



BRIDGES Charter School

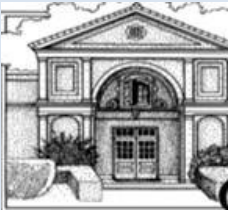
1335 Calle Bouganvilla • Thousand Oaks, CA 91360 • 805-492-3569 • Grades K-8

Dr. Kelly Simon, Principal

kelly.simon@bridgescharter.org

www.bridgescharter.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



BRIDGES Charter School

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

BRIDGES Charter School Governing Board

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BRIDGES Charter School

Administration

Stanley Mantooh
Superintendent

Dr. Kelly Simon
Director

Cindy McCarthy
Assistant Director

Kathee Hans
Administrative Coordinator

School Description

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

Bridges Mission Statement

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

Bridges Vision

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

CORE Academy's Mission Statement

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

CORE Academy's Vision

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

Homeschool Program

The Bridges Homeschool Program is an integral part of the Bridges Charter School. Along with being academically competitive with other Ventura County schools, Bridges Homeschool understands the importance of addressing all aspects of the child, including their social, emotional and intellectual growth. Our Homeschool program is one of the few programs in the county that is a hybrid program. Our homeschool students are on site two days a week and have many opportunities to integrate with students and our community in our site-based program.

About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	55
Grade 1	51
Grade 2	43
Grade 3	47
Grade 4	44
Grade 5	50
Grade 6	36
Grade 7	40
Grade 8	31
Total Enrollment	397

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.0
Asian	1.8
Filipino	0.0
Hispanic or Latino	18.9
Native Hawaiian or Pacific Islander	0.0
White	73.3
Socioeconomically Disadvantaged	19.1
English Learners	6.0
Students with Disabilities	10.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
BRIDGES Charter School	16-17	17-18	18-19
With Full Credential	16	17	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
District	16-17	17-18	18-19
With Full Credential	♦	♦	18
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
BRIDGES Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 McDougall Littell Literature Anthologies Rev it Up Vocabulary 6 Traits of Writing Step up to Writing Daily Oral Language Zoo Phonics Scholastic Early Reader Series Primary Phonics Reading A-Z Handwriting without Tears The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	MyMath 2015 California Math 2014 AIMS Activity Book Math Their Way Marcy Cook Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Mystery Science STEM Scopes AIMS Amplify The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Education Environment Initiative Glencoe/McGraw-Hill Discovering the Past Scholastic Social Studies Magazine California Studies Weekly The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The school is currently located in a former Conejo Valley Unified School district elementary school campus under the provisions of Prop. 39. BRIDGES occupies 17 regular classrooms, one portable housing two classrooms, a portable building for the library, the multi-purpose room, and the administrative office space with workrooms. There are several large fenced-in fields and a large sandbox housing swings and a play structure. In addition, there is a smaller separately fenced playground area outside the kindergarten classrooms. There are two sets of student restrooms on campus along with a gender-neutral restroom located in the main office as well as a custodian closet and ballroom.

Since the school moved to its current location, the school has modified the physical campus by updating the main office to include a pass-through directly to the campus, added a new conference room and additional administrative workspace. The school also built a new outdoor classroom located in the central area of the campus. A new school marquee was approved by CVUSD and built as an Eagle Scout project for the school in the Spring of 2017. All campus modifications were done in conjunction with the Conejo Valley Unified School District. We are in process of conducting an audit of our current electrical needs.

The multi-purpose room was repainted in the fall of 2017 and wired with a new modern sound system.

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 as of December of 2017.

Security cameras are being explored and are planned to be installed in the spring of 2019. The top of the buildings will be labeled as well in a manner to allow any air patrol (helicopter) to be able to quickly identify a location on campus should the need arise.

After the fires in mid-November of 2018, a deep cleaning took place on campus to return air quality to a safe level for students and staff. The following tasks were completed in late November of 2018.:

- Exterior sidewalks power washed
- Playground sand wet and tilled
- Interior horizontal surfaces wet wiped
- Carpet vacuumed with a HEPA filter-equipped vacuum
- Hard floor surfaces wet mopped
- Window surfaces and sills wiped
- HVAC air filters changed
- Deodorization

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: June 2017		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	In process of conducting an audit of our current needs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	67.0	74.0	43.0	54.0	48.0	50.0
Math	47.0	61.0	31.0	41.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	236	93.65	73.73
Male	129	119	92.25	70.59
Female	123	117	95.12	76.92
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	43	95.56	58.14
White	189	176	93.12	78.41
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.23	64.71
English Learners	18	17	94.44	41.18
Students with Disabilities	36	34	94.44	44.12

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.0	34.9	34.9
7	**	**	**

* 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	252	235	93.25	60.85
Male	129	118	91.47	65.25
Female	123	117	95.12	56.41
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	45	43	95.56	44.19
White	189	175	92.59	65.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	50	94.34	46
English Learners	18	17	94.44	41.18
Students with Disabilities	35	33	94.29	27.27

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parent Advisory Council (PAC) – Equivalent to a PTA, the PAC consists of an advisory board group of five elected parents and Parent Managed Cohorts, known as PMCs. We have had 32 parent representatives serve on our PAC since its inception in 2010. All parents are welcomed and encouraged to participate in discussions, ideas, fiscal spending, and much more. Every family is entitled a vote on specific items. In the 2017-18 fiscal year, the PAC raised over \$80,000 through events such as our Annual Silent Auction, Fun Run & Afterparty, Yard Sales, Family Outreach and Food Sales.

PAC website: <http://bridgespac.org/pac-board/>

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

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

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

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

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

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

Classroom Volunteers – Each family is asked to commit 2 hours a week toward volunteer activities. There are numerous ways to support Bridges Charter School, whether it be in the classroom, volunteering at fundraising events and community activities, or donating goods or funds. Each classroom has a room parent that helps coordinate classroom volunteering. Over the past year, we have had solid parent participation in areas of classroom assistance, fundraising, campus beautification, and project preparation.

Volunteer procedures can be found in our handbook or on our website:

https://www.bridgescharter.org/apps/pages/index.jsp?uREC_ID=992474&type=d&pREC_ID=1308257

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

Parent Survey - Annually, Bridges Charter School surveys all parents using an electronic instrument to collect feedback regarding school strengths and areas for growth and improvement. Specifically, parents are asked to respond to questions about their inclusion in school decision making, opportunities for parental participation, quality of instructional programs, student progress, home-school communication, campus safety, and school climate. Year-end data from 2017-2018 indicate that 74% or more of respondents feel that there are meaningful opportunities for them to participate in school programs and in decision-making.

Parent orientation meetings held in August of 2018 for current and new families to introduce new attendance policies, discipline behavior contract, parent volunteer procedures, as well as how to login into the campus security system, LobbyGuard.

Parent education classes were conducted by Shoshawna Wheeler, a specialist in whole child education and non-violent communication in the fall of 2018.

Each classroom teacher held a back-to-school orientation with parents to discuss opportunities to engage in the classroom and to review classroom expectations and procedures when volunteering.

State Priority: School Climate

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

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

School Safety Plan

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

The administration met with security resource officers in the fall of 2018 walking the campus to identify building safety improvements. Security cameras have been ordered and will be installed in several of the key areas identified. Room numbers will be added to the inside of the classroom doors.

The school safety committee will meet on October 25, January 16th, and April 10th to review and give input to the Safety Plan. The faculty and parent representatives will review the revised School Safety Plan in March for final input and presentation to the Board for adoption.

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 are reviewed with students and staff and posted on campus in each classroom September of each calendar year.

Successful participation in the ShakeOut Drill was held on October 18, 2018.

Monthly drills are scheduled and conducted. Policies and procedures are reviewed at faculty meetings with a discussion on areas of improvement.

Exposure Control Plan reviewed fall of 2018. Classroom one-use kit with instructions is provided to teachers along with the procedure for handling bodily fluids in the classroom.

Family Handbook updated, reviewed, and Board approved fall of 2018. Policies including dress code, bullying/cyberbullying, and harassment, as well as rules and procedures on school discipline, reviewed at staff meetings in August 2018. Student Handbook has been posted online and given to each family in hard copy format as requested. A gender-neutral dress code adopted fall of 2018. Playground Rules are posted and reviewed with students during homeroom and on an on-going basis. Whole staff training on conflict resolution as well as all campus discipline policies and procedures reviewed at back to school staff development.

Purchased Impero - provides Chromebook management solutions that keep students safer online and allows teachers the ability to manage and monitor student access on the web.

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

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.6	2.0	3.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	4.3	3.3
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.35
Counselor (Social/Behavioral or Career Development)	00.1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	.4
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	1
Other	1.5
Average Number of Students per Staff Member	
Academic Counselor	25

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	21	22	22	1			1	2	2			
1	21	20	23		2		2	2	2			
2	21	22	19			2	2	2	2			
3	24	25	21			1	2	2	2			
4	29	30	27				1	1	1			
5	29	29	30				2	2	2			
6	24	21	30	1	5		3	3	1			
Other									2			

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

Professional Development provided for Teachers

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

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

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

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

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

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

Teachers are 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, Association of California School Administrators annual conference and various Ventura County Schools workshops.

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

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

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

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

FY 2016-17 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

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

Grades K-1 provide students with additional literacy instruction in the afternoon once a week for 30 minutes as needed. Kindergarten teachers provide small group intensive instruction to those students identified by the primary grade teachers as at risk beginning in January of each year. Grades 2-5 have the option to meet after school with their teachers for additional support in both math and reading. Additionally, during our on-site after-school child care program we offer a teacher lead homework support session 2 times a week.

Based on Express Reader's, DRA and Guided Reading Assessments, we also identified students who were at least a year below grade level. A reading intervention specialist was hired full time for the fall of 2018. The intervention specialist provides extra support with one-on-one instruction or small group instruction anywhere from 2-4 times a week depending on each individual student's academic need for a minimum of 20 minutes each session.

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

A part-time counselor is on staff. An SST (student study team) referral process is used to refer students identified as in need for counseling services.

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

DataQuest

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

Internet Access

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8195	911	7283	56185
District	◆	◆	N/A	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			N/A	N/A
Percent Difference: School Site/ State			10.2	N/A

* Cells with ◆ do not require data.

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