30 minutes as needed. An intervention teacher provides small group intensive instruction to those students identified by the primary grade teachers as at risk beginning in the fall of each year. Grades 2-5 have the option to meet after school with their teachers for additional support in both math and reading. Additionally, during our on-site after-school child care program we offer a teacher lead homework support session 2 times a week.

Based on Express Reader's, DRA and Guided Reading Assessments, we also identified students who were at least a year below grade level. The intervention specialist provides extra support with one-on-one instruction or small group instruction anywhere from 2-4 times a week depending on each individual student's academic need for a minimum of 20 minutes each session.

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

A part-time counselor is on staff. An SST (student study team) referral process is used to refer students identified as in need for counseling services. Additionally the counselor serves any student identified with services via their IEP.

A campus-wide Social and Emotional Curriculum, "Toolbox" has been adopted to support the needs of our campus which aligns with our mission and vision of our school. "Toolbox" is a social and emotional learning program that strengthens children's innate capacity for resilience, self-mastery, and empathy for others. As part of the schools social and emotional education program, a monthly theme is selected campus-wide. The topics are directed toward raising emotional awareness, developing healthy coping tools for managing feelings, managing media messages, improving body image, communication skills and other issues that may emerge.

DataQuest

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

Internet Access

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