



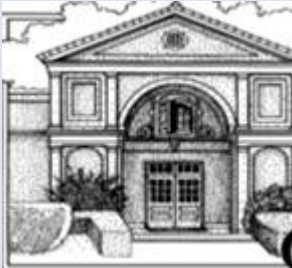
BRIDGES Charter School

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

Jay Guidetti, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



BRIDGES Charter School

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

District Governing Board

Terri Childs
Christine Thompson
Bryan O'Patry
Michael Bialys
Rob Crenshaw
Marcy Crawford
Erin Morrissey

District Administration

Stanley Mantoath
Superintendent

School Description

Mission

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

Vision

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

Our Goal

BRIDGES Charter School is committed to providing a high quality, effective, and standards- based program through the education of the whole child, whereby the individual student is challenged, engaged, supported, healthy and safe. By providing three programs, Bridges Elementary School (K-5), CORE Academy Middle School (6-8) and Bridges Home School (K-8), we are able to provide a whole child education through a variety of different strategies both instructionally and with regards to curriculum.

Educational Philosophy

We (educators, parents and students) operate under the shared philosophy that we are all teachers and learners in our educational community. Educators view the classroom as a rich, evolving experience, and consider the learning styles of our students when planning a meaningful, balanced and standards-based curriculum. Students are primarily motivated by their interests and passions, yet can learn to be motivated by opportunities to challenge themselves and improve in areas they determine to be ripe for growth. Children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Thus, the impact of positive interpersonal relationships between classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning will best occur.

We believe the school day provides ample opportunities to discuss, engage in, and learn from everyday experiences, be it a current event or playground dynamics. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory classroom community. When children are active participants in their learning, what they learn becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. Context-driven lessons and activities allow students to recall and utilize what they know already, and apply that prior knowledge to new experiences. Thus, the learning and practice of basic, fundamental skills becomes part of the process, not the goal itself. As students mature and matriculate from one level to the next, they will each work toward the goal of being a confident, participatory, socially responsible, and independent life-long learner.

The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget), which details how people learn. Understanding cannot simply be transferred by explanation from one mind (that of an educator) to another mind (that of a student). Rather, each of us constructs our own image of the universe and how it fits together through personal engagement with it. This approach is student-centered, whereby teachers (and parents) act as facilitators, providing the guidance and structure necessary for the children to construct meaning from their environment and experiences. Ultimately, children travel from engagement to learning, from learning to understanding, and from understanding to the competent application of information.

During this educational process and experience, our students will practice effective oral and written self-expression, critical thinking and problem solving, and learn personal responsibility. They will actively engage in the curriculum and find meaningful ways to demonstrate their mastery of concepts, be it thematic, collaborative, dramatic, presentation-style, or a combination of choices. Through cooperative activities and project-based learning, students will develop powerful reasoning, negotiating, and creative-thinking skills. Students will also learn to engage with a variety of learners, in order to further appreciate the variety of cumulative talents their groups have to offer, whether if be in cross-age groups, homogeneous groups, or while working with adults. Having ample opportunities to learn from, learn with, and assist in the learning of others builds and nurtures a sense of community and social responsibility, and fosters the skills necessary for life-long learning. Consequently, these fundamental life skills serve as a foundation for the pursuit of academic excellence and high achievement.

We believe that all children have an innate desire to learn and that children learn best by doing. Because we recognize that each child is unique, we have committed ourselves to creating an inclusive educational experience that combines current educational research, common sense, and attention to various needs and learning styles in order to move each child forward. We feel that such a dynamic, responsive learning environment is only possible when the student to adult ratio is dramatically lowered by consistent parent participation in the classroom. We also believe that a successful student is one who emerges from school as a balanced individual who is confident and competent not only academically, but also socially and emotionally.

In conclusion, it is our belief that learning best occurs when children are presented with ample opportunities to engage with others; when they have room for self-expression, creativity and mastery within the context of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.

About the SARC

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 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 at (805) 492-3569 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 48 |
| Grade 1 | 50 |
| Grade 2 | 54 |
| Grade 3 | 39 |
| Grade 4 | 55 |
| Grade 5 | 51 |
| Grade 6 | 31 |
| Grade 7 | 37 |
| Grade 8 | 29 |
| Total Enrollment | 394 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 1.5 |
| American Indian or Alaska Native | 0.3 |
| Asian | 1.3 |
| Filipino | 0.3 |
| Hispanic or Latino | 19.8 |
| White | 76.1 |
| Two or More Races | 0.8 |
| Socioeconomically Disadvantaged | 9.9 |
| English Learners | 3 |
| Students with Disabilities | 11.4 |
| Foster Youth | 1 |

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 | 13-14 | 14-15 | 15-16 |
| With Full Credential | 14 | 15 | 15 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| BRIDGES Charter School | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | |
| Without Full Credential | ♦ | ♦ | |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| BRIDGES Charter School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

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

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 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 | 92.6 | 7.4 |
| High-Poverty Schools | 98.2 | 1.8 |
| Low-Poverty Schools | 80.9 | 19.1 |

* 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 2015-16)

| 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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 5 | 13.50 | 29.70 | 54.10 |
| 7 | 7.70 | 19.20 | 65.40 |

* 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.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 53 | 4 | 44 |
| Math | 45 | 0 | 33 |

* 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.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 10 |
| All Student at the School | 69 |
| Male | 68 |
| Female | 65 |
| Black or African American | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 72 |
| White | 76 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | -- |
| Foster Youth | -- |

* 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.

| 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 | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 63 | 71 | 69 | 7 | 12 | 10 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 42 | 37 | 88.1 | 8 | 30 | 35 | 24 |
| | 4 | 55 | 47 | 85.5 | 13 | 19 | 32 | 36 |
| | 5 | 51 | 46 | 90.2 | 26 | 15 | 33 | 26 |
| | 6 | 34 | 33 | 97.1 | 36 | 24 | 30 | 9 |
| | 7 | 36 | 28 | 77.8 | 39 | 18 | 25 | 18 |
| | 8 | 32 | 31 | 96.9 | 42 | 19 | 35 | 3 |
| Male | 3 | | 24 | 57.1 | 13 | 25 | 42 | 21 |
| | 4 | | 21 | 38.2 | 14 | 24 | 19 | 43 |
| | 5 | | 25 | 49.0 | 24 | 12 | 40 | 24 |
| | 6 | | 14 | 41.2 | 50 | 36 | 7 | 7 |
| | 7 | | 11 | 30.6 | 45 | 18 | 18 | 18 |
| | 8 | | 10 | 31.3 | -- | -- | -- | -- |
| Female | 3 | | 13 | 31.0 | 0 | 38 | 23 | 31 |
| | 4 | | 26 | 47.3 | 12 | 15 | 42 | 31 |
| | 5 | | 21 | 41.2 | 29 | 19 | 24 | 29 |
| | 6 | | 19 | 55.9 | 26 | 16 | 47 | 11 |
| | 7 | | 17 | 47.2 | 35 | 18 | 29 | 18 |
| | 8 | | 21 | 65.6 | 38 | 14 | 48 | 0 |
| Black or African American | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 1 | 2.0 | -- | -- | -- | -- |
| | 8 | | 3 | 9.4 | -- | -- | -- | -- |
| American Indian or Alaska Native | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| Asian | 5 | | 1 | 2.0 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| Filipino | 8 | | 1 | 3.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 7 | 16.7 | -- | -- | -- | -- |
| | 4 | | 11 | 20.0 | 36 | 0 | 9 | 55 |
| | 5 | | 11 | 21.6 | 36 | 0 | 18 | 45 |
| | 6 | | 6 | 17.6 | -- | -- | -- | -- |
| | 7 | | 5 | 13.9 | -- | -- | -- | -- |
| | 8 | | 6 | 18.8 | -- | -- | -- | -- |
| White | 3 | | 30 | 71.4 | 10 | 17 | 43 | 30 |
| | 4 | | 34 | 61.8 | 6 | 26 | 35 | 32 |
| | 5 | | 33 | 64.7 | 21 | 18 | 39 | 21 |
| | 6 | | 25 | 73.5 | 32 | 28 | 28 | 12 |
| | 7 | | 20 | 55.6 | 30 | 15 | 35 | 20 |
| | 8 | | 20 | 62.5 | 30 | 20 | 45 | 5 |

**School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Two or More Races | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 2 | 5.9 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| | 8 | | 1 | 3.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 3 | 7.1 | -- | -- | -- | -- |
| | 4 | | 4 | 7.3 | -- | -- | -- | -- |
| | 5 | | 7 | 13.7 | -- | -- | -- | -- |
| | 6 | | 2 | 5.9 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| | 8 | | 3 | 9.4 | -- | -- | -- | -- |
| English Learners | 3 | | 2 | 4.8 | -- | -- | -- | -- |
| | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 3 | 5.9 | -- | -- | -- | -- |
| | 6 | | 1 | 2.9 | -- | -- | -- | -- |
| | 8 | | 2 | 6.3 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 21.4 | -- | -- | -- | -- |
| | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 2 | 3.9 | -- | -- | -- | -- |
| | 6 | | 5 | 14.7 | -- | -- | -- | -- |
| | 7 | | 3 | 8.3 | -- | -- | -- | -- |
| | 8 | | 6 | 18.8 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 3 | 42 | 37 | 88.1 | 5 | 22 | 49 | 24 |
| | 4 | 55 | 47 | 85.5 | 19 | 38 | 26 | 17 |
| | 5 | 51 | 46 | 90.2 | 37 | 33 | 22 | 9 |
| | 6 | 34 | 33 | 97.1 | 30 | 45 | 12 | 12 |
| | 7 | 36 | 28 | 77.8 | 29 | 21 | 18 | 32 |
| | 8 | 32 | 31 | 96.9 | 29 | 13 | 23 | 35 |
| Male | 3 | | 24 | 57.1 | 4 | 25 | 54 | 17 |
| | 4 | | 21 | 38.2 | 19 | 19 | 29 | 33 |
| | 5 | | 25 | 49.0 | 28 | 32 | 28 | 12 |
| | 6 | | 14 | 41.2 | 29 | 36 | 14 | 21 |
| | 7 | | 11 | 30.6 | 36 | 18 | 9 | 36 |
| | 8 | | 10 | 31.3 | -- | -- | -- | -- |
| Female | 3 | | 13 | 31.0 | 8 | 15 | 38 | 38 |
| | 4 | | 26 | 47.3 | 19 | 54 | 23 | 4 |
| | 5 | | 21 | 41.2 | 48 | 33 | 14 | 5 |
| | 6 | | 19 | 55.9 | 32 | 53 | 11 | 5 |
| | 7 | | 17 | 47.2 | 24 | 24 | 24 | 29 |
| | 8 | | 21 | 65.6 | 33 | 19 | 29 | 19 |
| Black or African American | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 1 | 2.0 | -- | -- | -- | -- |
| | 8 | | 3 | 9.4 | -- | -- | -- | -- |
| American Indian or Alaska Native | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| Asian | 5 | | 1 | 2.0 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| Filipino | 8 | | 1 | 3.1 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 7 | 16.7 | -- | -- | -- | -- |
| | 4 | | 11 | 20.0 | 36 | 18 | 27 | 18 |
| | 5 | | 11 | 21.6 | 36 | 36 | 18 | 9 |
| | 6 | | 6 | 17.6 | -- | -- | -- | -- |
| | 7 | | 5 | 13.9 | -- | -- | -- | -- |
| | 8 | | 6 | 18.8 | -- | -- | -- | -- |
| White | 3 | | 30 | 71.4 | 3 | 13 | 53 | 30 |
| | 4 | | 34 | 61.8 | 15 | 44 | 24 | 18 |
| | 5 | | 33 | 64.7 | 33 | 33 | 24 | 9 |
| | 6 | | 25 | 73.5 | 28 | 40 | 16 | 16 |
| | 7 | | 20 | 55.6 | 30 | 15 | 20 | 35 |
| | 8 | | 20 | 62.5 | 20 | 5 | 30 | 45 |

School Year 2014-15 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 Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Two or More Races | 5 | | 0 | 0.0 | -- | -- | -- | -- |
| | 6 | | 2 | 5.9 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| | 8 | | 1 | 3.1 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 3 | 7.1 | -- | -- | -- | -- |
| | 4 | | 4 | 7.3 | -- | -- | -- | -- |
| | 5 | | 7 | 13.7 | -- | -- | -- | -- |
| | 6 | | 2 | 5.9 | -- | -- | -- | -- |
| | 7 | | 1 | 2.8 | -- | -- | -- | -- |
| | 8 | | 3 | 9.4 | -- | -- | -- | -- |
| English Learners | 3 | | 2 | 4.8 | -- | -- | -- | -- |
| | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 3 | 5.9 | -- | -- | -- | -- |
| | 6 | | 1 | 2.9 | -- | -- | -- | -- |
| | 8 | | 2 | 6.3 | -- | -- | -- | -- |
| Students with Disabilities | 3 | | 9 | 21.4 | -- | -- | -- | -- |
| | 4 | | 2 | 3.6 | -- | -- | -- | -- |
| | 5 | | 2 | 3.9 | -- | -- | -- | -- |
| | 6 | | 5 | 14.7 | -- | -- | -- | -- |
| | 7 | | 3 | 8.3 | -- | -- | -- | -- |
| | 8 | | 6 | 18.8 | -- | -- | -- | -- |
| Foster Youth | 3 | | -- | -- | -- | -- | -- | -- |
| | 4 | | -- | -- | -- | -- | -- | -- |
| | 5 | | -- | -- | -- | -- | -- | -- |
| | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with 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

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 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.36 | 1.37 | 2.09 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 3.87 | 3.05 | 3.70 |
| Expulsions Rate | 0.00 | 0.00 | 0.00 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

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.

| 2014-15 Adequate Yearly Progress Overall and by Criteria | | | |
|--|--------|----------|-------|
| AYP Criteria | School | District | State |
| English Language Arts | | | |
| Met Participation Rate | Yes | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Mathematics | | | |
| Met Participation Rate | Yes | No | Yes |
| Met Percent Proficient | N/A | N/A | N/A |
| Made AYP Overall | Yes | No | Yes |
| Met Attendance Rate | Yes | No | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

| 2015-16 Federal Intervention Program | | |
|---|--------|-----------|
| Indicator | School | District |
| Program Improvement Status | N/A | In PI |
| First Year of Program Improvement | N/A | 2015-2016 |
| Year in Program Improvement | N/A | Year 1 |
| Number of Schools Currently in Program Improvement | 1 | |
| Percent of Schools Currently in Program Improvement | 100.0 | |

| Average Class Size and Class Size Distribution (Elementary) | | | | | | | | | | | | |
|---|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| Grade | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| K | 20 | 21 | 22 | 1 | | | 2 | 2 | 2 | | | |
| 1 | 18 | 21 | 23 | 2 | 2 | | | 2 | 2 | | | |
| 2 | 20 | 23 | 23 | 1 | | | | 4 | 2 | | | |
| 3 | 23 | 25 | 18 | | | 2 | 2 | 4 | | | | |
| 5 | 29 | 30 | 29 | | | | 2 | 4 | 3 | | | |
| 6 | 26 | 29 | 26 | 1 | | | 5 | 3 | 3 | | | |
| Other | 2 | | | 1 | | | | | | | | |

| Average Class Size and Class Size Distribution (Secondary) | | | | | | | | | | | | |
|--|---------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Average Class Size | | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-22 | | | 23-32 | | | 33+ | | |
| Subject | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 27 | 4 | | | 2 | | 2 | | | | | |
| Math | 27 | 13 | 13 | | 4 | 2 | 2 | 2 | 1 | | | |
| Science | 28 | 14 | 29 | | 2 | | 2 | 2 | 2 | | | |
| SS | | 14 | 15 | | 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.

| 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.

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 2013-14 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.

| FY 2013-14 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 | ♦ | ♦ | \$5,348 | |
| Percent Difference: School Site/District | | | N/A | N/A |
| Percent Difference: School Site/ State | | | 10.3 | N/A |

* Cells with ♦ do not require data.

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, the county, and the state. 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.