

BRIDGES Charter School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	BRIDGES Charter School
Street	1335 Calle Bouganvilla
City, State, Zip	Thousand Oaks, CA 91360
Phone Number	805-492-3569
Principal	Dr. Kelly Simon
Email Address	kelly.simon@bridgescharter.org
School Website	
County-District-School (CDS) Code	56-10561-0121756

2021-22 District Contact Information

District Name	Bridges Charter School
Phone Number	(805) 492-3569
Superintendent	Kelly Simon
Email Address	kelly.simon@bridgescharter.org
District Website Address	www.bridgescharter.org

2021-22 School Overview

Bridges Charter School is a K-8 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. 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	47
Grade 2	49
Grade 3	50
Grade 4	51
Grade 5	40
Grade 6	37
Grade 7	35
Grade 8	36
Total Enrollment	399

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.8
Asian	2.3
Black or African American	0.8
Hispanic or Latino	21.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.3
White	69.4
English Learners	5.3
Foster Youth	0.3
Socioeconomically Disadvantaged	14.5
Students with Disabilities	15

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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 McDougal 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	Yes	0%
Mathematics	Illustrative Math MyMath 2015 California Math 2014 AIMS Activity Book Math Their Way Marcy Cook Math Number Talks	Yes	0%
Science	Mystery Science STEM Scopes AIMS Amplify	Yes	0%
History-Social Science	California Education Environment Initiative Glencoe/McGraw-Hill Discovering the Past Scholastic Social Studies Magazine California Studies Weekly	Yes	0%
Foreign Language	Spanish For You Series	Yes	0%

Health	Family Life Education Human Relations Media (Marsh Media Videos)		
Visual and Performing Arts	Art of Ed Getting to Know the Worlds' Greatest Artist SRA Artworks Scholastic Magazines		

School Facility Conditions and Planned Improvements

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. 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. 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.

The school continues to maintain the facilities by working directly with CVUSD and engaging parents in the beautification of the school.

Year and month of the most recent FIT report

Aug 2019

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

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	118	48.96	51.04	55.93
Female	122	57	46.72	53.28	52.63
Male	119	61	51.26	48.74	59.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	29	60.42	39.58	41.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	10	71.43	28.57	--
White	170	74	43.53	56.47	58.11
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	20	55.56	44.44	40

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	21	44.68	55.32	38.1

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	241	118	48.96	51.04	50.00
Female	122	57	46.72	53.28	40.35
Male	119	61	51.26	48.74	59.02
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	48	29	60.42	39.58	34.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	10	71.43	28.57	--
White	170	74	43.53	56.47	52.70
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	20	55.56	44.44	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	21	44.68	55.32	33.33

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Grades 6-8 Student Groups	Grades 6-8 Total Enrollment	Grades 6-8 Number Tested	Grades 6-8 Percent Tested	Grades 6-8 Percent Not Tested	Grades 6-8 Percent At or Above Grade Level
All Students	93	93			81%
Hispanic or Latino					77%

Socioeconomically Disadvantaged					50%
Students with Disabilities		39			31%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Grades 6-8 Student Groups	Grades 6-8 Total Enrollment	Grades 6-8 Number Tested	Grades 6-8 Percent Tested	Grades 6-8 Percent Not Tested	Grades 6-8 Percent At or Above Grade Level
All Students	93	93			44%
Hispanic or Latino					54%
Socioeconomically Disadvantaged					39%
Students with Disabilities					38%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	9.30	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	2	2.90	97.10	--
Female	37	2	5.41	94.59	--
Male	32	0	0.00	100.00	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	13	0	0.00	100.00	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	2	4.26	95.74	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	0	0.00	100.00	--

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Our Parent Advisory Council (PAC), equivalent to a PTA, consists of an advisory board group of five elected parents and Parent Managed Cohorts, known as PMCs. We have had 36 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. The PAC consistently raises 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. Our Parent Managed Cohorts (PMC) are 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 many of the school's non-administrative functions. Examples of PMC include Art, Community Outreach, Food, Fundraising, Garden, Green Team, Library, and Performing Arts.

Classroom Volunteers are an integral part of Bridges Charter School and provide support to the students and school in numerous ways 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. With the COVID pandemic, we had to limit the number of volunteers on site. We have begun re-integrating parents into the classroom as volunteers and for school-wide events 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

Parents are also recruited to serve on committees and task forces sponsored by our Board of Directors to work through specific areas of identified need. They are asked to give input and make recommendations to the director and assistant director on issues impacting student learning.

Parent Surveys are given 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. This survey data is measured annually in our LCAP.

Parent orientation and volunteer trainings are held annually for current and new families to introduce new attendance policies, school norms, parent volunteer procedures. Each classroom teacher also hosts back-to-school orientations to discuss opportunities to engage in the classroom, learn how to support their child through the curriculum, and to review classroom expectations and procedures.

Virtual Coffee Chats with the Directors are held monthly to offer parents an opportunity to engage with administration about daily operations of the school as well as to provide opportunities for input into the campus goals and expectations.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	410	5	1.2
Female	210	208	3	1.4
Male	205	202	2	1.0
American Indian or Alaska Native	3	3	0	0.0
Asian	9	9	0	0.0
Black or African American	4	4	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	85	85	1	1.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	22	22	0	0.0
White	291	286	4	1.4
English Learners	21	21	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	63	62	3	4.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	70	0	0.0

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.80	0.00	2.38	0.20	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.81	1.47	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

The Bridges comprehensive School Safety Plan is revised on an ongoing basis. Numerous policies related to the School Safety Plan have been updated and presented to the Board. Training for all staff has been completed in the areas of mandated reporting, bloodborne pathogens, epi-pen administration, mitigating the spread of COVID, as well as cyber-bullying and suicide prevention. When on site, disaster preparedness drills, lock-down drills, and fire drills are scheduled and held regularly. A school-wide discipline plan which includes behavior expectations and "norms" has been successfully implemented with students on site. 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. An increased number of school staff has been trained in NCPI in the past year.

Teachers regularly review norms and expectations for health and safety with classroom learners, and we have implemented a COVID specific health and safety plan that is reviewed and revised with our board, teachers, staff, and students regularly.

Faculty, parent representatives, and student senate will continue to review the School Safety Plan and the Health and Safety Plan for COVID annually and as needed for final input and presentation to the Board for annual approval.

The administration meets with security resource officers 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.

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. The ShakeOut Drill is held annually in October. When students are on site, monthly drills are scheduled and conducted. Policies and procedures are reviewed at faculty meetings with a discussion on areas of improvement.

2021-22 School Safety Plan

Classroom one-use kit with instructions is provided to teachers along with the procedure for handling bodily fluids in the classroom.

"Emergency Ready Profile" was created in partnership with SERVPRO.

The Family Handbook is updated, reviewed, and Board approved annually to reflect changes in policy and procedure. Policies including health and safety as well as rules and procedures on school discipline were reviewed at staff meetings. The 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	23		4	
2	21		2	
3	23		2	
4				
5	27		3	
6	24	2	1	4

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4	2	
1	35		2	2
2	21	1	1	
3	12	2	2	
4	13	3		
5	14	3		
6	19	11	6	2
Other	4	6		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	5	1	
1	17	2		
2	19	2		
3	20	1	1	
4	14	3		
5	12	3		
6	20	3	5	
Other	5	10		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	997.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8791	905	7886	62941
District	N/A	N/A	N/A	
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-6.8	-11.8

2020-21 Types of Services Funded

Campus-wide common assessments in Math, Reading, and Writing are implemented in Kindergarten through 8th grade. Bridges recently adopted NWEA Map Growth Assessments for students in grades 3-8. Map Growth Assessments are a research-based system of assessment solutions that precisely measure growth and proficiency in the areas of reading, language development, and math and provide insights to help tailor instruction. Student data from the common assessments is reviewed with parents as well as with the school psychologist, resource specialist, intervention specialist, and service providers as needed.

Student Support Teams meet regularly 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 as needing support with peer interactions meet periodically either on an individual basis or in a small group to further improve on social skill interactions. The speech therapists are designated to work with students identified in need of more support in the areas of articulation and pragmatics. Upon receiving results from the ELPAC, students designated as language learners receive both integrated and designated EL instruction with our EL coordinator. Bridges is also investing in more professional development in supporting teachers in understanding the English Learner Roadmap, and we are investing 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. Teachers in every grade are providing small group and individual intervention support for students who are at risk of meeting grade level standards in the areas of reading and math.

In order to address learning loss as a result of COVID, we hired an additional intervention teacher. The 3 part time intervention teachers provide 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. We identify students for intervention based upon teacher recommendation and/or assessments that include Express Reader's, NWEA, BPST, DRA and Guided Reading Assessments. Classroom teachers also provide tier 2 interventions to students in the areas of math and reading.

Using a strengths-based Universal Monitoring surveys distributed to students in grades 3-8, we track social and emotional strengths and weaknesses of our students in order to implement targeted interventions in general education classrooms. We employ a part-time counselor who provides in-person counseling for students individually or in small groups. 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.

During the time of COVID, we maintain our focus on social emotional learning by integrating circle, home room, and check-ins with students to ensure psycho-emotional health and wellbeing during this challenging time.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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. As the COVID 19 pandemic unfolded, professional development was provided in the areas of virtual learning and maintaining health and COVID Health and Safety procedures.

Training in TOOLBOX Tools for Learning — Tools for Life is provided annually for teachers to integrate into the social emotional curriculum in their classrooms.

We continued to provide professional development on strategies for improving math instruction, and we utilized student assessment data to inform these discussions. Our teachers continued their collaborative efforts in both math and reading to calibrate student achievement data and refine instructional practices utilizing benchmark assessments and NWEA Map Growth assessments.

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, implementation of project-based learning units, and more interactive learning opportunities for staff members. Further, we continue to emphasize improving our virtual learning strategies for instruction while maintaining our values for family partnership, project based learning, and whole child education.

For mandated training, we utilize SafeSchools online training such as mandated reporter, suicide prevention, active shooter, sexual harassment, and bloodborne pathogens.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	