

BRIDGES Charter

1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • (805) 492-3569 • Grades K-7
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2010-11 School Accountability Report Card Published During the 2011-12 School Year

School Description and Mission Statement

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 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.

Opportunities for Parental Involvement

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

Parent Advisory Council (PAC) – Five member parent leadership organization established in Fall 2010. We have had eight parent representatives serve on our PAC. In the 2010 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 Training – All parents offered training in Positive Discipline, Conflict Resolution, and yard duty responsibilities.

| Student Enrollment by Grade Level | |
|-----------------------------------|--------------------|
| Grade Level | Number of Students |
| K | 30 |
| 1 | 22 |
| 2 | 27 |
| 3 | 26 |
| 4 | 26 |
| 5 | 28 |
| 6 | 37 |
| 7 | 25 |
| Total Enrollment | 221 |

| Student Enrollment by Group | |
|----------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| American Indian or Alaska Native | 0.5 |
| Asian | 3.2 |
| Black or African American | 1.8 |
| English Learners | 0.5 |
| Filipino | 1.4 |
| Hispanic or Latino | 18.1 |
| Native Hawaiian/Pacific Islander | 0 |
| Socioeconomically Disadvantaged | 5.4 |
| Students with Disabilities | 10 |
| Two or More Races | 3.2 |
| White | 71.9 |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | Number of Classrooms | | |
|------------------|-----------------|----------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ |
| 2010-2011 | | | | |
| K | 14.5 | 2 | 0 | 0 |
| 1 | | | | |
| 2 | | | | 0 |
| 3 | 26 | 0 | 1 | 0 |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 1-2 | 24.5 | 0 | 2 | 0 |
| 4-5 | 27 | 0 | 2 | 0 |
| 6-7 | 31 | 0 | 2 | 0 |

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

School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Detailed Disaster Policy adopted Fall of 2011

Detailed Safety Policy adopted Fall of 2011

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

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2008-09 | 2009-10 | 2010-11 | 2008-09 | 2009-10 | 2010-11 |
| Suspensions | | | .90 | 29.35 | 58 | 47.98 |
| Expulsions | | | 0 | 0.19 | 0 | 0.05 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Facilities

School Facility Conditions and Planned Improvements

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: January, 2012

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.

During 2011-2012 the school plans to modify the outdoor space by creating a garden, walking paths, an outdoor learning space and a water fountain.

School Facility Good Repair Status

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | 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] | [] | [] | |
| Overall Rating | [] | [X] | [] | [] | |

Teachers

| Teacher Credentials | | | |
|---|---------|---------|---------|
| School | 2008-09 | 2009-10 | 2010-11 |
| With Full Credential | N/A | N/A | 12 |
| Without Full Credential | N/A | N/A | 0 |
| Outside Subject Area of Competence | N/A | N/A | 0 |
| District | 2008-09 | 2009-10 | 2010-11 |
| With Full Credential | --- | --- | 12 |
| Without Full Credential | --- | --- | 0 |

| Teacher Misassignments | | | |
|-------------------------------------|---------|---------|---------|
| Indicator | 2008-09 | 2009-10 | 2010-11 |
| Teachers of English Learners | N/A | N/A | 0 |
| Total Teacher Misassignments | N/A | N/A | 0 |
| Vacant Teacher Positions | N/A | N/A | 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.
- ** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, was student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

11 staff development days including focus on Whole Child, curricular development, training in positive discipline and conflict resolution, preparing classrooms and instructional materials, training in social/emotional development including community building and circle. These trainings were chosen specifically to address the philosophical focus of the school and bringing a new faculty together to begin the Charter school.

Workshops were conducted prior to school opening and throughout the school year. Over the summer one-day workshops were implemented, once the school year started these trainings were either off site or at the end of the school day. The school has instituted weekly staff collaboration time every Friday afternoon for the explicit purpose of teamwork and faculty alignment.

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

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by | |
|----------------------|---|--------------------------------|
| | NCLB Compliant Teachers | Non-NCLB Compliant Teachers |
| This School | 100 | 0 |
| District | | |
| All Schools | 100 | 0 |
| High-Poverty Schools | 0 | 0 |
| Low-Poverty Schools | 0 | 0 |

* 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 25 percent or less in the free and reduced price meals program.

Support Staff

| Academic Counselors and Other Support Staff | | |
|---|--|---|
| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
| Academic Counselor | N/A | |
| Counselor (Social/Behavioral or | 0 | --- |
| Library Media Teacher (Librarian) | 0 | --- |
| Library Media Services Staff | 0.5 | --- |
| Psychologist | 0 | --- |
| Social Worker | 0 | --- |
| Nurse | 0 | --- |
| Speech/Language/Hearing | 0.3 | --- |
| Resource Specialist (non- | 0 | --- |
| Other | 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.

Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January, 2012

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|---|----------------------------------|---|
| Reading/Language Arts | Lucy Calkins Reader's Workshop; Lucy Calkins Writer's Workshop; Houghten Mifflin; phonics | Yes | 0% |
| Mathematics | Everyday Math | Yes | 0% |
| Science | Foss | Yes | 0% |
| History-Social Science | History of Us; | Yes | 0% |

School Finances

| Expenditures Per Pupil and School Site Teacher Salaries (FY 2009-10) | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | N/A | N/A | N/A | N/A |
| District | --- | --- | N/A | N/A |
| State | --- | --- | N/A | N/A |
| Percent Difference: School Site and District | | | N/A | N/A |
| Percent Difference: School Site and State | | | N/A | N/A |

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

| Average Teacher and Administrative Salaries (FY 2009-10) | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher | | |
| Mid-Range Teacher | | |
| Highest Teacher | | |
| Average Principal (ES) | | |
| Average Principal (MS) | | |
| Average Principal (HS) | | |
| Superintendent | | |
| Percent of District Budget (FY 2009-10) | | |
| Teacher Salaries | | |
| Administrative Salaries | | |

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

Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| STAR Results for All Students - Three-Year Comparison | | | |
|---|---------|---------|---------|
| Subject | 2008-09 | 2009-10 | 2010-11 |
| STAR Results -School | | | |
| English-Language Arts | | | 73 |
| Mathematics | | | 61 |
| Science | | | 82 |
| History-Social Science | | | 0 |
| STAR Results -District | | | |
| English-Language Arts | 36 | 43 | 49 |
| Mathematics | 27 | 36 | 42 |
| Science | 24 | 33 | 39 |
| History-Social Science | 12 | 19 | 19 |
| STAR Results -State | | | |
| English-Language Arts | 49 | 52 | 54 |
| Mathematics | 46 | 48 | 50 |
| Science | 50 | 54 | 57 |
| History-Social Science | 41 | 44 | 48 |

* 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.

STAR Results by Student Group - Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 49 | 42 | 39 | 19 |
| All Student at the School | 73 | 61 | 82 | 0 |
| Male | 69 | 64 | 84 | 0 |
| Female | 78 | 56 | 80 | 0 |
| Black or African American | | | | |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 |
| Asian | 70 | 59 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 0 | 0 | 0 | 0 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 0 | 0 |
| White | 78 | 65 | 91 | 0 |
| Two or More Races | 55 | 43 | 0 | 0 |
| Socioeconomically Disadvantaged | 45 | 45 | 0 | 0 |
| English Learners | 0 | 0 | 0 | 0 |
| Students with Disabilities | | | | |
| Students Receiving Migrant Education Services | | | | |

* 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.

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-------------|------------|
| | Four of Six | Five of Six | Six of Six |
| 5 | 14.7 | 26.5 | 26.5 |

* 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.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2008 | 2009 | 2010 |
|-----------------|------|------|------|
| Statewide | N/A | N/A | N/A |
| Similar Schools | N/A | N/A | N/A |

API Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

| Group | 2011 Growth API | | | | | |
|----------------------------------|-----------------|------------|---------------|------------|---------------|------------|
| | School | | LEA | | State | |
| | # of Students | Growth API | # of Students | Growth API | # of Students | Growth API |
| All Students at the School | 156 | 844 | 46 | 485 | 4,683,676 | 778 |
| Black or African American | 0 | | 0 | | 317,856 | 696 |
| American Indian or Alaska Native | 1 | | 0 | | 33,774 | 733 |
| Asian | 26 | 821 | 0 | | 398,869 | 898 |
| Filipino | 1 | | 2 | | 123,245 | 859 |
| Hispanic or Latino | 2 | | 37 | 442 | 2,406,749 | 729 |
| Native Hawaiian/Pacific Islander | 2 | | 0 | | 26,953 | 764 |
| White | 109 | 874 | 6 | | 1,258,831 | 845 |
| Two or More Races | 15 | 738 | 1 | | 76,766 | 836 |
| Socioeconomically Disadvantaged | 10 | | 37 | 465 | 2,731,843 | 726 |
| English Learners | 1 | | 15 | 392 | 1,521,844 | 707 |
| Students with Disabilities | 3 | | 11 | 451 | 521,815 | 595 |

| API Growth by Student Group - Three-Year Comparison | | | |
|---|-------------------|---------|---------|
| Group | Actual API Change | | |
| | 2008-09 | 2009-10 | 2010-11 |
| All Students at the School | | | B |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | N/D | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | | 1 |
| Percent of Schools Currently in Program Improvement | | 12.5 |