Whole child, Whole family, Whole community

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For the term June 1, 2015 through July 30, 2020
# Table of Contents

AFFIRMATIONS AND ASSURANCES: ......................................................................................... 7

BRIDGES CHARTER SCHOOL OVERVIEW ........................................................................... 9
  Board of Directors ................................................................................................................ 10
VISION ..................................................................................................................................... 10
MISSION STATEMENT ............................................................................................................... 10
  CORE Academy at BRIDGES Charter School .................................................................... 11
  CORE Academy’s Mission Statement .................................................................................... 11
  CORE Academy’s Vision ......................................................................................................... 11
Homeschool Program ............................................................................................................... 12
Adequate Progressive Index .................................................................................................... 13
Key Element of the Educational Structure of BRIDGES Charter School ......................... 14
Research-based Pedagogical Strategies that Guide our Philosophy .................................... 14
BRIDGES Charter School Accomplishments .................................................................... 18
Summary of 2013/14 Completed Goals ................................................................................. 21
Proposed Goals for 2014-2015 ............................................................................................ 23
BRIDGES Charter School Design Goals ............................................................................ 23

ELEMENT 1: EDUCATIONAL PHILOSOPHY AND PROGRAM .............................................. 27
1.1 OUR VISION AND MISSION STATEMENT ....................................................................... 27
CORE ACADEMY AT BRIDGES CHARTER SCHOOL .......................................................... 27
  CORE Academy’s Mission Statement .................................................................................... 28
  CORE Academy’s Vision ......................................................................................................... 28
1.2 WHOM WILL THE SCHOOL EDUCATE ............................................................................ 28
1.3 LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) .......................................................... 29
1.4 ACADEMIC CALENDAR AND SCHEDULES ................................................................ 30
GENERAL DAILY SCHOOL SCHEDULES ............................................................................. 30
1.5 EDUCATIONAL PHILOSOPHY (HOW LEARNING BEST OCCURS) ............................. 34
1.6 BRIDGES CHARTER SCHOOL’S GUIDING PRINCIPLES ............................................. 36
1.7 RESEARCH-BASED PEDAGOGICAL STRATEGIES THAT GUIDE OUR PHILOSOPHY ........................................................................................................ 38
1.8 WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY ............... 39
  Teaching Methods ................................................................................................................. 41
  Project Based Learning ........................................................................................................ 41
  Socratic (or Probing) Questioning ........................................................................................ 41
  Council Circle (Circle) .......................................................................................................... 42
1.9 INSTRUCTIONAL DESIGN ............................................................................................... 44
  I. Common Core State Standards-Based Curriculum .......................................................... 44
  II. Family-Community-School Partnerships .......................................................................... 45
  III. Technology Integration .................................................................................................... 48
  IV. CORE Academy Small Learning Communities .............................................................. 49
  V. Interdisciplinary, Project-Based Learning ......................................................................... 50
  VI. Culturally Relevant and Responsive Education .............................................................. 50
1.10 CURRICULUM AND INSTRUCTION .............................................................................. 51
Universal Access .................................................................................................................................. 51
Common Core State Standards ........................................................................................................ 51
Academic Core Curriculum ................................................................................................................ 55
Organization of the Proficiency Level Descriptors ......................................................................... 56

CORE ACADEMY AT BRIDGES CHARTER SCHOOL 6TH THROUGH 8TH .............................. 58
   CORE Academy’s Vision .................................................................................................................. 59
   Instructional Materials .................................................................................................................... 77

1.11 BRIDGES CHARTER SCHOOL’S HOMESCHOOL PROGRAM (INDEPENDENT STUDY PROGRAM) .................................................................................................................. 81
1.12 IMPLEMENTATION PLAN ........................................................................................................... 83
1.13 MEETING THE NEEDS OF ALL STUDENTS .............................................................................. 85
   English Learners .......................................................................................................................... 85
   Students Achieving Below Grade Level ....................................................................................... 88
   Students with Disabilities ............................................................................................................ 89

SERVICES FOR STUDENTS UNDER THE “IDEIA” ....................................................................... 90
   Socioeconomically Disadvantaged Students ............................................................................. 94
   Gifted And Talented Students And Students Achieving Above Grade Level ............................. 94

1.14 PROFESSIONAL DEVELOPMENT ........................................................................................... 96
   A TYPICAL DAY .......................................................................................................................... 99
   Extensions Program Purpose and Description ........................................................................... 103

ELEMENT 2: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA ........... 104
   2.1 MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM .................................................. 104
   2.2 STUDENT ACHIEVEMENT ....................................................................................................... 104
   2.3 MEASURABLE STUDENT OUTCOMES .................................................................................. 105
   MEASURABLE OUTCOMES: ........................................................................................................ 105
   2.4 OUTCOME GOALS-SKILLS, KNOWLEDGE, AND ATTITUDES ............................................ 108
   2.5 WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS ............................................... 109
   2.6 DATA-DRIVEN DECISION-MAKING ................................................................................... 109
   2.7 MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS .. 112
      Measures and Skill Development ............................................................................................... 112

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED ............................................................................................................................ 114
   3.1 BRIDGES CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES .......................................................................................................................... 114
   3.2 METHODS OF MEASUREMENT .............................................................................................. 123
   3.3 BENCHMARKS ........................................................................................................................ 124
   3.4 STATE MANDATED ASSESSMENT ......................................................................................... 127
   3.5 USE OF ASSESSMENT DATA ................................................................................................. 127

ELEMENT 4: GOVERNANCE .............................................................................................................. 128
   4.1 NON PROFIT PUBLIC CORPORATION .................................................................................. 128
   4.2 GENERAL PROVISIONS ......................................................................................................... 128
      Title IX, Section 504, and Uniform Complaint Procedures ...................................................... 128
      Legal and Policy Compliance .................................................................................................. 129
      Responding to Inquiries .......................................................................................................... 129
   4.3 NON-PROFIT BOARD OF DIRECTORS .................................................................................. 129
4.4 Board Member Terms & Elections..............................................................129
4.5 Board Meetings and Duties ....................................................................130
4.6 Organizational Chart ............................................................................131
4.7 Governance Procedures and Operations ................................................135
  Governance Board Decision Making Process ..............................................135
4.8 Stakeholder Involvement .......................................................................135
4.9 Community Involvement .......................................................................136
  Parent Advisory Council (PAC) .................................................................136

Element 5: Employee Qualifications............................................................137
5.1 Equal Employment Opportunity ............................................................137
  NCLB and Credentialing Requirements ....................................................137
5.2 Staff Selection Committee ......................................................................138
  Director ......................................................................................................138
  Learning Director .......................................................................................141
  Teacher .......................................................................................................142
  Substitute Teacher .......................................................................................144
  Homeschool Director ..................................................................................145
  Homeschool Supervising Teacher ..............................................................148
  Parent/Volunteer Coordinator ....................................................................150
  Physical Education Specialist ....................................................................152
  Psychologist ...............................................................................................153
  Resource Specialist ....................................................................................157
  Speech and Language Specialist (SLS) .......................................................158
  Reflection Center Supervisor .....................................................................161
  Paraprofessional .........................................................................................162
  Campus Supervisor .....................................................................................164
  Office Manager ...........................................................................................166
  Childcare Supervisor ..................................................................................168
  Childcare Leader ........................................................................................172
  Childcare Assistant .....................................................................................176

Element 6: Health and Safety Procedures ....................................................179
6.1 Health, Safety and Emergency Plan .........................................................179
  Family Educational Rights and Privacy Act (FERPA) .........................179
  Criminal Background Checks and Fingerprinting ................................179
  Immunization and Health Screening Requirements ........................179
  Safe Place to Learn Act ............................................................................180

Element 7: Means to Achieve Racial and Ethnic Balance ........................181
7.1 Bridges Charter School Recruitment ....................................................181
7.2 Student Recruitment ..............................................................................182

Element 8: Admission Requirements .........................................................184
8.1 Nonsectarian ...........................................................................................184

Element 9: Annual Financial Audits ............................................................187
9.1 ANNUAL AUDIT PROCEDURES ........................................................................................................ 187

Financial Audits ................................................................................................................................ 187

ELEME NT 10: SUSPENSION AND EXPULSION PROCEDURES ................................................. 188

10.1 SCHOOL-WIDE POSITIVE BEHAVIOR INTERVENTION AND SUPPORT AND ALTERNATIVES TO SUSPENSIONS .......... 188

10.2 GROUNDS FOR SUSPENSION AND EXPULSION ...................................................................... 189

ELEME NT 11: EMPLOYEE RETIREMENT SYSTEM ............................................................................. 205

11.1 CERTIFICATED STAFF MEMBERS .......................................................................................... 205

11.2 NON-CERTIFICATED STAFF MEMBERS .................................................................................. 205

ELEME NT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES ....................................................... 206

ELEME NT 13: EMPLOYEE RETURN RIGHTS ...................................................................................... 207

ELEME NT 14: MANDATORY DISPUTE RESOLUTION ......................................................................... 208

ELEME NT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER ................................................................... 209

ELEME NT 16: CHARTER SCHOOL CLOSURE PROCEDURES .......................................................... 210

Potential Civil Liability Effects ............................................................................................................. 213

WORKS CIT ED ..................................................................................................................................... 215

Table 1.1 Adequate Progressive Index (API)
Table 1.2 Daily Schedules
Table 1.3: Projected Enrollment and Staffing Needs
Table 1.4: Projected Staffing Needs:
Table 1.5 Course Work for Grades 3-5
Table 1.6 BRIDGES Charter School CORE Academy Course Sequence 6th through 8th
Table 1.7 Lucy Calkins Readers and Writers Workshop 1-5
Table 1.8 Sixth Grade Language Arts
Table 1.9 Seventh Grade Language Arts
Table 1.10 Eighth Grade Language Arts
Table 1.11 Instructional Materials
Table 1.12 Implementation Timeline
Table 1.13 Professional Development
Table 2.1 Academic Performance Index (API) Chart
Table 2.2 Academic Performance Index (API)
Table 2.3 Adequate Yearly Progress (AYP)
Table 2.4 Attendance Rate for BRIDGES Charter School
Table 2.5 CELDT Scores
Table 2.6 Suspension Rate
Table 2.7 BRIDGES Charter School Common Core State Standards Goals
Table 2.8 Life-long Learning and Interpersonal Skills
Table 3.1 BRIDGES Charter School Annual Goals
Table 8.1 BRIDGES Charter School Recruitment
APPENDIX A: Budget and Three-Year Financial Plan
APPENDIX B: By-Laws
APPENDIX C: Articles of Incorporation
APPENDIX D: Conflict of Interest Policy
APPENDIX E: Board Members Resumes
APPENDIX F: Memorandum with Ventura County Board of Education
APPENDIX G: WASC Accreditation Letter and Plan
APPENDIX H: Forms to be used by parent/guardians to enter a student into an admissions lottery and to enroll a student (Intent to Attend and Enrollment Forms)
APPENDIX I: BRIDGES Charter School Extensions Program Documents
APPENDIX J: BRIDGES Charter School 2009 Highlighted Charter Petition
APPENDIX K: BRIDGES Charter School 2009 Charter Petition
Affirmations and Assurances:

**BRIDGES Charter School** (also referred to herein as the “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).
- Not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. Ed. Code § 47605(d)(1).
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). Preference shall be extended to pupils currently attending the Charter School and pupils who reside in the jurisdiction of the Ventura County Office of Education (also referred to herein as “VCOE”). Ed. Code § 47605(d)(2C).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Ed. Code § 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the Charter School’s educational programs. Ed. Code § 47605(c)(2).
- Be deemed the exclusive public school employer of the employees of **BRIDGES Charter School** for purposes of the Educational Employment Relations Act. Ed. Code § 47605(b)(5)(O)
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)
- Ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. Ed. Code § 47605(l)
- At all times maintain all necessary and appropriate insurance coverage.
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- Maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. Ed. Code § 47612.5(a)
- Comply with any jurisdictional limitations to locations of its facilities. Ed. Code § 47605 and 47605.1
- Comply with all laws establishing the minimum and maximum age for public school enrollment. Ed. Code § 47612(b), 47610
- Comply with all applicable portions of the Elementary and Secondary Education Act (Commonly known as “NCLB”).
- Comply with the Public Records Act.
- Comply with the Family Educational Rights and Privacy Act.
- Comply with the Ralph M. Brown Act.
- Meet or exceed the legally required minimum number of school days. Title 5 California Code of Regulations Section 11960.
BRIDGES Charter School Overview

BRIDGES Charter School was inspired the desire for a Founding Group of educators and parents to expand upon and further develop the philosophical structure of the Open Classroom, which has evolved into Whole Child Education. At BRIDGES Charter School we define Whole Child Education as:

Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged.

Our emphasis in Whole Child education is not just on teaching facts as a way of knowing about the world, it is on providing experiences where students integrate layers of meaning and learn processes necessary to engaging their world, and the people with whom they share it.

Whole Child education allows our teachers to help prepare students to work in careers that have not yet been invented; to think both critically and creatively; and to evaluate information, solve complex problems, and communicate well.

What sets our school apart is not so much what we teach but how we teach it. Learning is a journey, not a destination.

The opening of BRIDGES Charter School in 2010-2011 has provided students with full access to a focus on student academic and social emotional achievement. Among the accomplishments for the 2013-2014 school year include:

- **BRIDGES Charter School’s** financial status is solid and student enrollment continues to be stable and student achievement continues to progress.
- Our growth is built on community collaboration with parents, administrators, teachers and students.
- Rededication to Whole Child education through parent education and staff training
- **CORE Academy at BRIDGES Charter School** – Where students live their whole education; preparing for high school, college and careers.
Board of Directors

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Title</th>
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<tbody>
<tr>
<td>Terri Childs</td>
<td>President</td>
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<td>Lindy Sternlight</td>
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<td>Katerina Yevmenkina</td>
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<td>Bill Paules</td>
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<td>Michael Bialys</td>
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<td>Rob Crenshaw</td>
<td>Community Member at Large</td>
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<tr>
<td>Christine Thompson</td>
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</tbody>
</table>

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.

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 Charter School is committed to providing high quality; effective Common Core State Standards based education for all children. Using a Whole Child model, whereby each individual student is challenged, engaged, supported, healthy and safe.

BRIDGES Charter School’s Expected Schoolwide Learning Results (ESLRs) for All Students:

- Demonstrate mastery of academic standards in meaningful ways.
- Utilize effective oral and written expression.
- Apply critical thinking and problem solving.
- Employ powerful reasoning, negotiating and creative thinking skills.
- Practice personal responsibility.
  - “Respect myself, Respect my neighbor, Respect my school.”
- Grow in confidence and competence, academically, socially and emotionally.
In the summer of 2013, the middle school staff and administration met to rebuild the middle school program. The launching of CORE Academy at Bridges Charter School took off in August, 2013. A dedicated focus of teaching rigorous curriculum while still embracing Whole Child philosophy was the foundation of the program. Students’ expectations of themselves and of their school was increased, as was awareness of high school preparedness. As the 6th through 8th grade evolved, BRIDGES Charter School created the CORE Academy.

CORE Academy at BRIDGES Charter School

- **Creative**- We honor the individual and unique qualities each student brings to our creative and active learning environment. The process of learning through discovery allows for challenge and the building of essential questions to construct understanding through real world thinking and creating.
- **Character**- Students develop personal responsibility, rooted in a sense of trust and honesty in a learning environment that fosters mutual respect among peers and teachers.
- **Organic/Fundamental**- We recognize and nurture intrinsic motivation in the learning process. Each student’s unique learning style, interests, and talents are valued in our holistic, real-world learning environment.
- **Rigor**- Students are progressing in their preparation for high school as self-motivated and reflective learners. Teaching and learning progresses as we all evaluate and reflect for personal growth and evolution in academics.
- **Respect**- We are all life-long learners and part of a community that aims to support everyone in all the ways we grow. We honor adolescent development in social, emotional, and academic areas.
- **Excellence**- Through rigorous engagement and learning extended beyond the classroom, we can achieve deep and purposeful knowledge as citizens of the world.

CORE Academy’s Mission Statement

The CORE Academy at BRIDGES Charter School seeks to build character and ignite passion for inquiry, inspiring students to become intrinsically motivated while enthusiastically engaging in their education. The CORE Academy, where students live their whole education.

CORE Academy’s Vision

- **Learning is an active, joyful process of discovery**, where students are challenged to use both a disciplined and creative approach, and construct meaning with the guidance of passionate and inspiring teachers.
- **Academic excellence is demonstrated by depth of conceptual understanding** and achieved through rigorous engagement, comprehensive assessment and thoughtful self-evaluation.
• **A focus on project-based learning** promotes meaningful scholarship while fostering opportunities of collaboration, freedom of choice, shared responsibility, and self-governance.

• Attention to **cultural themes** contributes positively to community, while also bringing students into meaningful communication, conflict resolution, and shared leadership.

• We are committed to **reflection, evaluation, evolution and innovation** as means to improve teaching and learning.

In addition, **BRIDGES Charter School** attends to social development through exploring cultural themes, positive contribution to community, meaningful communication, conflict resolution, and shared leadership.

**Homeschool Program**

**BRIDGES Charter School** provides a **HOMESCHOOL PROGRAM** to families who share the Whole Child philosophy and wish to homeschool their children under the guidance of a credentialed supervising teacher. Students have the opportunity to study at home and also participate in the unique nurturing environment of **BRIDGES** in an array of experiences including field trips, assemblies, performing arts and outdoor education. Homeschooling parents have access to the campus resources and on-site educators who help manage and support their goals.

**BRIDGES HOMESCHOOL PROGRAM** provides a personalized, challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and follows the state standards. The program allows students the flexibility to pursue academic achievement in a way that emphasizes their interests and enhances their motivation to learn. A key tenent is the belief that connecting the student’s interest to real-world learning is key to student achievement.

The **HOMESCHOOL PROGRAM** allows each student to receive individualized, differentiated instruction. The parent works with the Supervising teacher and student to tailor curriculum and content delivery methods to the individual needs of the student. Learning styles, interests and motivation are taken into consideration when learning plans are created. Parents can re-teach, reinforce and review topics as needed and move forward when mastery is accomplished. The Supervising Teacher reviews all student work, evaluates it and documents it against state standards.

The **HOMESCHOOL PROGRAM** is parent and student-driven; the program is shaped around the needs and wants of the families and students. The parent, student and teacher have the opportunity to address any student needs or issues on the spot. This may occur through the adaptation of the curriculum to meet the student’s needs or by establishing opportunities for the student to participate in an activity in depth. Students are allowed to work at the grade level that is most appropriate to his or her abilities, in each individual subject area. This allows students to stretch their intellectual abilities and be challenged, while avoiding setting them up for failure. Students are closely monitored to ensure that they work at an adequate and appropriate pace.
In the **HOMESHCOOL PROGRAM**, a great deal of attention is paid to the student’s curriculum. Initially, the student, parent and Supervising Teacher meet and discuss the details of the student’s courses, curriculum and learning plan for the school year and for each learning period. They discuss curriculum options. They discuss the standards, in order to see what needs to be covered and how they will be covered and addressed. Methods of delivery and curricular materials are discussed, in connection with the student’s learning style and interests. A great deal of conversation and thought goes into selecting the curriculum and curricular support for each area. And, the conversation continues as the student progresses through the school year. Curriculum that is not meeting the needs of the student is replaced until the right combination of materials and resources is assembled to best support and enhance the student’s achievement. The curriculum is homeschool-friendly and aligned to the state standards.

**Adequate Progressive Index**

The chart below reflects the Adequate Progressive Index for **BRIDGES Charter School’s** past three (3) years. There has been consistent growth from 2011 to 2012, 47 additional students, and a 26 student increase in 2013. The number of Hispanic or Latino students reflects a growth of 32 from 2011-2012, and an increase of 12 students in 2013. The number of White students also increased from 109 to 150 in 2011-2012, and a 17 student increase was realized in 2013. An overall Academic Performance Index (API) of 846 weighted 3-year averages was realized.

<table>
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<th>Groups</th>
<th>Number of Students Included in 2011 Growth API</th>
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*Table and Data collected from cde.ca.gov Dataquest*
Key Element of the Educational Structure of BRIDGES Charter School

The initial inception of BRIDGES Charter School was to use the Open Classroom Model, as the school progressed to its present state BRIDGES Charter School evolved into a unique developmental educational model of addressing the needs of the Whole Child. This philosophical approach was grounded in the belief that we as 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 standard-based curriculum (California Common Core State Standards). 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.

Research-based Pedagogical Strategies that Guide our Philosophy

Our philosophical beliefs are derived from, but not limited to, a variety of educational and behavioral researchers. While we may or may not endorse the educational and behavioral philosophy of the following researchers in full, BRIDGES Charter School’s educational philosophy is guided by the following key tenets, and each is followed by a strategy we use:

- Fostering positive interpersonal relationships is essential to developing independence and confidence. To this end, “emotional intelligence” (EQ) is a stronger indicator of human success and confidence than IQ. The development of character qualities that develop one’s emotional intelligence is paramount to Whole Child education. Emotionally intelligent children are better able to learn academically (Goleman, 1995).

- The ability to communicate compassionately and empathetically with others is fundamental in building respectful, long-lasting relationships and is fundamental to successful integration into society at large. The daily practice of conflict resolution is a necessary skill and is integral element of our BRIDGES Charter School. We teach and practice conflict resolution skills throughout the day and in Circle, our forum for conflict resolution and mediated communication. As teachers, we model these skills for our students; parents further develop their conflict resolution ability through ongoing parent education (Rosenberg, 2003).

- The student must learn interactively and is not a vessel to be filled with facts. Children need opportunities to explore, manipulate, experiment, question, and seek answers, and the teacher must have confidence in the child’s ability to do so. In constructivist learning, intelligence grows through the twin processes of assimilation and accommodation, whereby children build upon their experiential understanding of events, materials, and subject matter. Therefore, we will build upon what children already know, and provide many opportunities for children to actively engage in their learning (Piaget, 1929, 1951).

- Social interactions make up our culture, and our culture shapes our cognition. Within the socio-cultural perspective is the idea of scaffolding, whereby the learner is provided clues and hints in order to solve problems and that, given appropriate help, the child can perform challenging tasks.
Guided discovery in the classroom involves the teacher posing intriguing questions, offering feedback, and providing opportunities for students to learn and master the necessary tools they need to be successful (Vygotsky, 1978).

- Art, music, invention and play are necessary components to education. The brain must be fully stimulated through the mastery of six “high-concept, high-touch” abilities essential to professional success and personal fulfillment: design, story, symphony, empathy, play and meaning. We will honor and promote the attention to a child’s ability and desire to be creative and exploratory, and provide environments most conducive for optimal brain development (Pink, 2005).

- Diverse learners must be provided with diverging pathways that lead to their success. Thus our curriculum will maintain rigorous standards while permitting innovation and creativity in curriculum choices, and will maintain the flexibility to allow highly specialized minds to prepare for a productive adulthood. In addition, our assessments will take into consideration the premise that different minds can show what they know in different ways. We reject the traditional paradigms that focus on exposing and fixing a student’s deficits, while neglecting the student’s latent or blatant talents (Levine, 2002).

- Differentiation within clusters can provide the extra scaffolding needed for optimal understanding of a subject, via the support of peers and adults. We will focus on a differentiated model rather than on an individualized model when preparing for the needs of our students. Differentiation in our classrooms will facilitate the understanding of ideas and the application of skills so that students develop frameworks of meaning, which allow them to retain and transfer what they study. We will find “zones” in which students cluster, so that on any particular day, we may offer several routes to a goal- instead of 30 routes, as an “individualized” model would suggest (an individualized model being one in which it is expected that every child has his or her specific needs met) (Tomlin, 2002).

- The avoidance of humiliation and public embarrassment will be of paramount importance. Thus, in order to fulfill our school’s vision of positive, respectful and peaceful collaboration, discipline practices will focus on proactive resolutions and the understanding of natural consequences (Levine, 2002).

- Collaboration and cooperation promote higher achievement and lead to greater results and fulfillment than competition. It is a waste of one’s energy to prevent another from winning, thereby lowering individual and group productivity. We seek to change the competitive nature of society by fostering a sense of true community in our classrooms (Kohn, 2006).

- Most human behavior is chosen. According to Choice Theory (a book by William Glasser), the present psychology of most people in the world is that we can only get what we want through external control, when in actuality external control is destructive to relationships. Therefore, we will teach, model, and practice necessary skills in communication and building of our community in order to address our commitment to connect to one another and the world around us (Glasser, 1999).

- Students think and learn differently, and express their intelligence in a multitude of ways. Thus, we will consider a student’s intellectual and affective learning style in order to maximize his or her learning. The Multiple Intelligence Theory defines eight separate intellectual domains: verbal/linguistic, logical/mathematical, spatial, musical, body/kinesthetic, intrapersonal, interpersonal and naturalist (Gardner, 1993).

**BRIDGES Charter School’s Educational Philosophy** (including guiding principles and researched-based pedagogical strategies), in its entirety, will serve to direct all curriculum and classroom management methods to ensure student academic achievement at all levels.
• **An adherence to the Whole Child philosophy in education.** We have incorporated creative, effective teaching methods, differentiation, and flexibility while meeting (and often exceeding) the Common Core State Standards, NEXT Generation Science Standards (NGSS), and Appendices. Children learn and practice conflict resolution skills and collaboration. Content is meaningful and relevant to students and the world around them.

• **A kindergarten through eighth grades programs.** BRIDGES Charter School has created a CORE Academy where middle school (6-8) children can learn in a small, safe and positive learning community, where all educators value Whole Child education. Project-based learning is supported, parent volunteers, and a focus on the development of their students’ social and emotional needs.

• **There is autonomous decision-making regarding staffing and structure.** BRIDGES Charter School’s Administration, Board of Directors, and BRIDGES Charter School community will continue to:
  - Hire highly qualified teachers as per NCLB legislation.
  - The Board of Directors Budget Committee will continue to address the needs of our students.
  - Help to ensure that all members of our community, including support staff, embrace and support the Whole Child approach.

• **Active Parent Involvement.** All parents are encouraged to engage in active volunteer participation; as well as, ongoing parent education via lectures, workshops, and/or discussion groups. Parents will be in one of many Parent-Managed Cohorts, all of which directly impact groups of students, or BRIDGES Charter School as a whole. Although all parents are invited and encouraged to become part of the Parent-Managed Cohorts parents may elect not to participate. Parents also have direct access to an on-site Parent Center. BRIDGES Charter School has an onsite Extensions Child-Care Center.

• **Extensions Program Purpose and Description**  
  *Our goal is to serve parents who need child care - after school and during the day to facilitate classroom volunteering. Our mission is to extend the whole child learning experience throughout the whole day.*

BRIDGES’ Extensions is a self-sustaining, fee-for-service child care program serving Bridges families. The program provides child care for two specific populations:

• **after-school care for school-age children enrolled at Bridges, and**

• **temporary care for pre-school age children of Bridges parents while the parent is present on campus volunteering.**

• **We support and facilitate the social, emotional, intellectual, and physical development of all the children who participate.** Our caring and qualified staff provides a safe, nurturing, on-site environment that is designed to help all children feel successful. We create a variety of stimulating developmental activities for children so they can explore their interests at their own pace. The students have choices for free play, structured activities and opportunities for individual expression. Students may choose to participate in arts and craft projects, physical development activities, music and movement, and games of all types. Homework support is also provided. Multi-age interactions enrich the learning environment and promote positive relationships across age ranges.
Our program emphasizes student development with a sense of personal competence and interpersonal skills, including conflict resolution and group cooperation. We support children in developing skills to make good choices, play safely, build self-esteem, and to become independent learners.

- **A Homeschool Program.** Many homeschool families share the Whole Child philosophy and we have expanded this effective educational approach through a Homeschool Program. Homeschool families who enroll in this component have access to our campus, resources, and an on-site educator who manages and supports their goals. Homeschool parents are also encouraged to participate in BRIDGES Charter School’s community through ongoing parent education opportunities.

- **Flexibility in Scheduling.** BRIDGES Charter School has allocated additional support opportunities for students to:
  - Complete independent work after school and on-site, receiving assistance in understanding and completing projects to be known as “Indie Time”. Indie Time is an afterschool offering where students are given time afterschool to work independently with assistance from teachers. This is not mandated.
  - Teachers integrate physical movements into lessons creating a healthy balance in enhancing brain development.
  - Attend to and develop areas of interest and creativity, inspiring innovation and brain development.
  - Engage in socially responsible and proactive collaboration activities, developing stronger relationships and strengthening community: the context of all learning.

- **A Focus on Sustainability and Health.** BRIDGES Charter School advocates responsibility to our community and ourselves:
  - Healthy eating habits are supported.
  - Environmental education and stewardship will prepare students for success in the green economy of the future.

In addition, BRIDGES Charter School has set the following Charter School design goals that are aligned with the seven statutory purposes for the Charter School as defined by Education Code 47601 and are designed to enable pupils to become creative, self-motivated, competent, lifelong learners:

1. Encourage the use of varied and innovative teaching methods, through the promotion of meaning and relevance in an integrated curriculum. This includes mastery learning through the review of concepts as needed, providing accelerated lesson as needed, valuing peer teaching and collaboration, and connecting what is learned to the world around use.

2. Create responsible citizens in our democracy by encouraging and facilitating daily interaction with the community via project based learning, collaboration, and community outreach, environmental stewardship sustainability, which are interpersonal and physical. By learning how to interact in meaningful and authentic ways, students will gain greater confidence to think independently and act proactively.

3. Improve student learning through small group instruction, achieved by active parent participation in the classroom. Parent effectiveness is enhanced via ongoing parent education and the availability of an onsite parent resource room. Parents are asked to support (and impart) BRIDGES Charter School educational philosophy at home as well as in the classroom.
4) Utilize comprehensive, varied authentic assessments, which will be developed to meet a variety of needs: student centered (portfolio-based and student-directed), collaboration on educational goals, mastery learning, and standard assessments.

5) Provide new professional opportunities and responsibilities for educators, which include providing for creative freedom support, progressive group discussion, and ongoing professional development. This forum of united and inspired educators will seek partnerships with other schools and universities that promote a progressive child-centered approach.

6) Provide an alternative setting that is as competitive academically as our neighborhood schools.

7) Expand educational choices for parents and students within the public school system in order to improve student achievement.

BRIDGES Charter School Accomplishments

Seven specific goals are identified for charter schools in the Legislative intent of the Charter Schools Act. Each of these goals is highlighted on the following pages. The accomplishments of BRIDGES Charter School to the present are listed under each goal.

1. Improve pupil learning:
   - Consistent school-wide emphasis on state standards and alignment of all resources are reflected by the following:
     o Curriculum that is based on the California Common Core State Standards.
     o Instructional practices based on research and which are continuously refined.
     o Assessment practices that utilize research-based evaluation.
     o Grading procedures aligned to standards.
     o Instructional strategies based on research and consistently implemented across all grade levels.
     o Professional development activities determined by results of student assessment and aligned to BRIDGES Charter School’s mission.
   
   - Expanded technology tools are available for both students and teachers:
     o Over 110 computers networked throughout BRIDGES Charter School campus provide daily access to Internet-based software applications as well as other relevant, standards-aligned programs.
     o Laptop computers on loan to all BRIDGES Charter School teachers dock at custom-made workstations in every classroom for access to BRIDGES Charter School’s DS3 line.
     o All teachers can connect to a video projection unit that projects the teacher’s laptop, document camera, DVD or VCR player projected.

   - Greater consistency in science, art and music instruction with a focus on Common Core State Standards. Students are held to high standards as reflected by consistent, clearly articulated school-wide expectations:
     o Student Handbook, Technology Code of Ethics, Textbook Contract and Student Responsibility Code are components of the Homeschool Contract (and have been developed and are revised yearly or as needed)
     o Regular communication with parents by BRIDGES Charter School staff:
- Parent Orientation meetings conducted at the beginning of every school year for all grade levels.
- Annual parent conferences to review student progress.
- Standards-based progress reports.
- Quarterly progress reports to report student progress toward mastery of standards.
- Weekly Parent Newsletter written by the Director to communicate current school events, progress, activities and State and Federal events that impact BRIDGES Charter School.

- Increased the level of parent participation and enhancing parenting skills to nurture and support student achievement continue to be emphasized:
  - Parent education classes in BRIDGES Charter School parent resource room.
  - Partnerships with local community agencies.
- Increased articulation within grade level teams and across grade levels:
  - Grade level meetings are scheduled during the regular day while students participate in an enrichment / specialist program planned by teachers, supervised by administrators and implemented by paraprofessionals.
  - Grade level peer mentorship with teachers doing peer observations in classrooms.

2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving:

- Class size maintained at an average of twenty-four in grade 3rd; and average of twenty-eight in 4th and 5th grades.
- Intervention programs: Provided by teachers during school, after school or as needed.
- Visual and Performing Arts Program:
  - Visual Arts:
  - A Visual Arts Specialist
  - Music Program-Uses the releasing creativity that extends far beyond the music Classroom, Carl Orff and Gunild Keetman conceived an approach to building musicianship in every learner through the integration of music, movement, speech, and drama.
    - Music classrooms, children begin with what they do instinctively: play! Imitation, experimentation, life-long musicians and creative problem solvers. The Orff approach to teaching is a model for optimal learning in 21st Century classrooms
    - Use of music and movement pedagogy contributes to development of the individual far beyond specific skills and understandings in the arts. These skills and procedures have a wider application and value in several areas:
      - Intellectual: The critical-thinking and problem-solving tasks involved in Orff Schulwerk call upon both linear and intuitive intellectual capacities. The carrying out of creative ideas calls upon organizational abilities as well as artistic knowledge and skill.
      - Social: Orff Schulwerk is a group model, requiring the cooperative interaction of everyone involved, including the instructor. It is important that artistic development occurs within a satisfying and supportive human environment. Tolerance,
helpfulness, patience, and other cooperative attitudes must be cultivated consciously. The ensemble setting requires sensitivity to the total group and awareness of the role of each individual within it. Problem solving, improvisation, and the group composing process provide opportunities for developing leadership.

- **Emotional:** The artistic media involved—music and movement—provide the individual with avenues for non-verbal expression of emotions. The exploratory and improvisatory activities can provide a focus for emotions, a means for release of tension and frustration, and a vehicle for the enhancement of self-esteem.
- **Aesthetic:** As knowledge of and skills in music and movement grow, students will have opportunities to develop standards of what is considered “good” within the styles being explored.

3. **Encourage the use of different and innovative teaching methods:**

- All computers connected for Internet access.
- **BRIDGES Charter School’s** web site is maintained.
- At **BRIDGES Charter School** teachers have designed their own websites, which are linked to www.bridgescharter.org. Students and parents receive homework and school updates through these sites.

4. **Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:**

- Teachers participate in local, state and national conferences, workshops and seminars.
- All teachers are members of one of four teacher committees: Curriculum, Budget, Facilities, and School Site Council.
- Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system. Student achievement data provides additional insight into teacher effectiveness and is utilized as one component within the revised teacher evaluation process.

5. **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:**

- Parent Orientation Meetings are held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students:
  - Available Common Core State Standards brochures created (English and Spanish by CDE) which outline Common Core State Standards in language arts, mathematics, English Language Development and NGSS and history/social science standards.
  - The Homeschool Contract clearly delineates the responsibilities of the home and the responsibilities of **BRIDGES Charter School**.
- Parent education opportunities through **BRIDGES Charter School**.
- The Parent Advisory Council (PAC) holds evening meetings every first Monday of the month during the school year.
6. Hold BRIDGES Charter School accountable for meeting measurable student outcomes, and provide BRIDGES Charter School with a method to change from rule-based to performance-based accountability systems:

- Met API target each year.
- Received full six-year Western Association of Schools and Colleges (WASC) accreditation

7. Provide an alternative setting that is as competitive academically as our neighborhood schools.

- BRIDGES Charter School continues to attract a large number of students from the local area.

Commitment

Members of BRIDGES Charter School community have continued their active involvement in city, state and community groups, agencies and foundations that have common goals for the reform and improvement of education and the improvement of our city and communities. BRIDGES Charter School personnel continue to share best practices and collaborate for the good of all children. BRIDGES Charter School personnel continue to share their experience with developers and existing schools to insure the continuance of quality charter schools.

Summary of 2013/14 Completed Goals

- Instruction
  - Completed and submitted approved Local Control and Accountability Plan (LCAP) to Ventura County of Education and California Department of Education by June, 2014.
  - All grade levels agreed on goals for implementation with the LCAP.
  - Third (3rd) grade piloted a common formative assessment from Let’s Go Learn.
  - Coordinated professional development opportunities for all staff members ranging from common core implementation to specific curriculum development.
  - Coordinated budgets that supported staff attending workshops and trainings directly tied to the common core standards.
  - Updated report cards K-8 to reflect new common core standards. Worked with Ventura County of Education to successfully put forth through eighth (4th-8th) grades online through Parent Connect. Parents can view their child’s grades online through this system.

- Technology
  - Updated the Technology Plan to be presented to the board by January, 2014. Plan was sent to and approved by Ventura County of Education and the California Department of Education by April 2014.
  - Updated network and built in a secure content filter. Ensure all materials are translated into Spanish.
  - Provided an assessment on the network infrastructure.
  - Began the redevelopment of the school website to better market and position our school to a larger community. Still under construction.
  - Purchase of two computer mobile lab carts each containing 31 laptop computers. Includes warranty.
- Purchase of four interactive white boards with support from Parent Advisory Council for 4-8 grade classrooms.

- Funding and Facilities
  - Updated the plan for implementing the adopted budget and monitor budget expenditures, reporting to the Board on a quarterly basis.
  - Submitted a positive budget to Ventura County of Education for the year. Ended the year with an increase of 4% in our reserves, now resulting in over $400,000 in reserves for BRIDGES Charter School.
  - Align expenditures to identified focus areas as identified through strategic planning process. LCAP was approved with our current budget proposed for next year.
  - Arranged usage of additional classroom for next year via Prop 39 agreement with Conejo Valley Unified School District (CVUSD or the District). Also met with CVUSD for potential growth plan.
  - Updated our Comprehensive School Safety Plan.

- Personnel
  - Updated observational and evaluation procedures for all employees on BRIDGES Charter School campus. This included usage of Learning Director doing formal observations for classified employees and Director doing certificated.
  - Continued to develop hiring practices and procedures.
  - Continued to develop job descriptions for all positions within BRIDGES Charter School.
  - Developed and implemented a professional development plan to enhance the educational knowledge in the areas of; Whole Child Education, Common Core State Standards, NEXT Generation and Appendices implementation and alignment to Smarter Balance and other assessment development.

- Communication and Culture
  - National researcher, Dr. Nancy Markowitz from San Jose State, presented her findings on the development of a Whole Child to present staff prior to the school year.
  - Developed weekly bulletin for staff to share out weekly messages. By January, started to send that bulletin to board members as well.
  - Over the course of the year, held two board study sessions to gather input regarding development of LCAP.
  - In the Fall of 2013, held two parent strategic planning sessions to gain input on potential ideas of charter reauthorization.
  - Continued to send out weekly news bulletin to parents containing weekly information.

- CORE Academy
  - Worked with middle school teachers to increase rigor of the upper grades (4th through 8th) and implementation of CORE academic expectations for middle school.
  - Significantly lowered discipline issues within the middle school
  - Added variety of relevant electives that students requested such as robotics, Spanish and advanced math.
Proposed Goals for 2014-2015

- **Instruction:** Utilize student achievement data and evidence to assess student progress and design appropriate instruction and interventions. Continue to refine school-wide achievement expectations for each grade and define related benchmarks / assessment tools / portfolios that reflect individual student growth. Provide staff development tied to expected outcomes. Implement student conduct expectations in keeping with Whole Child philosophy and in collaboration with parents. Update the School-wide Action Plan, reviewed annually, to contain our academic and instructional goals. Develop assessment tools to measure the effectiveness of the Whole Child philosophy and support within the classroom. Continue to monitor increased rigor of the upper grades (4-8) and implementation of the CORE mission and vision, along with academic expectations for middle school students. Align with Common Core State Standards and fully prepare students for high school, college and career readiness.

- **Technology:** Continue to provide professional development to train teachers to expand their current levels of expertise in applying technology to learning, specifically in the area of interactive technology, to enhance student engagement. Support teachers in utilizing the regular tracking and analyzing of student achievement. Maintain network and work to update the infrastructure to support Smarter Balanced Assessment. Renovate our school website to reflect up-to-date information, and provide a user-friendly environment for current and prospective families. Update the Technology Plan to explore funding sources for maintenance, replacement and expansion of equipment and software.

- **Funding and Facilities:** Continue to monitor budget expenditures. Explore options for securing additional funding through grants, fund-raising, and other sources. Align expenditures to focus areas as identified through strategic planning process. Implement grants with school-community input and coordinate with CVUSD. Monitor Prop 39 agreement and communicate with CVUSD for potential growth plan.

- **Charter, Communications, Culture:** Uphold commitment to charter tenets, especially in the area of Whole Child education. Report on successes and improvement areas to school community. Develop a parent education program focused on Whole Child education to be presented throughout the year. Integrate homeschool students more effectively with site-based population. Promote respectful, inclusive communication strategies and teamwork throughout the school community. Continue to build consensus with stakeholders about roles, rights and responsibilities of students, parents, staff and Board, and articulate in written form. Deepen strategies to keep parents involved at the upper grade level.

- **CORE Academy:** Align vertical philosophy with regards to practice work and homework practices. Align high school transition with that of feeder high schools, including counselor presentations from all high school options. Development of an organized student government. Expand on rigorous course offerings specifically with elective classes.

**BRIDGES Charter School Design Goals**

The following **BRIDGES Charter School** design goals are aligned with the seven statutory purposes for the Charter School as defined by Education Code 47601 and are designed to enable pupils to become creative, self-motivated, competent, lifelong learners:
1. Encourage the use of varied and innovative teaching methods, through the promotion of meaning and relevance in an integrated curriculum. This includes mastery learning through the review of concepts as needed, providing accelerated lesson as needed, valuing peer teaching and collaboration, and connecting what is learned to the world around use.

2. Create responsible citizens in our democracy by encouraging and facilitating daily interaction with the community via project based learning, collaboration, community outreach, environmental stewardship sustainability, which are interpersonal and physical. By learning how to interact in meaningful and authentic ways, students will gain greater confidence to think independently and act proactively.

3. Improve student learning through small group instruction, achieve by active parent participation in the classroom. Parent effectiveness will be enhanced via ongoing parent education and the availability of on onsite parent resource room. Parents will be asked to support (and impart) BRIDGES Charter School educational philosophy at home as well as in the classroom.

4. Utilize comprehensive, varied authentic assessments, which will be developed to meet a variety of needs: student centered (portfolio-based and student-directed), collaboration on educational goals, mastery learning, and standard assessments.

5. Provide new professional opportunities and responsibilities for educators, which include providing for creative freedom support, progressive group discussion, and ongoing professional development. This forum of united and inspired educators will seek partnerships with other schools and universities that promote a progressive child-centered approach.

6. Provide an alternative setting that is as competitive academically as our neighborhood schools.

7. Expand educational choices for parents and students within the public school system in order to improve student achievement.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

(1) Attained its API growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.

(4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools
in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The following shall serve as documentation confirming that BRIDGES Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (CDE DataQuest Reports, 2010-2014):

- **BRIDGES Charter School** has attained its API growth target in the last three years, both school wide and for all groups of pupils served by the charter school, exceeding the requirement of Education Code Section 47607(b)(1).

- **BRIDGES Charter School** has achieved a statewide API rank of 7 in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

Over the prior charter term, **BRIDGES Charter School** had the following API scores:

<table>
<thead>
<tr>
<th>Year</th>
<th>API Statewide Ranking</th>
<th>API Similar Schools Ranking</th>
<th>API Growth Scores</th>
<th>API Growth Target (Actual Growth)</th>
<th>Met School Growth Target?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>1</td>
<td>850</td>
<td>A (+6)</td>
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</tr>
<tr>
<td>2011-2012</td>
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<td>2</td>
<td>842</td>
<td>A (-1)</td>
<td>Yes</td>
</tr>
<tr>
<td>2010-2011</td>
<td>N/A</td>
<td>N/A</td>
<td>844</td>
<td>B</td>
<td>N/A</td>
</tr>
</tbody>
</table>

“**A**” means the school or student groups scored at or above the statewide performance target of 800.

“**B**” means the school did not have a valid Base API and will not have any growth or target information.

(Source: CDE DataQuest, accessed November 5, 2014.)

Note on 2013-14 and 2014-15 Testing Data
Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision. (Source: CDE Information Guide, Status of the Academic Performance Index and 3-Year Average, May 2014, available at: http://www.cde.ca.gov/ta/ac/ap/.)

Analysis of Charter Renewal Criteria – Schoolwide

BRIDGES Charter School’s API growth scores have exceeded the statewide performance target of 800 in the last three years; in 2013, the API growth score was 850, and the Weighted 3-Year Average API was 846. Therefore, BRIDGES Charter School has scored high enough that the school has not been assigned a growth target for the last three years and is noted to have met its growth target for each year. Moreover, for the last three years, BRIDGES Charter School has had a statewide API rank of 7. Therefore, BRIDGES Charter School has exceeded the charter renewal standards of Education Code Section 47607(b) and should be granted a five-year charter renewal term pursuant to Education Code Section 47607(a)(1).
Element 1: Educational Philosophy and Program

A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code § 47605 (b)(5)(A)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Cal. Ed. Code § 47605(b)(5)(A)(ii).

1.1 Our Vision 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.

CORE Academy at BRIDGES Charter School

- **Creative**- We honor the individual and unique qualities each student brings to our creative and active learning environment. The process of learning through discovery allows for challenge and the building of essential questions to construct understanding through real world thinking and creating.
- **Character**- Students develop personal responsibility, rooted in a sense of trust and honesty in a learning environment that fosters mutual respect among peers and teachers.
- **Organic**- We recognize and nurture intrinsic motivation in the learning process. Each student’s unique learning style, interests, and talents are valued in our holistic, real-world learning environment.
- **Rigor**- Students are progressing in their preparation for high school as self-motivated and reflective learners. Teaching and learning progresses as we all evaluate and reflect for personal growth and evolution in academics.
- **Respect**- We are all life-long learners and part of a community that aims to support everyone in all the ways we grow. We honor adolescent development in social, emotional, and academic areas.
- **Excellence**- Through rigorous engagement and learning extended beyond the classroom, we can achieve deep and purposeful knowledge as citizens of the world.
CORE Academy's Mission Statement

The CORE Academy at Bridges seeks to build character and ignite passion for inquiry, inspiring students to become intrinsically motivated while enthusiastically engaging in their education. The CORE Academy, where students live their whole education.

CORE Academy's Vision

- Learning is an active, joyful process of discovery, where students are challenged to use both a disciplined and creative approach, and construct meaning with the guidance of passionate and inspiring teachers.
- Academic excellence is demonstrated by depth of conceptual understanding and achieved through rigorous engagement, comprehensive assessment and thoughtful self-evaluation.
- A focus on project-based learning promotes meaningful scholarship while fostering opportunities of collaboration, freedom of choice, shared responsibility, and self-governance.
- Attention to cultural themes contributes positively to community, while also bringing students into meaningful communication, conflict resolution, and shared leadership.

1.2 Whom Will the School Educate

BRIDGES Charter School has attracted and appealed to K-8 students and families who desire a community-based, nurturing, integrated, and balanced Whole Child focused learning environment. We will continue to strive to effectively support the needs of a wide range of learning styles, interests, and abilities. BRIDGES Charter School is a dynamic, welcoming, and committed community where knowledge, innovation, and individual creativity are honored and celebrated.

The Table below indicates the full capacity of 394 students in BRIDGES Charter School and 69 Homeschool students. As shown on the Table below, BRIDGES Charter School is comparative to the CVUSD student population (where the Charter School is located), which is nearly 73% Caucasian, 20% Hispanic, 1% Asian, 1% African American, and 5% other. In order to achieve and maintain a racial and ethnic balance of students that is reflective of the general population of CVUSD, BRIDGES Charter School's recruiting effort will include flyers, media outreach, presentations and preschools and community-based agencies, and public information meetings. Information brochures are printed in both English and Spanish, and efforts will be made to provide bilingual services, if needed, as informational meetings. BRIDGES Charter School will continue schedule dates, times and locations of Parent Informational Nights (PIN), that all interested families are able to attend.

The chart below reflects the Adequate Progressive Index for BRIDGES Charter School’s past three (3) years. There has been consistent growth from 2011 to 2012, with 47 additional students, and a 26 student increase in 2013. The number of Hispanic or Latino students reflects a growth of 32 from 2011-2012, and an increase of 12 students in 2013. The number of White students also increased from 109 to 150 in 2011-2012, and a 17 student increase was realized in 2013. An overall Academic Performance Index (API) of 846 weighted 3-year averages was realized.

Table 1.1 Adequate Progressive Index
<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Students Included in 2011 Growth API</th>
<th>Number of Students Included in 2012 Growth API</th>
<th>Number of Students Included in 2013 Growth API</th>
<th>Non-Weighted 3-Year Average API*</th>
<th>Weighted 3-Year Average API*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>156</td>
<td>844</td>
<td>203</td>
<td>842</td>
<td>229</td>
</tr>
<tr>
<td>Black or African American</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>26</td>
<td>821</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td>2</td>
<td>34</td>
<td>760</td>
<td>46</td>
<td>826</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>109</td>
<td>874</td>
<td>150</td>
<td>867</td>
<td>167</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>15</td>
<td>738</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>10</td>
<td>32</td>
<td>854</td>
<td>29</td>
<td>839</td>
</tr>
<tr>
<td>English Learners</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>3</td>
<td>11</td>
<td>672</td>
<td>39</td>
<td>785</td>
</tr>
</tbody>
</table>

* (California Department of Education, 2014)

1.3 Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

**BRIDGES Charter School** acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan or LCAP update, as appropriate, to the Ventura County Office of Education on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, the Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. The Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e). Please find the Charter School’s goals, actions, and outcomes in and aligned to the State Priorities, in Element 3 of this charter.
1.4 Academic Calendar and Schedules

BRIDGES Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Ed. Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

General Daily School Schedules

Gates to campus open at 7:50 for active play

The Daily Schedule for BRIDGES Charter School will be:

Table 1.2 Daily Schedules

<table>
<thead>
<tr>
<th>Daily Schedule: Kindergarten</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-9:50 Instructional Block 1</td>
<td>9:50-10:20 Healthy Snack &amp; Active Play</td>
<td></td>
</tr>
<tr>
<td>10:20-12:20 Instructional Block 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20</td>
<td>Dismissal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily Schedule: Grades 1-3 Grades 1-3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Day Schedule &amp; Fridays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20-9:40 Instructional Block 1</td>
<td>9:40-10:00 Active Play</td>
<td></td>
</tr>
<tr>
<td>8:20-9:40 Instructional Block 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00 Instructional Block 2</td>
<td>9:40-10:00 Active Play</td>
<td></td>
</tr>
<tr>
<td>11:00-11:35 Lunch</td>
<td>10:00-11:15 Instructional Block 2</td>
<td></td>
</tr>
<tr>
<td>11:35-1:00 Instructional Block 3</td>
<td>11:15-11:50 Lunch</td>
<td></td>
</tr>
<tr>
<td>1:00-1:20 Active Play</td>
<td>11:50-1:30 Instructional Block 3</td>
<td></td>
</tr>
<tr>
<td>1:20-2:30 Instructional Block 4</td>
<td>1:30 Dismissal</td>
<td></td>
</tr>
<tr>
<td>2:30 Dismissal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Daily Schedule: Grades 4-5 Grades 4-5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Day Schedule &amp; Fridays</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:20-8:48 Homeroom</td>
<td>8:20-8:30 Homeroom</td>
<td></td>
</tr>
<tr>
<td>8:48-9:53 Instructional Block 1</td>
<td>8:30-9:40 Instructional Block 1</td>
<td></td>
</tr>
<tr>
<td>9:53-10:10 Active Play</td>
<td>9:40-10:00 Active Play</td>
<td></td>
</tr>
<tr>
<td>10:10-11:30 Instructional Block 2</td>
<td>10:00-10:50 Instructional Block 2</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00 LUNCH</td>
<td>10:50-11:45 Instructional Block 3</td>
<td></td>
</tr>
<tr>
<td>12:00-1:25 Instructional Block 3</td>
<td>11:45-12:15 LUNCH</td>
<td></td>
</tr>
<tr>
<td>1:25-1:45 Active Play</td>
<td>12:15-1:30 Instructional Block 4</td>
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</tbody>
</table>
### Daily Schedule: Grades 6-8

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-8:30</td>
<td>Homeroom</td>
<td>8:20-9:20</td>
<td>Homeroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-8:33</td>
<td>Passing</td>
<td>9:20-9:23</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:33-9:53</td>
<td>1st Block</td>
<td>9:23-10:23</td>
<td>1st Block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:07-10:10</td>
<td>Passing</td>
<td>10:43-10:46</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10-11:30</td>
<td>2nd Block</td>
<td>10:46-11:45</td>
<td>2nd Block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>LUNCH</td>
<td>11:45-12:15</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-12:03</td>
<td>Passing</td>
<td>12:15-12:18</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:03-1:23</td>
<td>3rd Block</td>
<td>12:18-1:30</td>
<td>3rd Block</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:23-1:26</td>
<td>Passing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:26-2:11</td>
<td>Elective/PE Block</td>
<td>2:11-2:14</td>
<td>Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:14-3:00</td>
<td>Elective/PE Block</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Parent Conference Week** – October 6th-10th – All students released at 12:20pm.

**Last week of school** – June 15th – 16th – Minimum Day Schedule

**Last day of school** – June 17th – All students release at 12:20pm.
Table 1.3: Projected Enrollment and Staffing Needs

Enrollment Projections (Classroom-based program only):

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>K-3</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>4-6</th>
<th>7th</th>
<th>8th</th>
<th>7-8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Est. Classroom</td>
<td>44</td>
<td>44</td>
<td>48</td>
<td>34</td>
<td>173</td>
<td>49</td>
<td>42</td>
<td>30</td>
<td>121</td>
<td>30</td>
<td>26</td>
<td>56</td>
<td>350</td>
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<tr>
<td>2015-16 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>53</td>
<td>179</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>133</td>
<td>30</td>
<td>30</td>
<td>60</td>
<td>372</td>
</tr>
<tr>
<td>2016-17 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>168</td>
<td>58</td>
<td>58</td>
<td>49</td>
<td>165</td>
<td>45</td>
<td>30</td>
<td>75</td>
<td>408</td>
</tr>
<tr>
<td>2017-18 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>168</td>
<td>42</td>
<td>58</td>
<td>58</td>
<td>158</td>
<td>49</td>
<td>45</td>
<td>94</td>
<td>420</td>
</tr>
<tr>
<td>2018-19 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>168</td>
<td>42</td>
<td>42</td>
<td>58</td>
<td>142</td>
<td>49</td>
<td>45</td>
<td>107</td>
<td>417</td>
</tr>
<tr>
<td>2019-20 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>168</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>126</td>
<td>45</td>
<td>45</td>
<td>116</td>
<td>410</td>
</tr>
<tr>
<td>2020-21 Est. Classroom</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>168</td>
<td>42</td>
<td>42</td>
<td>42</td>
<td>126</td>
<td>42</td>
<td>58</td>
<td>100</td>
<td>394</td>
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</tbody>
</table>

Homeschool Study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>First</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Second</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Third</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Fourth</td>
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<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Fifth</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>Sixth</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Seventh</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Eighth</td>
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<td>1</td>
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<tr>
<td>Homeschool Teacher</td>
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<tr>
<td>SPED</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total Teachers</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Possible additional teaching staff (certificated or non-certificated)

- Special Education/Resource Teacher
- Special Education Para-Professional
- Physical Education Instruction
- Music and Chorus Specialist
- Art Specialist
- Foreign Language Specialist
- Library Specialist
- School Psychologist
- Speech Therapist

1.5 Educational Philosophy (How Learning Best Occurs)

**BRIDGES Charter School** is committed to providing a high quality, effective, and California Common Core State Standards-based program through the education of the Whole Child, whereby the cognitive, social, emotional and physical aspects of individual students are addressed.

**BRIDGES Charter School** philosophy is aligned with the philosophy of the Whole Child. As educators, parents, and student 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 Common Core State Standards aligned 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. Research supports that children learn best, and will be most motivated, in a nurturing, safe, and supportive environment, where their curiosities and talents are respected. Interpersonal relationships amongst classroom and community members cannot be understated. It is through these positive, collaborative and respectful interactions that learning best occurs. Using the concept of the Whole Teacher Palmer writes, “Good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Good teaching takes myriad forms but good teachers share one trait: they are authentically present in the classroom, in community with their students and their subject. They possess “a capacity for connectedness” and are able to weave a complex web of connections between themselves, their subjects, and their students, helping their students weave a world for themselves” (Palmer, 2007).

The school day offers students opportunities to engage in, and learn from everyday experiences. The exploration of relevant and sometimes challenging social issues and circumstances provides practice in conflict resolution and creates a participatory school community. Studies support that when children are active participants in their own learning, it becomes more relevant. Making learning relevant to the world around us is vital, as is providing a context-driven curriculum. 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 work toward gaining confidence in community participation, socially responsible, and independent life-long learner.
The educational design of BRIDGES Charter School has its basis in the theory of constructivism (Piaget, 1951), 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. (Piaget, 1951)

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are engaged by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate with other students, as well as their teachers. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set achievement goals and celebrate accomplishments.

Learning must both reflect students’ lives and expand their understanding to encompass a global perspective. Schools must provide opportunities for students to develop personal responsibility, self-management of their own learning, and practice democratic principles. They must celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of acceptance and respect. These concepts are the foundation of BRIDGES Charter School.

During this educational process and experience, students practice effective oral and written self-expression, critical thinking and problem solving, and learning personal responsibility. They 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 develop powerful reasoning, negotiating, and creative-thinking skills. Students 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 it is in cross-age, 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. Since 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 lower, where parent partnerships provide for consistent parent participation in the classroom. We also believe that a successful student is one who emerges from a balanced curriculum, which identifies an individual who has confidence and competence not only academically, but also socially and emotionally.

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 content of their learning; and where a nurturing educational environment is provided so that each student reaches his or her potential as a respected individual.
1.6 BRIDGES Charter School’s Guiding Principles

BRIDGES Charter School students believes any child can benefit from the type of nurturing environment that our school offers, the following traits can foster school success:

- Students take responsibility for their learning, or strive to do so.
- Students are self-motivated, independent learners, or strive to be.
- Students proactively taking responsibility for their actions and interactions.
- Students are flexible in making transitions from one class or grouping to another.
- Students work well in a stimulating, collaborative and active environment.
- Students are accepting of directions and of adult/peer guidance.

Gifted and Talented Education (“GATE”) students (or accelerated learners) will benefit from a curriculum and a structure that allows for differentiated instruction, values, student engagement and student choice, which varies depending on the needs of the learner. The focus of BRIDGES Charter School on emotional and social needs provides a well-balanced approach to educating the gifted learner. Projects, collaboration, and small groups facilitated by teachers and parents, and a rich opportunity to learn effective communication and collaboration skills, motivates the accelerated learner to challenge him or herself more effectively and authentically. BRIDGES Charter School’s dedication to social and emotional development enhances the learning of the gifted student (Goleman, 1995).

Student educational interests are targeted to areas of Project-based and technology integration (in all core subjects, including Mathematics and Science). Our Project-based and technology integration program uses a blended instructional model using teacher direct instruction, independent learning, flipped classroom, and technologies enhanced learning. This learning model is used to support hands-on, real-world relevant integrated curriculum to support our students as they join our workforce and continue to prepare for the 21st century, thus preparing students for college and career-readiness.

This educational approach includes the following:

- Safety-Creating an environment where students have a safe environment. A safe environment that is not only safe physically, but an environment where the student feels safe to learn.
- Access to Instructional Curriculum that meets the challenges of completing high school and college readiness, which integrates Common Core State Standards.
- Credentialled teachers support all students.
- Technology- this includes assisted learning and enhanced learning opportunities with a technology component. Students have access to technology to support their academic achievement and access to research.

Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building prior knowledge, and connecting learning to students’ lives.
Among the key components are BRIDGES Guiding Principles:

1. Children learn best when they engage in activities that are interesting, interactive, and relevant, and when the teacher, the parents and the child all understand what a student’s learning style is. Personal understanding of a child’s strengths, weaknesses, needs, and concerns allows educators to present material in a meaningful manner. This knowledge, coupled with sufficient time for in-depth exploration, allows students to develop and gain a deeper understanding in their learning.

2. Teachers and parents are partners in education. Teachers and parents each have a different sphere of influence with respect to the children. Consequently, they must work together to educate the Whole Child, in order to help him or her reach their full potential academically, socially, and emotionally.

3. A child’s natural desire to learn is to be preserved and developed. Without genuine understanding, learning is often rote and quickly forgotten. Although children’s interests are varied and often transitory, they are always the best vehicles by which to catch and keep attention on a topic.

4. Creative and critical thought must be nurtured and actively developed. Creativity is often enhanced through active and unstructured plan and exploration, which leads to problem-solving and critical thinking. The ability to synthesize creative ideas is one of the most profound goals of any education.

5. Every child deserves a solid foundation of basic knowledge. Creative and critical thought is best served by a wealth of knowledge upon which to work. Each child should be encouraged and supported to take in as much knowledge as he/she can comprehend.

6. An integrated curriculum provides more meaning and relevance. Whenever possible, the interrelationship between concepts and topics must be highlighted and explored. Practice and skill-building activities are put into a context that has some meaning on a larger scale.

7. Completing a task well fosters self-esteem. Preserving a joy of learning is compatible with teaching self-discipline in learning, including the learning from mistakes. An expectation of accomplishment helps children develop and maintain a greater respect for their own abilities.

8. A sense of community aids development immeasurably. When children feel secure and cared for in their surroundings, they become better able to develop social and academic skills. Fear of failure is one of the greatest barriers to enjoying school activities. Acceptance as a person first, and as a student second, clears the way for less stress and more enjoyment in learning and interaction with others.

9. Communication is essential. Frequent in-depth communication between teacher, parent, and child is essential, as students need guidance to make responsible choices in their learning. BRIDGES Charter School will attract a diversity of passions and opinions. Clear communication that focuses on the issue at hand greatly facilitates the process of consensus and resolution.

10. All members of the community must support the philosophy to the best of their ability, both at school and at home, in order for BRIDGES Charter School and students to thrive. This includes a commitment to promoting, sustainability, environmentally conscious and healthy habits, and the nurturing of conflict resolution skills.
1.7 Research-based Pedagogical Strategies that Guide our Philosophy

Our philosophical beliefs are derived from, but not limited to, a variety of educational and behavioral researchers. While we may or may not endorse the educational and behavioral philosophy of the following researchers in full, **BRIDGES Charter School’s** educational philosophy is guided by the following *key tenets*, and each is followed by a strategy we use:

- Fostering positive interpersonal relationships is essential to developing independence and confidence. To this end, “emotional intelligence” (EQ) is a stronger indicator of human success and confidence than IQ. The development of character qualities that develop one’s emotional intelligence is paramount to Whole Child education. Emotionally intelligent children are better able to learn academically (Goleman, 1995).

- The ability to communicate compassionately and empathetically with others is fundamental in building respectful, long-lasting relationships and is fundamental to successful integration into society at large. The practice of conflict resolution or compassionate communication) is a necessary skill and is an integral element of **BRIDGES Charter School**. We teach and practice conflict resolution skills. Circle, is our forum for conflict resolution and mediated communication. As teachers, we model these skills for our students; parents further develop their conflict resolution ability through ongoing parent education (Rosenberg, 2003).

- The student must learn interactively and is not a vessel to be filled with facts. Children need opportunities to explore, manipulate, experiment, question, and seek answers, and the teacher must have confidence in the child’s ability to do so. In constructivist learning, intelligence grows through the twin processes of assimilation and accommodation, whereby children build upon their experiential understanding of events, materials, and subject matter. Therefore, we will build upon what children already know, and provide many opportunities for children to actively engage in their learning (Piaget, 1929, 1951).

- Social interactions make up our culture, and our culture shapes our cognition. Within the socio-cultural perspective is the idea of scaffolding, whereby the learner is provided clues and hints in order to solve problems and that, given appropriate help, the child can perform challenging tasks. Guided discovery in the classroom involves the teacher posing intriguing questions, offering feedback, and providing opportunities for students to learn and master the necessary tools they need to be successful. This socio-cultural model promotes multi-age groupings and peer teaching so that students themselves offer the dialogues and scaffolding needed to better understand the material (Vygotsky, 1978).

- Art, music, invention and play are necessary components to education. The brain must be fully stimulated through the mastery of six “high-concept, high-touch” abilities essential to professional success and personal fulfillment: design, story, symphony, empathy, play and meaning. We honor and promote the attention to a child’s ability and desire to be creative and exploratory, and provide environments most conducive for optimal brain development (Pink, 2005).

- Diverse learners must be provided with diverging pathways that lead to their success. Thus our curriculum maintains rigorous standards while permitting innovation and creativity in curriculum choices, and maintains the flexibility to allow highly specialized minds to prepare for a productive adulthood. In addition, our assessments take into consideration the premise that different minds can show what they know in different ways. We reject the traditional paradigms that focus on exposing and fixing a student’s deficits, while neglecting the student’s latent or blatant talents.
Differentiation within clusters can provide the extra scaffolding needed for optimal understanding of a subject, via the support of peers and adults. We will focus on a differentiated model rather than on an individualized model when preparing for the needs of our students. Differentiation in our classrooms facilitates the understanding of ideas and the application of skills so that students develop frameworks of meaning, which allow them to retain and transfer what they study. We find “zones” in which students cluster, so that on any particular day, we may offer several routes to a goal—instead of 30 routes, as an “individualized” model would suggest (an individualized model being one in which it is expected that every child has his or her specific needs met) (Tomlin, 2002).

The avoidance of humiliation and public embarrassment is of paramount importance. In order to fulfill our school’s vision of positive, respectful and peaceful collaboration, discipline practices focus on proactive resolutions and the understanding of natural consequences (Levine, 2002).

Collaboration and cooperation promote higher achievement and lead to greater results and fulfillment than competition. It is a waste of one’s energy to prevent another from winning, thereby lowering individual and group productivity. We seek to change the competitive nature of society by fostering a sense of true community in our classrooms (Kohn, 2006).

Most human behavior is chosen. According to Choice Theory (a book by William Glasser), the present psychology of most people in the world is that we can only get what we want through external control, when in actuality external control is destructive to relationships. Therefore, we teach, model, and practice needed skills in communication and building our community to address our commitment to connect to one another and the world around us (Glasser, 1999).

Students think and learn differently, and express their intelligence in a multitude of ways. Thus, we consider a student’s intellectual and affective learning style in order to maximize his or her learning. The Multiple Intelligence Theory defines eight separate intellectual domains: verbal/linguistic, logical/mathematical, spatial, musical, body/kinesthetic, intrapersonal, interpersonal and naturalist (Gardner, 1993).

BRIDGES Charter School’s Educational Philosophy (including guiding principles and researched-based pedagogical strategies), in its entirety, serves to direct all curriculum and classroom management methods to ensure student academic achievement at all levels.

1.8 What it Means to be an “Educated Person” in the 21st Century

The 21st Century needs innovative, productive and conscientious workers with excellent problem solving and communication skills. At BRIDGES Charter School we believe that it is far more important that students develop a sense of how to learn, how to realize and communicate their ideas, how to listen to the needs of a global community, and how to build upon their inherent and learned talents than for them to possess a common thread of facts and figures. The ability to collect information must now be replaced by an ability to manage information, it is necessary for individuals to know how to apply that information to the world around them in a way that connects and provides relevance with innovation. This broad definition of education promotes the development of a child’s social, emotional and academic balance. It is critical that students learn how to effectively balance the acquirement of knowledge with the deepening of their emotional and social intelligence, and that they ultimately possess the desire to be thoughtful, creative, compassionate, productive and involved citizens.
The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

In support of our learning community, we provide opportunities for academic enrichment during non-school hours for students. Our educational program offer students opportunities to meet Common Core State Standards, NEXT Generation and Appendices ensuring an integration of academics with the technical core that prepares them for high school, college and careers. Students are provided a broad array of enrichment and community-based learning activities that complement their academic program.

**Academic Skills and Knowledge**

- Demonstrate effective written and verbal communication to a variety of audiences.
- Identify and understand mathematical facts, concepts, principles, and theories, applying them in problem situations within and outside the school setting.
- Demonstrate comprehension of a variety of printed materials when reading for pleasure and/or information.
- Demonstrate the ability to read, understand, question, and challenge the literal and implied meanings of fictional and non-fictional material.
- Demonstrate a general understanding of history in order to perceive the complexities of social, economic, and political problems.
- Demonstrate a general understanding of major concepts and processes that are common to all of the sciences.
- Demonstrate understanding of the connections between academic and technical content areas and apply knowledge by gathering, analyzing, interpreting, and integrating information.
- Demonstrate critical thinking and ability to solve problems when making decisions.
- Demonstrate an ability to use technology efficiently to achieve specific goals.
- Demonstrate the ability to evaluate information across a range of media.
- Demonstrate the ability to apply academic and technical knowledge to real world applications and problems.

As stated by Alfie Kohn, “Any set of intellectual objectives, any description of what it means to think deeply and critically, should be accompanied by a reference to one’s interest or intrinsic motivation to do such thinking. Dewey reminded us that the goal of education is more education to be well educated, then, is to have the desire as well as the means to make sure that learning never ends.” An educated person in the 21st century must be an individual who is emotionally, socially and academically balanced, and who has the creative and high level thinking skills needed to add meaningfully to the world in which he or she lives.
Teaching Methods

Children’s interest, although varied and often transitory, are often the best means of capturing their attention. Students often construct in-depth knowledge of a subject that excites their curiosity, and thereby develop a genuine understanding of it. BRIDGES Charter School educators will strive to highlight the inter-relationship between concepts whenever possible. To this end, interdisciplinary teaching methods, like project-based activities and cooperative learning, are coordinated to accommodate diverse learning styles and aptitudes. This allows each child to assimilate information in ways that are harmonious with their unique way of thinking. Through such thematic exercises our students will develop powerful reasoning, negotiating and creative-thinking skills. These fundamental life skills establish a foundation from which high achievement and academic excellence can flourish. BRIDGES Charter School will employ the following teaching methods.

Project Based Learning

Project-based learning will appear different across the grades, but generally speaking, it is an opportunity that allows a child to deeply explore subjects within an area of their interest. While the teachers will define parameters for the areas of study, the students have some creative license and choices of how they will conduct their research and learning. An example of Project-Based learning in the primary grades might be a country study, with an oral presentation. In the upper grades, it could be a 6-week research project on a state or historic event of their choosing. Along the way, research skills are taught, and students collaborate to share their findings. Most projects culminate with oral presentations. Public speaking improves all aspects of a child’s communication abilities and builds self-confidence. By the time students are in the upper grades, they will be expected to give many well-prepared oral presentations within the year.

Collaboration

It is important that students have opportunities to collaborate on a regular basis. Opportunities to share ideas and listen to the ideas of their peers. Students will not often be grouped with the same peers over and over, unless they are “buddies,” Collaboration enables them to connect what they learn to their prior experiences. Students work in literature groups, on history or reading, create presentations or in science pods. The more student practice collaborating, the more they will recognize and appreciate the strengths of others, and the more helpful and patient they will become with one another.

Socratic (or Probing) Questioning

In helping our students to develop critical thinking and the confidence to explain their reasoning, it is vital that students are not simply receptacles for information. They must learn to question and probe the information they are studying more deeply. Through the use of active questioning by teachers (and parents), children will learn to clarify (“What exactly does this mean?”), make assumptions and develop convictions (“Do you agree/disagree with him/her? Why or why not?”), provide evidence and rationale for their opinions (“Can you provide an example of this?” Or, “Show me how you discovered this.”), question viewpoints and perspectives (“Who benefits from this? Why is this necessary, or is it?”), and form conclusions (“If this happens, what will happen next? Why do you think this?”). Through the use of questions, the teacher and pupil(s) are engaging in more active dialogue, and the idea of “we are all teachers and learners” is honored. Furthermore, children learn how to ask the kind of questions which correct misconceptions and lead more effectively to a reliable base of knowledge.
Inquiry-based Learning  In an inquiry-based classroom, the teacher serves as a facilitator (or guide), as children seek to find answers to their questions, using what they know, or by accessing the curriculum, the Internet, peers, or resources beyond the classroom. This type of learning environment also guides children to be life-long learners. While questioning and searching for answers are extremely important parts of the inquiry method, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning. Well-designed inquiry-based learning activities and interactions should be set in a conceptual context in order to help students accumulate knowledge as they progress from grade to grade. Inquiry in education should be about a greater understanding of the world in which they live, learn, communicate, and work. Memorizing facts and information is not the most important skill in today’s world. Facts change, and information is readily available. Students today must become proficient at gathering and synthesizing the mass of data available to them. Therefore, educators will guide students to this goal through instruction that is process-oriented rather than product-oriented, through direct written and oral feedback, and via the offering of both explicit and general directions. Ultimately, students will learn to generate knowledge that is both useful and applicable the product of inquiry learning.

In many ways, the school community represents a microcosm of the larger world. As such, the importance BRIDGES Charter School places on social development is reflected in the daily activities of the classroom, where life skills such as constructive communication, conflict resolution, and a commitment to proactive problem solving are necessary components of a cooperative environment. An integral part of each day and primary vehicle for teaching these skills is Circle, a discussion group that encompasses the whole class and provides a daily forum for the expression, exploration, and resolution of social interaction among the children. It is an important component in the development of each student’s social and emotional self. BRIDGES Charter School educators will be trained to lead children through Circle, a time for conflict resolution and peacemaking discussion. Specific language and necessary training, such as found in or Choice Theory (Glasser), may be incorporated or utilized fully. Children will begin training for Circle in grades K-1, learning skills such as taking turns when speaking, active listening, patience, reflection, observation and “I Messages.” In grades 2/3, children will become more adept at guiding discussion, problem solving, and offering appreciations and concerns in a proactive, compassionate way; this grade cluster will graduate from having to use a “talking stick” (or other tool) in order to facilitate speaking and listening norms. From grades 4-8, Circle will become an indispensable problem-solving vehicle whereby students will learn to maturely question, debate, and share concern establish order, observe patterns in behavior and societal norms, develop confidence, take responsibility for their actions, and generate positive and proactive strategies for handling life’s challenges and celebrations. Circle, and the skills learned within, will therefore serve as a foundation for all communication between peers, teachers, siblings and parents, thus clearing the way for the most effective, honest, and safe learning environment possible.

Council Circle (Circle)

BRIDGES Charter School teachers practice a form of Council Circle to allow for individual voices to be heard and connections to be made. The process of Council comes from a number of Native American traditions and has been used by many non-native people for generations to facilitate meaningful interaction. The structure of a council can vary from place to place and has had a number of innovations and alterations over time, but the basic form remains constant. A group is gathered in a circle for a conversation about a specific topic. The opportunity to speak is given one at a time to all members of the council, often passing a “talking piece” clockwise around the circle to identify the speaker. Members only speak when it is their turn and are encouraged to listen intently, without comment, while others are speaking. All members have the right to keep silent or “pass” when their turn comes. A facilitator is charged with maintaining the
boundaries of the circle to protect the process.

Council uses four simple intentions that provide the basis for interaction in the council circle. An intention is a direction that we want to move in to the best of our ability, despite difficulties we might encounter.

1. The first intention is to “speak from the heart” when you have the talking piece. This means to speak not only with your head and your ideas, but with your feelings as well. It means to tell your own story as honestly as you can trust in the moment. You have countless important and meaningful experiences. When you speak about them truthfully, you are speaking from the heart.

2. The second intention is to “listen from the heart” when another person has the talking piece. This means to listen without judgment, to listen with an open mind, even if you disagree with what the person is saying. Listen not just with your mind, but with your heart as well.

3. The third intention is to “speak spontaneously.” This means that we try to wait before the talking piece comes to us before we decide what we want to say. There are good reasons for this. First, if you are thinking about what you are going to say, then you are not listening completely to the person who is speaking. Second, when you don’t preplan what you are going to say, you will often be surprised what comes to you when it is your turn.

4. The last intention is to “speak leanly.” Something that is “lean” doesn’t have anything extra on it. When you speak, keep in mind that many others would like a chance to speak, and that there is limited time. Use only those words necessary to get your point or story across. Please remember that no one is required to speak.

These four intentions provide the foundation for all council practice.

**Council Facilitation.** There should be one person designated as the facilitator, who sets the initial intention of the circle and offers the basic structure and ground rules. This person also helps the group maintain circle boundaries either in terms of content or behavior, and should use gentle reminders to individuals and the group to adhere to the basic ground rules. This person should be empowered to call for brief pauses in the conversation or for a break if the group is too tired to continue in a productive way.

**Process.** Once people have gathered, it is helpful for the facilitator to begin the circle with a gesture that shifts people’s attention from social space to council space. This gesture of welcome may be a moment of silence, reading a poem, singing a song, or listening to a musical interlude to invite a sense of calm presence.

**Check-in** helps people into a frame of mind for council and reminds everyone of their commitment to the expressed intention. It ensures that people are truly present in mind as well as in body.

To check-in with a new circle, participants may say their names and offer a brief self-introduction. To check-in with an ongoing circle, they may speak briefly about their hopes for the meeting, offer social comments, or share anecdotal stories about their lives.

The talking piece can be any object that passes easily from hand to hand. This may be an object from nature, such as a stone, stick or feather, or an object that has meaning for a particular circle. Only the person holding the talking piece speaks, and other circle members listen without interruption.

A talking piece is used whenever there is a desire to move the conversation more slowly so that everyone’s stories, input or wisdom can be gathered. One member picks up the talking piece, shares his/her thoughts...
or story, and then passes it on. The talking piece progresses around the circle, either in sequence or by volunteering, until everyone has had an opportunity to contribute.

Checkout and Farewell. When is a circle over? There are a number of ways to define the length of a council circle. A time frame can be set or a decision made to go around two or three times. Another option is to continue the council until there is a completely silent passing of the talking piece indicating that no one has anything left to add to the discussion. Make sure that you define the limit of the circle before beginning.

At the close of a circle meeting, it may be worthwhile to allow a few minutes for each person to “check-out” and comment on what they learned, or what is in their heart and mind as they leave. Closing the circle by checking out provides a formal end to the meeting, a chance for members to reflect on anything that has transpired, and to reclaim objects from the center.

Often after check-out, the facilitator will offer a few inspirational words or farewell, or signal a few seconds of silence before the circle is released. Circle, and the skills learned with, will therefore serve as a foundation for all communication between peers, teachers, siblings and parents, thus clearing the way for the most effective, honest, and safe learning environment possible.

1.9 Instructional Design

BRIDGES Charter School offers students an academically rich program incorporating the following characteristics:

I. Common Core State Standards-Based Curriculum: BRIDGES Charter School offers a rigorous education for all students in line with the California Common Core State Standards.

II. Family-Community-School Partnerships BRIDGES Charter School actively engages families and the community in the life of the school, and students engage in community service to the community.

III. Technology Integration: By implementing technology with the curriculum, BRIDGES Charter School ensures that students learn computer skills while pursuing academic goals.

IV. CORE Academy Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their nine years at BRIDGES Charter School, thereby increasing teacher-student interaction. CORE Academy for students in grades 6-8 offers students a small learning community within BRIDGES Charter School.

V. Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, and connecting learning to students’ lives.

VI. Culturally-Relevant Instruction: Culturally relevant instruction is integrated into the instructional experience to increase the relevance of school in students’ lives.

I. Common Core State Standards-Based Curriculum

The Common Core State Standards for English Language Arts, English Language Development and Mathematics, NEXT Generation for History/Social Science and Science and Appendices provide a framework for instruction at BRIDGES Charter School. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. Students are expected to
create portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. **BRIDGES Charter School** students have developed strong learning skills. Learning processes throughout the curriculum, students consider questions of evidence (How do we know what we know?); viewpoint (Who is speaking?); connections and patterns (How are events/people/places connected?); supposition (What if? how might things have been different?); and meaning (Why does this event, theory, or practice matter?). Students arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels have been, and will be trained in a proven effective model of Common Core State Standards-based instruction in which teachers collaborate to analyze and prioritize content standards, and align assessments. They design instructional activities that are aligned to Common Core State Standards and assessments, and analyze achievement outcomes to determine effectiveness.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement is embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Classroom instruction that work, 2003) and in “Designing Teaching Learning Goals & Objectives” are utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that “have a high probability of enhancing student achievement for all students in all subject areas at all grade levels” (Marzano, Pickering, Pollock, 2001).

**II. Family-Community-School Partnerships**

**BRIDGES Charter School** is committed to community-based education providing support for its students through an integrated approach to school, family, and community. **BRIDGES Charter School** embodies the belief that students thrive when they are part of a supportive community. **BRIDGES Charter School** specifically defines community-based learning in the following ways:

- **Project Based Learning**: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature benefiting both the community and the student by combining a project in their community experience with a learning experience.
- **Community Resources in the Classroom**: to support student learning, **BRIDGES Charter School**, draws on existing community relationships to involve family, college-age tutors, and mentors in the education of its students.
- **School as Community Center**: the school serves as a center for lifelong learning for the neighborhood providing services such as parenting workshops, computer literacy, and enrichment classes. **BRIDGES Charter School** also provides parents with a variety of activities on its campus.

**BRIDGES Charter School** moves the classroom into the community through its Project Based Learning and community service programs. Community service and service-learning projects are designed using the same Whole Child for Student Achievement template, in order to ensure that they address standards as well as serving the community. Teachers use the community to enhance and contextualize classroom learning. Students participate in a range of community activities from field trips to long-term volunteer work. Through community learning activities, students can see themselves as vital contributors to their own community. They connect classroom learning with real life projects to enhance their understanding and
motivation. Service projects will reflect the best practices in project learning identified by Youth Service California (www.YSCal.org):

Integrated Learning
- The service-learning project has clearly articulated knowledge, skill or value goals that arise from broader classroom or school goals.
- The service informs the academic learning content and the academic learning.
- Content informs the service.
- Life skills learned outside the classroom are integrated back into classroom learning.

High Quality Service
- The service responds to an actual community need that is recognized by the community.
- The service is age-appropriate and well organized.
- The service is designed to achieve significant benefits for students and community.

Collaboration
- The service-learning project is collaboration among as many of these partners as is feasible: students, parents, community-based organization staff, school administrators, teachers, and recipients of service.
- All partners benefit from the project and contribute to its planning.

Student Voice
- Students participate actively in: choosing and planning the service project; planning and implementing the reflection sessions, evaluation, and celebration; taking on roles and tasks that are appropriate to their age.

Civic Responsibility
- The service-learning project promotes students’ responsibility to care for others and to contribute to the community.
- By participating in the service-learning project, students understand how they can impact their community.

Reflection
- Reflection establishes connections between students’ service experiences and the academic curriculum.
- Reflection occurs before, during, and after the service-learning project.

Community Resources in the Classroom. BRIDGES Charter School invites resources from the community into the school. BRIDGES Charter School draws upon existing community partnerships with area colleges, universities, and community-based organizations to enhance the resources and instruction of the school. The school brings the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors are recruited from various local colleges and universities, the University of California at Los Angeles (UCLA), California Lutheran University, California State University Channel Islands, and Moorpark College building on current partnerships with these institutions of higher learning. Tutors work with students on homework and basic skills. University volunteers may be
recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community will be invited to share their experiences and insights with students and provide feedback for student projects. College-aged mentors will meet regularly with students to engage them in enrichment activities, provide positive role models, and expose BRIDGES Charter School students to possibilities beyond their community.

School as Community Center. BRIDGES Charter School will continue to build on the success of our Technology Project. The school acts as a community center for technology training and access. Computer labs at the school will be accessible to BRIDGES Charter School families. Classes for parents will continue to be offered during evenings and weekends, including: computer education; family literacy; health and nutrition; and job training. The school will continue to work actively with parents, students, and community groups to address issues of student equity. The school campus will continue to be a place for community celebrations, performances, meetings, and events.

Parent Leadership Program – BRIDGES Charter School is committed to supporting parents through regular informational and educational events. The goal is to help parents acquire the skills and confidence necessary to become change agents for their children’s education. A dedicated and highly skilled Director and a Parent Volunteer Coordinator maintain and implement the schedule of events, and delivers much of the content of the Parent Leadership Program. Topics and events include, but are not limited to the following:

- Parent/Teacher Conference
- Parents Advisory Council
- Structure and Function of the Charter School
- Understanding Common Core State Standards Based Curriculum and Instruction
- Student Test-Taking Tips and Strategies (Smarter Balance)
- Family Literacy Night
- Family Math
- Family Science Night

BRIDGES Charter School believes that when parents understand the structures and operations of schools they can become more involved in their students’ education. Research shows that parent involvement at their child’s school is positively correlated to increased achievement. (United States Department of Education, 2012)

According a review of recent research published by the Southwest Educational Development Laboratory (2002), students with involved parents, no matter what their income or background, are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes and earn credits
- Attend school regularly
- Have better social skills, show improved behavior and adapt well to school
- Graduate and go on to post-secondary education
Studies show that families of all income and education levels, and from all ethnic and cultural groups, are engaged in supporting their children's learning at home. Supporting more involvement at school from all families may be an important strategy for addressing the achievement gap.

III. Technology Integration

BRIDGES Charter School is conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson planning. When integrated into a thoughtful, innovative lesson plan technology can provide access to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. All of the teaching staff will continue to be involved in professional development activities that include educational technology and coaching. For example, our teachers and students are trained to enhance learning through technology and are supported to teach effectively in a sustained technology environment. Teachers use Google applications, Let's Go Learn, Khan Academy, Edmodo, Adobe, and other advanced programs to provide student’s access to Common Core State Standards through the use of 21st Century technologies. Teachers will continue to be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility. Research sources consulted for effective use of technology includes teaching with technology (Ravitz, 2002/4)

BRIDGES Charter School will strive to have one computer for each student. The computers are centrally networked and have access to a variety of educational software. Every computer will have Internet access with proper firewalls and content screening. Each teacher will easily control access to computers or the Internet via an instructional computer at his/her desk. Teachers will use visual aids such as LCD projectors to aid lessons. Extensive professional development and in-class coaching for teachers will ensure that lesson plans use this technology to enhance high-quality lesson plans.

BRIDGES Charter School will continue to use technology in the classroom to improve the following areas: communication, collaboration, project-based learning, and advanced problem-solving.

- Communication between educators, students, and parents will increase as the school removes the barriers between classrooms, the school, and the community. BRIDGES Charter School’s website will allow teachers and parents to share information, schedules, homework assignments and create a space to showcase student work and accomplishments. Students will always have access to teacher feedback and class requirements. Teachers will be able to build web-resource pages for students to use in their research projects.
- Collaboration will come in several forms. Teachers, professional development professionals, and administrators will be part of an online community technology infrastructure that will bridge existing communication and information tools used by educators throughout the United States. Teachers and coaches will collaboratively build long-term interdisciplinary units that share a common theme. Teachers will continue to create an overarching social infrastructure to nurture, organize, and manage educational activities and resources for students. Students will be able to download templates, rubrics, and resources for use in classroom assignments and group projects. They will also work simultaneously on projects that enable them to brainstorm and problem-solve as a group. Project-based learning helps to create multidisciplinary projects that allow students to combine knowledge from several subjects, creating a unified piece of
work, often in collaboration with other students. Students can store their work centrally (on the school’s network) while working on their projects and use diverse media offered by computers, text, pictures, video, and sound.

- Advanced problem-solving allows students to create solutions to problems presented to them by their teacher. These problems require creativity, research, and critical thinking to solve. Students’ use installed software packages to test assumptions, research potential answers, and track their progress. Examples include opening up a virtual business, creating a simple computer program, managing a school activity, or adding to the school website.

By integrating technology with project-based learning, students learn realistic and effective ways to enhance their own education, such as online research or more diverse ways to communicate with teachers and mentors. Technology will help students understand appropriate grade-level scientific and mathematical concepts, collaborate with fellow students, and improve basic skills at their own pace. Technology will enhance student learning by providing a multimedia-learning environment that caters to students’ different learning styles.

IV. CORE Academy Small Learning Communities

To provide a personalized learning environment and continuous relationships among students and faculty, the student population will be organized into small advisory cohorts of approximately 25 students throughout their three years (grades 6-8) at BRIDGES Charter School’s CORE Academy. Teaching teams comprised of 3-4 core-subject teachers (each teaching within their respective subject area), and 1 specialty instructor will work collaboratively to meet the educational objectives.

Classrooms at BRIDGES Charter School will continue to become communities of learners where ideas are respected and members are supported. Students will form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion will be emphasized throughout this process and modeled by teachers and administrators.

A key feature of the personalized learning environment is the student advisory period. Students meet with faculty or staff in small groups throughout the course of the school year. In the beginning of each year, the advisory groups focus on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching project learning activities. At the middle and end of each year, advisory provides an avenue for students to develop digital portfolios that engage them in reflection about their effort in school, their behavior, and their academic accomplishments.

In an effort to build cohesion between the difficult 4-5, and 6-8 middle school years, looping will be an institutional practice at BRIDGES Charter School. Looping is a research-proven practice in which teachers “loop up” with their students as the students’ progress through the grade levels (e.g. a sixth grade teacher would teach the same students in 6th, 7th, and 8th grade). Throughout the course of the year, kids build relationships with their teachers and perform at a higher level academically and behaviorally; when a strong rapport is established between teacher and student, students feel more comfortable in the classroom, allowing for enhanced performance in all areas. Because of the impact of this relationship, teachers can be more effective when they loop with their students; instead of having to spend weeks
building an understanding of classroom expectations and creating a sense of trust, looping allows students and teachers to begin the year on the same page.

V. Interdisciplinary, Project-Based Learning

Core subject teachers will continue to work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know in depth. The school will increasingly implement a curriculum that encourages the learner to connect multiple subject areas with each other and align with Common Core State Standards. Students will find that they are able to apply mathematical concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. Students who engage in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives. Based on an analysis of studies demonstrating successful PBL, (Markham, 2003/9) proposed a model for designing problems or projects, which focuses on content, context, calibration, researching, reasoning, and reflection, or 3C3R. BRIDGES Charter School teachers will use the aforementioned strategy to ensure that students participate in effective project-based learning experiences and activities.

Students will actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students investigate the world around them to develop questions and apply their learning

VI. Culturally Relevant and Responsive Education

Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them. The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2002).

Culturally responsive pedagogy is more than just a way of teaching, or a simple set of practices embedded within curriculum lessons and units. Culturally responsive pedagogy embodies a professional, political, cultural, ethical, and ideological disposition that supersedes mundane teaching acts, but is centered in fundamental beliefs about teaching, learning, students, their families, their communities, and an unyielding commitment to see student success become less rhetoric, and more of a reality. Culturally responsive pedagogy is situated in a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that diverse students bring to schools, and seeks to develop dynamic teaching practices, multicultural content, multiple means of assessment, and a philosophical view of teaching that is dedicated to nurturing student’s academic, social, emotional, cultural, psychological, and physiological well-being (Howard, 2012).

To build students’ sense of connection to and pride in their culture, the curriculum includes readings, authors, and activities that reflect the diverse background of BRIDGES Charter School students. In addition, teachers participated in a project learning project integration and professional development. Through their participation, the teachers participated in annual trainings on student culture and how to
create culturally relevant and responsive units of study through the implementation of project learning projects.

1.10 Curriculum and Instruction

The California Education Code (EC) mandates the adopted course of study for grades one through twelve. EC Section 51210 states that the adopted course of study for students in grades one through six shall include instruction in the following areas of study: (a) English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition. (b) Mathematics, including concepts, operational skills, and problem solving. (c) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to it the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

Universal Access

The ultimate goal of the education system in California is to ensure that all students have access to high-quality curriculum and instruction so that they may meet or exceed the knowledge and skills outlined in the state’s academic content standards. There have been dramatic shifts in the student population in recent years. Non-white students, including Hispanic students, made up 53 percent of the student population in 1990 (California Department of Education 1991). In 2008–09, this group represented 72 percent, making California’s student population the most diverse in the nation (California Department of Education 2010). Approximately 25 percent of California’s students are English learners and over 50 percent of students statewide qualify for free and reduced price meals.

Teachers may also implement other strategies to meet the needs of students with reading difficulties, students with disabilities, advanced learners, English learners, students with culturally diverse backgrounds, and students with combinations of special instructional needs. Strategies useful in planning for universal access may:

- utilize frequent progress-monitoring assessments;
- engage in careful planning and organization;
- differentiate to meet students’ instructional needs;

Common Core State Standards

The Common Core State Standards in English & Language Arts, Social Science Standards, English Language Development, Mathematics, and NEXT Generation Science Standards provide guidelines to all to ensure that students are college and career ready in literacy no later than the end of high school. There are five key components to the standards for English and Language Arts: Reading, Writing, Speaking and Listening, Language, and Media and Technology. The essential components and breakdown of each of
these key points within the standards are as follows:

**Reading**
- As students advance through each grade, there is an increased level of complexity to what students are expected to read and there is also a progressive development of reading comprehension so that students can gain more from what they read.
- There is no reading list to accompany the reading standards. Instead, students are expected to read a range of classic and contemporary literature as well as challenging informative texts from an array of subjects. This is so that students can acquire new knowledge, insights, and consider varying perspectives as they read. Teachers, school districts, and states are expected to decide on the appropriate curriculum, but sample texts are included to help teachers, students, and parents prepare for the year ahead. An appendix lists "exemplar texts" works by authors such as Ovid, Atul Gawande, Voltaire, Shakespeare, Turgenev, Poe, Robert Frost, Yeats, Nathaniel Hawthorne, Amy Tan, and Julia Alvarez.
- There is some critical content for all students — classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare — but the rest is left up to the states and the districts. In the Common Core State Standards, students are required to engage in more expository/informative texts and students at BRIDGES Charter School will meet the required expectation of 50% literary text and 50% informational text (and 45/55 respectively in 8th grade).

**Writing**
- The driving force of the writing standards is logical arguments based on claims, solid reasoning, and relevant evidence. The writing also includes opinion writing even within the K–5 Common Core State Standards careers; as well as, long-term, in-depth research is another piece of the writing standards. This is because written analysis and the presentation of significant findings is critical to career and college readiness.
- The standards also include annotated samples of student writing to help determine performance levels in writing arguments, explanatory texts, and narratives across the grades.

**Speaking and listening**
- Although reading and writing are the expected components of an English Language Art curriculum, Common Core State Standards are written so that students gain, evaluate, and present complex information, ideas, and evidence specifically through listening and speaking.
- There is also an emphasis on academic discussion in one-on-one, small-group, and whole-class settings, which can take place as formal presentations as well as informal discussions during student collaboration.

**Language**
- Vocabulary instruction in the standards takes place through a mix of conversations, direct instruction, and reading so that students can determine word meanings and can expand their use of words and phrases.
- The standards expect students to use formal English in their writing and speaking, but also recognize that colleges and 21st century careers will require students to make wise, skilled decisions about how to express themselves through language in a variety of contexts.
- Vocabulary and conventions are their own strand because these skills extend across reading, writing, speaking, and listening.

**Media and technology**
- Since media and technology are intertwined with every student's life and in school in the 21st century, skills related to media use, which includes the analysis and production of various forms of media, are also included in these standards.
- The standards include instruction in keyboarding, but don't mandate the teaching of cursive handwriting.

**Mathematics Standards**
- The stated goal of the mathematics standards is to achieve greater focus and coherence in the curriculum. This is largely in response to the criticism that American mathematics curricula are "a mile wide and an inch deep".
- The mathematics standards include Standards for Mathematical Practice and Standards for Mathematical Content.

**Mathematical practice**
The Standards mandate that eight principles of mathematical practice be taught:
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The practices are adapted from the five process standards of the National Council of Teachers of Mathematics and the five strands of proficiency in the National Research Council's Adding It Up report. These practices are to be taught in every grade from kindergarten to twelfth grade. Details of how these practices are to be connected to each grade level's mathematics content are left to local implementation of the Standards.

**Attend to Precision**
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students' give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of
Mathematical Content

The standards lay out the mathematics content that should be learned at each grade level from kindergarten to Grade 8 (age 13-14), as well as the mathematics to be learned in high school. The Standards do not dictate any particular pedagogy or what order topics should be taught within a particular grade level. Mathematical content is organized in a number of domains. At each grade level there are several standards for each domain, organized into clusters of related standards.

Four domains are included in each of the six grades from kindergarten (age 5-6) to fifth grade (age 10-11):

- Operations and Algebraic Thinking;
- Number and Operations in Base 10;
- Measurement and Data;
- Geometry.

Grades 3 to 5 also include the domain Number and Operations--Fractions.

Four domains are included in each of the Grades 6 through 8:

- The Number System;
- Expressions and Equations;
- Geometry;
- Statistics and Probability.

- Grades 6 and 7 also include the domain Ratios and Proportional Relationships. Grade 8 includes the domain Functions.

In addition to detailed Common Core State Standards (of which there are 21 to 28 for each grade from kindergarten to eighth grade), the Common Core State Standards present an overview of "critical areas" for each grade.

Examples of mathematical content

Domain example: As an example of the development of a domain across several grades, here are the clusters for learning fractions (Domain NF, which stands for "Number and Operations—Fractions") in Grades 3 through 6.

Grade 6, there is no longer a "number and operations—fractions" domain, but students learn to divide fractions by fractions in the number system domain.

Conceptual Shifts in the NEXT Generation Science Standards

The NEXT Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

K-12 Science Education Should Reflect the Interconnected Nature of Science as it is practiced and
experienced in the Real World.

“The framework is designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields.” (NGSS, 2013)

The vision represented in the Framework is new in that students must be engaged at the nexus of the three dimensions:

1. Science and Engineering Practices,
2. Crosscutting Concepts, and
3. Disciplinary Core Ideas.

Academic Core Curriculum

BRIDGES Charter School curriculum will continue to be guided by state and national standards. The guiding principles from the California Common Core State Standards are being incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the Common Core State Standards. Teachers will stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

BRIDGES Charter School will teach all Common Core State Standards in all core subject area in all grades. English Language Development standards will be taught through an elective communications course and across all subject areas. Reading will be a focus in all content area learning and all teachers will be responsible for increasing student’s skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content.

English Language Development

BRIDGES Charter School is committed to the California State Board of Education (SBE) adopted California’s Common Core State Standards for English Language Arts, English Language Development, Literacy in History/Social Studies, Science, and Technical Subjects (Common Core State Standards), which describe the knowledge, skills, and abilities in reading, writing, speaking and listening, conventions, knowledge of language, and vocabulary that all students need for college- and career-readiness across key academic content areas. These NEXT Generation Standards, along with the Common Core State Standards for Mathematics and the NEXT Generation Science Standards, to ensure K–12 students gain the necessary literacy and mathematical understanding and practices required in 21st-century higher education and workplace communities.

BRIDGES Charter School Board strongly believes that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners. However, these students will require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

BRIDGES Charter School’s English Learners (EL) will need instructional support in developing proficiency
in English language and literacy as they engage in learning academic content based on these new, rigorous Common Core State Standards. ELs will face an additional challenge in developing literacy in English since they must develop oral proficiency in English—including depth and breadth of vocabulary—at the same time that they are learning to read and write. BRIDGES Charter School will follow the new CA English Language Development Standards clarify what knowledge, skills, and abilities are needed to help ELs engage with and master NEXT Generation Standards, for History/Social Science and Science including college- and career-readiness.

BRIDGES Charter School’s English Learner Students ELs come to BRIDGES Charter School with a range of cultural and linguistic backgrounds, although Spanish is the largest first language, experiences with formal schooling, proficiency with native language and English literacy, migrant statuses, and socioeconomic statuses, as well as other experiences in the home, school, and community. All of these factors inform how educators support ELs to achieve school success through implementation of the new Common Core ELD Standards and the academic content standards. Some of these key factors follow:

- **Stages of Cognitive Development.** It is important to note how ELs learn the English language at different stages of their cognitive development. Most notably, it is important to distinguish between students in the primary grades, for whom the focus is “learning to read” while also engaging in challenging content learning, and students in the intermediate and secondary grades, for whom the focus is “reading to learn” in various content areas. EL students, who enter BRIDGES Charter School in secondary grades, depending upon the level and extent of previous schooling they have received, may need additional support mastering certain linguistic and cognitive skills in order to fully engage in intellectually challenging academic tasks.

- **Native Language Literacy.** Adolescent ELs who enter BRIDGES Charter School in the secondary grades may have varying levels of native language foundations in literacy. All students will be able draw upon knowledge of oral vocabulary and structures (e.g., recognition of cognates) to inform their English language learning to some extent, depending on their native language oral proficiency and how closely their native language is related to English. Students with established native language literacy and content knowledge will be able to transfer these skills and knowledge to English with appropriate instructional support.

- **Programs and Services for English Learners.** At BRIDGES Charter School an EL could be in a newcomer program, a structured English immersion program, a mainstream program where ELs may receive specialized ELD instruction, or a separate ELD class. The new CA ELD Standards will apply to all of these settings and designed to be used by all teachers of academic content and of ELD in all these settings. BRIDGES Charter School will use the new CA ELD Standards in ways that are appropriate to the school setting and identified student needs. For example, they are the focal standards in settings specifically designed for English language development—such as an ELD class where ELs are grouped by English language proficiency level. BRIDGES Charter School will use supplemental EL materials found on the CDE approve list of materials for ELs. BRIDGES Charter School teachers will use the new CA ELD Standards in tandem with other academic content standards to support ELs in mainstream academic content classrooms.

### Organization of the Proficiency Level Descriptors

The organization of the Proficiency Level Descriptors (PLDs) represents English language development as a continuum of increasing proficiency in language learning and use, starting with native language...
competencies students possess when they enter school, and concluding (though not ending) with lifelong language learning that all language users engage. The three levels are labeled to represent three stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.
- **Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The PLDs also emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for implementing the CA ELD Standards appropriately at each proficiency level. They are not intended to explain how to provide support or differentiate instruction for ELs at each level.

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**Table 1.5 Course Work for Grades 3-5**

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BRIDGES Charter School Petition Renewal  
Page 57
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<thead>
<tr>
<th>Grade</th>
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<th>History-Social Science</th>
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**CORE Academy at BRIDGES Charter School 6th through 8th**

- **Creative** - We honor the individual and unique qualities each student brings to our creative and active learning environment. The process of learning through discovery allows for challenge and the building of essential questions to construct understanding through real world thinking and creating.

- **Character** - Students develop personal responsibility, rooted in a sense of trust and honesty in a learning environment that fosters mutual respect among peers and teachers.

- **Organic** - We recognize and nurture intrinsic motivation in the learning process. Each student’s unique learning style, interests, and talents are valued in our holistic, real-world learning environment.

- **Rigor** - Students are progressing in their preparation for high school as self-motivated and reflective learners. Teaching and learning progresses as we all evaluate and reflect for personal growth and evolution in academics.

- **Respect** - We are all life-long learners and part of a community that aims to support everyone in all the ways we grow. We honor adolescent development in social, emotional, and academic areas.

- **Excellence** - Through rigorous engagement and learning extended beyond the classroom, we can achieve deep and purposeful knowledge as citizens of the world.

**CORE Academy’s Mission Statement**
The CORE Academy at Bridges seeks to build character and ignite passion for inquiry, inspiring students to become intrinsically motivated while enthusiastically engaging in their education. The CORE Academy – where students live their whole education.

CORE Academy’s Vision

- **Learning is an active, joyful process of discovery**, where students are challenged to use both a disciplined and creative approach, and construct meaning with the guidance of passionate and inspiring teachers.
- **Academic excellence is demonstrated by depth of conceptual understanding** and achieved through rigorous engagement, comprehensive assessment and thoughtful self-evaluation.
- **A focus on project-based learning** promotes meaningful scholarship while fostering opportunities of collaboration, freedom of choice, shared responsibility, and self-governance.
- Attention to **cultural themes** contributes positively to community, while also bringing students into meaningful communication, conflict resolution, and shared leadership.
- **We are committed to reflection, evaluation, evolution and innovation** as means to improve teaching and learning.

**Table 1.6 BRIDGES Charter School CORE Academy Course SEQUENCE 6th through 8th**

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<td>Journalism</td>
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<td>Writing Seminar</td>
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<td>Yearbook</td>
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<td>STEAM</td>
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I. English Language Arts-Humanities

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades 6-8, BRIDGES Charter School will:

- Develop language arts curriculum that incorporates the grade-level curriculum content specified in the California Common Core State Standards See detailed summary below.
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.

BRIDGES Charter School uses Common Core Reading and Writing Workshop, A Curriculum Plan for the Reading Workshop for each grade. The curricular calendar was written with input from teachers, literacy coaches, staff developers, and reading experts. Alongside the reading workshop a full balanced reading program includes not only a reading workshop, but also a variety of other structures. Among the early elementary school-aged children are reading aloud, shared reading, interactive writing, phonics, word study and writing workshop (Calkins, 2008). These units per grade level will be updated as changes occur and will be reviewed yearly:
### Table 1.7 Lucy Calkins Readers and Writers Workshop 1-5

<table>
<thead>
<tr>
<th>Grade</th>
<th>Readers Workshop</th>
<th>Writers Workshop</th>
<th>Assessment</th>
<th>% of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>In process Small Moments</td>
<td>In process Descriptive writing</td>
<td>In process</td>
<td>80%</td>
</tr>
<tr>
<td>1</td>
<td>Launching Readers Workshop Readers Use Their Schema Readers Make Predictions</td>
<td>Small Moments Nonfiction Chapter books Writing Reviews From Science to Series Poetry</td>
<td>Teacher College Reading and Writing Project – (TCRWP) Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Unit 1: Taking Charge of Reading Unit 2: Tackling Trouble: Assessment Small Group Work Unit 3: Characters Face Bigger Challenges-S-and So Do Readers Unit 4: Reading Nonfiction, Reading the World Unit 5: Series Reading and Cross-Genre Reading Club Unit 6: Nonfiction Reading Club Unit 7: Reading and Role Playing: Fiction, Folktales, and Fairy Tales Unit 8: Readers Can Read about Science Topics to Become Experts</td>
<td>Lessons from the Masters Lab Reports and Science books Writing about Reading Poetry Fairy Tales</td>
<td>Teacher College Reading and Writing Project - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>3</td>
<td>Units of Study for Teaching Reading 3-5</td>
<td>Crafting True Stories The Art of Information Writing Changing the World Once Upon a Time Poetry</td>
<td>Teacher College Reading and Writing Project - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>4</td>
<td>1. Building a Reading Life Volume 1: Stamina, Fluency and Engagement</td>
<td>The Arc of Story Boxes and Bullets Bringing History to Life The Literary Essay</td>
<td>Teacher College Reading and Writing Project - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>2. Following Characters into Meaning Volume 1: Engagement, Prediction, and Inferences Volume 2: Building Theories, Gathering Evidence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3. Navigating Nonfiction Volume 1: Determining Importance and synthesizing Volume 2: Using Text Structures to Comprehend</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. Tackling Complex Text Volume 1: Synthesizing Perspectives Volume 2 Interpretation and Critical Reading</td>
<td></td>
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<tr>
<td></td>
<td>5. Constructing Curriculum Alternative Units of Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Narrative Craft The Lens of History Shopping Texts The Research Based Argument Essay</td>
<td></td>
<td>Teacher College Reading and Writing Project - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
</tbody>
</table>
Fiction Reading Level Assessments

The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. Teachers use guided reading assessments and Developmental Reading Assessments (DRA) to determine students reading levels. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and fluency (fluency is only assessed for Levels J-Z).

Table 1.8 Sixth Grade Language Arts

<table>
<thead>
<tr>
<th>Sixth Grade Language Arts</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading: Word Analysis, Fluency, and Systematic Vocabulary Development</strong></td>
<td>Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.</td>
</tr>
<tr>
<td><strong>Reading: Comprehension (Focus on Informational Materials)</strong></td>
<td>Students will read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Students will write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.</td>
</tr>
<tr>
<td><strong>Literary Response and Analysis</strong></td>
<td>Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.</td>
</tr>
<tr>
<td><strong>Written and Oral English Language Conventions</strong></td>
<td>Students will write and speak with a command of standard English conventions appropriate to the grade level.</td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td>Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will learn to evaluate the content of oral communication.</td>
</tr>
</tbody>
</table>
Table 1.9 Seventh Grade Language Arts

| Reading: Word Analysis, Fluency, and Systematic Vocabulary Development | Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words. |
| Reading: Reading Comprehension (Focus on Informational Materials) | Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will understand various structural features of informational materials and students will comprehend and analyze grade-level-appropriate text. |
| Literary Response and Analysis | Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. |
| Writing | Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students’ progress through the stages of the writing process as needed. |
| Written and Oral English Language Conventions | Students will write and speak with a command of standard English conventions appropriate to the grade level. |
| Listening and Speaking Strategies | Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. |
Table 1.10 Eighth Grade Language Arts

<table>
<thead>
<tr>
<th>Reading: Word Analysis, Fluency, and Systematic Vocabulary Development</th>
<th>Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Comprehension (Focus on Informational Materials)</td>
<td>Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.</td>
</tr>
<tr>
<td>Literary Response and Analysis</td>
<td>Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works.</td>
</tr>
<tr>
<td>Writing Strategies</td>
<td>Students will write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.</td>
</tr>
<tr>
<td>Written and Oral English Language Conventions</td>
<td>Students write and speak with a command of standard English conventions appropriate to this grade level.</td>
</tr>
<tr>
<td>Listening and Speaking Strategies</td>
<td>Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.</td>
</tr>
</tbody>
</table>

II. Mathematics

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 6-8, BRIDGES Charter School will:

- Continue to implement and refine a mathematics curriculum that incorporates the grade-level curriculum.
- Content specified in the Mathematics California Common Core State Standards. Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives.
through real-life examples and problems.

- Integrate appropriate technology and technological concepts into the study of mathematics.

California Common Core State Standards Summary (CDE, 2014):

The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship. Senate Bill 1200, Statutes of 2012, called for modification of the California additions to the Common Core State Standards for Mathematics. The California Common Core State Standards: Mathematics (CA CCSSM) were modified January 16, 2013.

The development of the standards was informed by international benchmarking and began with research on what is known about how students’ mathematical knowledge, skills, and understanding develop over time. The progression from kindergarten standards to standards for higher mathematics exemplifies the three principles of focus, coherence, and rigor that are the basis of the CCSSM.

The first principle, focus, means that instruction should focus deeply on only those concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence arises from mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Finally, rigor requires that conceptual understanding, procedural skill and fluency, and application be approached with equal intensity.

Two Types of Standards

The CA CCSSM include two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different at each grade level). Together these standards address both “habits of mind” that students should develop to foster mathematical understanding and expertise and skills and knowledge—what students need to know and be able to do. The mathematical content standards were built on progressions of topics across grade levels, informed by both research on children’s cognitive development and by the logical structure of mathematics.

The Standards for Mathematical Practice (MP) are the same at each grade level, with the exception of an additional practice standard included in the CA CCSSM for higher mathematics only: MP3.1: Students build proofs by induction and proofs by contradiction. CA This standard may be seen as an extension of Mathematical Practice 3, in which students construct viable arguments and critique the reasoning of others. Ideally, several MP standards will be evident in each lesson as they interact and overlap with each other. The MP standards are not a checklist; they are the basis of mathematics instruction and learning. Structuring the MP standards can help educators recognize opportunities for students to engage with mathematics in grade- appropriate ways.
**Kindergarten–Grade 8**

In kindergarten through grade 8, the CA CCSSM are organized by grade level and then by domains (clusters of standards that address “big ideas” and support connections of topics across the grades), clusters (groups of related standards inside domains), and finally by the standards (what students should understand and be able to do). The standards do not dictate curriculum or pedagogy. For example, just because Topic A appears before Topic B in the standards for a given grade does not mean that Topic A must be taught before Topic B.

The standards for higher mathematics are also organized into conceptual categories:

- **Number and Quantity**
- **Algebra**
- **Functions**
- **Modeling**
- **Geometry**
- **Statistics and Probability**

The conceptual categories portray a coherent view of higher mathematics on the realization that students’ work on a broad topic, such as functions, crosses a number of traditional course boundaries. As local school districts develop a full range of courses and curriculum in higher mathematics, the organization of standards by conceptual categories offers a starting point for discussing course content.

Appendix A of the Common Core State Standards provides guidance to the field on developing higher mathematics courses. This appendix is available on the Common Core State Standards Initiative Web site at http://www.corestandards.org/Math.

**Kindergarten**

As outlined in the Common Core State Standards:

In kindergarten, instructional time should focus on two critical areas: (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in kindergarten should be devoted to number than to other topics.

(1) Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 – 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.) Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

**Counting and Cardinality**

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

**Grade 1**

Instructional time should focus on four critical areas: (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

(1) Students develop strategies for adding and subtracting whole numbers on their prior work with small numbers. They use a variety of models, including discrete objects and length models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies on these properties (e.g., “making tens”) to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction.

(2) Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10. They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Through activities that build number sense, they understand the order of the counting numbers and their relative magnitudes. (3) Students develop an understanding of the meaning and processes of measurement, including underlying concepts such as iterating (the mental activity)

**Grade 2**

In grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.
(1) Students extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundreds + 5 tens + 3 ones).

(2) Students use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds.

(3) Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. They recognize that the smaller the unit, the more iterations they need to cover a given length.

(4) Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

**Grade 3**

In grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part
is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 4

In grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

1. (1) Students generalize their understanding of place value to 1,000,000, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context.
(2) Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.

(3) Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

**Grade 5**

In grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill
the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real-world and mathematical problems.

Grade 6

In grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

(1) Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

(2) Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

(3) Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as 3x = y) to describe relationships between quantities.
Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Sixth Grade Mathematics

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They will apply their knowledge to statistics and probability. Students will understand the concepts of mean, median, and mode of data sets and how to calculate the range. They will analyze data and sampling processes for possible bias and misleading conclusions; they will use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students will conceptually understand and work with ratios and proportions; they will compute percentages (e.g., tax, tips, interest). Students will know about \pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Seventh Grade Mathematics

By the end of grade seven, students will be adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percentages) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percentages of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Eighth Grade Mathematics

Students will study number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning. Through the study of algebra, students will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations.
History and Social Science- Humanities

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science and sociology. In the area of curriculum development and history-social sciences instruction for grades 6-8, BRIDGES Charter School will:

- Continue to implement and refine a history and social sciences curriculum that incorporates the grade-level curriculum content specified in the History-Social Sciences Common Core State Standards, NEXT Generation and Appendices.
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts. Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.

All grades will integrate the following skills into the study of social studies: Historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

Sixth Grade History-Social Science

Students will study World History and Geography in Ancient Civilizations. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story.

Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

Seventh Grade History-Social Science

Students will study World History and Geography in Medieval and Early Modern Times. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and
historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Eighth Grade History-Social Science

Students will study United States History and Geography: Growth and Conflict. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

IV. Science

Students will begin to understand how scientific processes operate and how those processes relate to one another. In the area of curriculum development and science instruction for grades 6-8, BRIDGES Charter School will:

- Continue to implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the NEXT Generation Science Standards.
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and project learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of science.

For grades 6-8, the following areas of content include: Life Science, Earth Space, Physical, Human Impact and Engineering Design.

Sixth Grade Science
Students will focus on the study of Earth Science. This course will include such topics as: plate tectonics and earth's structure, shaping earth's surface, thermal energy, energy in the earth system, ecology, and investigation and experimentation skills.

Seventh Grade Science

Students will study Life Science, including Cell Biology, Genetics, Evolution, Earth and Life History, Structure and Function in Living Systems, Physical Principles in Living Systems. Students will also develop skills in investigation and experimentation.

Eighth Grade Science

Students will focus on Physical Science. Topics of study will include: Motion Forces, Focus on Physical Science, Motion, Structure of Matter, Earth in the Solar System, Reactions, Chemistry of Living Systems, Periodic Table, Density and Buoyancy. Students will also enhance their skills in investigation and experimentation.

In addition to the core subjects listed above, students will have the opportunity to study the following Visual and Performing Arts

The arts standards are integrated primarily through the technology courses. Students learn 2-D and 3-D graphic design and master a variety of illustration and modeling applications in order to generate artwork. Multi-media arts (music and video production) are integrated through projects in a variety of subjects (ELA students make movies of short stories; Social Studies students create dramatic interpretations of folk tales, etc.)

In the area of curriculum development and visual and performance arts instruction for grades 6-8, BRIDGES Charter School will:

- Integrate art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after school program.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful artists and performers.
- Provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engage students to reflect upon ways art and performance impact their lives through culture and community.
- Integrate appropriate technology and technological innovations into the production of art and performance.

VI. Foreign Languages

The Charter School plans to support English Language Achievement by including Spanish and French as a
Foreign Language and Spanish/French Language Arts instruction. Spanish/French Language Arts is offered as an 6th through 8th grade elective course. Academic research suggests that when students have significant proficiency in their primary language, Spanish/French, their ability to advance in English increases. The enrollment of Spanish/French speaking students in Spanish Language Arts will also provide students with exposure to the rich cultural heritage of Latino literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Latino culture in our global community.

BRIDGES Charter School will:

- Continue to implement and refine a world languages curriculum guided by the Standards for Foreign Language Learning: Preparing for the 21st Century (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve.
- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

VII. Physical Education and Health

In the area of curriculum development and physical education and health for grades 6-8, The primary goal of the physical education program is to teach its students a life-long pursuit and understanding of the importance of healthy living. Research demonstrates that the majorities of students spend only 8% of their physical education class time in actual activity and are, instead, generally waiting or observing (Gutfeld, 1993). BRIDGES Charter School believes that regular activity during the school day is strongly associated with higher concentration levels, as well as more directed, composed behavior.

Based on this research and our core values, BRIDGES Charter School will allocate at least 140 minutes of physical and health education with additional opportunities for physical activities engagement in the extended day program.

BRIDGES Charter School will:

- Continue to implement and refine a physical education program using the guidelines specified in Challenge Standards for Student Success: Physical Education (California Department of Education, 1998).
- Continue to implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the Challenge Standards for Student Success: Health Education (California Department of Education, 1998).
Approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun.
Promote excellent physical, social, and emotional health among students through stress management, nutrition, and conflict resolution.
Engage students to reflect upon ways physical education and health impact their lives through personal wellbeing.

Instructional Materials

Instructional materials at BRIDGES Charter School were chosen by teachers and the site administrators and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of standards via the Whole Child process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to. The implementation of the California Common Core State Standards (CA CCSS), NEXT Generation, Appendices, and other state content standards will be used to support student academic achievement. The adoption of materials, textbooks and resources needed to fully implement each core area will be closely integrated with state identified and approved adoptions.

Student texts and instructional materials are identified based on the following criteria:

- Alignment with Common Core State Standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with school’s mission
- Ease of use for teachers

The Charter School continuously evaluates, updates, and revises textbook adoptions based on student needs and research about the most effective resources. The following is a current list of textbooks in use at the Charter School:

Table 1.11 Instructional Materials

<table>
<thead>
<tr>
<th>Level</th>
<th>Subject</th>
<th>Title</th>
<th>Publisher</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Language Arts</td>
<td>Multi-Sensory Phonics, Zoo Phonics, Words Their Way, Handwriting Book, Scholastic Early Reader Series</td>
<td>Various</td>
<td>In-Class Home</td>
</tr>
<tr>
<td>K</td>
<td>Math</td>
<td>AIMS (Activities Integrating Math and Science) Activity Book, Math Their Way Activities, Various Math Activities</td>
<td>Hands-On Math Activities Various</td>
<td>In-Class Home</td>
</tr>
<tr>
<td>Grade</td>
<td>Subject</td>
<td>Description</td>
<td>Resources</td>
<td>Location</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>K</td>
<td>Social Studies</td>
<td>Teacher Developed Curriculum</td>
<td>Teacher and Parent Created Resources and Experimental Activities to support Hands-On Education and to meet Common Core State Standards, NEXT Generation, and Appendices</td>
<td>In-Class</td>
</tr>
<tr>
<td>K</td>
<td>Science</td>
<td>AIMS (Activities Integrating Math and Science) Teacher and Parent Created Resources and Experimental Activities to support Hands-On Education and to meet Common Core State Standards, NEXT Generation, and Appendices</td>
<td>Various</td>
<td>Home</td>
</tr>
<tr>
<td>1</td>
<td>Language Arts</td>
<td>Lucy Calkins Readers and Writer’s Workshop Words Their Way</td>
<td>Various</td>
<td>In-Class</td>
</tr>
<tr>
<td>1</td>
<td>Math</td>
<td>Marcy Cook Math Everyday Math</td>
<td>Marcy Cook Materials McGraw-Hill</td>
<td>In-Class</td>
</tr>
<tr>
<td>1</td>
<td>Science</td>
<td>Teacher Developed</td>
<td>Teacher Developed</td>
<td>In-Class</td>
</tr>
<tr>
<td>Grade</td>
<td>Subject</td>
<td>Curriculum</td>
<td>Home</td>
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<tr>
<td>1</td>
<td>Social Studies</td>
<td>Teacher Developed Curriculum</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Language Arts</td>
<td>Lucy Calkins Readers and Writer's Workshop</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Math</td>
<td>Marcy Cook Math Everyday Math</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Science</td>
<td>Foss Naturalists</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Language Arts</td>
<td>Lucy Calkins Readers and Writer's Workshop</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>My Math Engage NY</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Science</td>
<td>Foss Naturalists</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Social Studies</td>
<td>Teacher Developed Curriculum</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Language Arts</td>
<td>Lucy Calkins Readers and Writer's Workshop</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Math</td>
<td>My Math Engage NY</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Science</td>
<td>Foss Teacher Developed Curriculum</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Social Studies</td>
<td>Teacher Developed Curriculum</td>
<td>In-Class</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Language Arts</td>
<td>Lucy Calkins Readers and Writer's Workshop</td>
<td>In-Class</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- **Social Studies:** Teacher Developed Curriculum
- **Language Arts:** Lucy Calkins Readers and Writer’s Workshop
- **Math:** Marcy Cook Math Everyday Math, Macy Cook Materials University of Chicago Materials, Pearson
- **Science:** Foss Naturalists
- **Math:** My Math Engage NY, Pearson
- **Science:** Foss Naturalists
- **Social Studies:** Teacher Developed Curriculum
- **Language Arts:** SIPPS Phonics Program
<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Course</th>
<th>Textbook</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Math</td>
<td>My Math</td>
<td>Engage NY</td>
<td>McGraw-Hill</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In-Class Home</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>Teacher Developed Curriculum</td>
<td>Foss</td>
<td>In-Class Home</td>
</tr>
<tr>
<td>5</td>
<td>Social Studies</td>
<td>Teacher Developed Curriculum</td>
<td></td>
<td>In-Class Home</td>
</tr>
<tr>
<td>6</td>
<td>Language Arts</td>
<td>Core Novel Study:</td>
<td><em>Diary of Anne Frank</em> (Anne Frank)</td>
<td>Lucy Calkins Units of Study Grammar Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The Giver</em> (Lois Lowery)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>I Juan de Pareja</em> (Elizabeth Borton de Trevino)</td>
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<tr>
<td></td>
<td></td>
<td><em>Adam of the Road</em> (Elizabeth Gray)</td>
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<td></td>
<td></td>
<td><em>The Outsiders</em> (SE Hinton)</td>
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<tr>
<td></td>
<td></td>
<td><em>My Brother Sam is Dead</em> (James Collier)</td>
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<tr>
<td></td>
<td></td>
<td><em>The Golden goblet</em> (McGraw, Eloise Jarvis)</td>
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</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>California Mathematics</td>
<td>EngageNY</td>
<td>Glencoe</td>
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<tr>
<td></td>
<td></td>
<td>Course 1</td>
<td>Supplemental Core Aligned,</td>
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<tr>
<td></td>
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<td>Teacher Developed Curriculum</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Science</td>
<td>FOSS</td>
<td>NEXT Generation Science Standards Aligned, Teacher Developed Curriculum</td>
<td>In-Class Home</td>
</tr>
<tr>
<td>6</td>
<td>Social Studies</td>
<td>Reading in Social Studies</td>
<td>Prentice Hall Library</td>
<td>In-Class Home</td>
</tr>
<tr>
<td>7</td>
<td>Language Arts</td>
<td>Lucy Calkins Units of Study</td>
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<td>In-Class Home</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>California Mathematics</td>
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<td>Glencoe</td>
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<tr>
<td></td>
<td></td>
<td>Course 2</td>
<td></td>
<td>In-Class Home</td>
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<td>7</td>
<td>Science</td>
<td>FOSS</td>
<td>NEXT Generation</td>
<td>In-Class</td>
</tr>
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<td></td>
<td>Labs NEXT Generation Science Standards Aligned, Teacher Developed Curriculum</td>
<td>Science Standards Aligned, Teacher Developed Curriculum</td>
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</tr>
<tr>
<td>7</td>
<td>Social Studies Reading in Social Studies Discovering Our Past</td>
<td>Prentice Hall Library Glencoe</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Language Arts Lucy Calkins Units of Study Grammar Writing</td>
<td>Glencoe</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Math California Mathematics Course 3 EngageNY Supplemental Core Aligned, Teacher Developed Curriculum</td>
<td>Glencoe</td>
<td>In-Class Home</td>
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<td>8</td>
<td>Science FOSS Labs NEXT Generation Science Standards Aligned, Teacher Developed Curriculum</td>
<td>Glencoe NEXT Generation Science Standards Aligned, Teacher Developed Curriculum</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Social Studies Reading in Social Studies Discovering Our Past</td>
<td>Prentice Hall Library Glenco</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Spanish Spanish 1 Buen Viaje</td>
<td>Glencoe McGraw Hill</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Spanish El Espanol Para Nosotros Curso para Hispano hablantes</td>
<td>Glencoe McGraw Hill</td>
<td>In-Class Home</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>French Teacher Developed State Standards Curriculum</td>
<td></td>
<td>In-Class Home</td>
<td></td>
</tr>
</tbody>
</table>

Teachers are encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulatives. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive. In addition, to grades 3-8 the use of Math Program, EngageNY is being used in some classes.

1.11 BRIDGES Charter School's Homeschool Program (Independent Study Program)
In conjunction with our K-8 classroom-based model, BRIDGES Charter School also developed a Homeschool Program, in compliance with Education Code Section 51745, et seq. Homeschooling is increasing in popularity each year. BRIDGES Charter School provides a Homeschool Program to families who share the Whole Child philosophy and wish to homeschool their children under the guidance of a credentialed supervising
teacher. Students have the opportunity to study at home and also participate in the unique nurturing environment of BRIDGES Charter School in an array of experiences including field trips, assemblies, performing arts and outdoor education. Homeschooling parents have access to the campus resources and educators who help manage and support their goals.

BRIDGES Charter School provides a HOMESCHOOL PROGRAM to families who share the Whole Child philosophy and wish to homeschool their children under the guidance of a credentialed supervising teacher. Students have the opportunity to study at home and also participate in the unique nurturing environment of BRIDGES in an array of experiences including field trips, assemblies, performing arts and outdoor education. Homeschooling parents have access to the campus resources and on-site educators who help manage and support their goals.

BRIDGES HOMESCHOOL PROGRAM provides a personalized, challenging, coherent and relevant curriculum for each student that fulfills the school’s purpose and follows the state standards. The program allows students the flexibility to pursue academic achievement in a way that emphasizes their interests and enhances their motivation to learn. A key tenant is the belief that connecting the student’s interest to real-world learning is key to student achievement.

The HOMESCHOOL PROGRAM allows each student to receive individualized, differentiated instruction. The parent works with the Supervising teacher and student to tailor curriculum and content delivery methods to the individual needs of the student. Learning styles, interests and motivation are taken into consideration when learning plans are created. Parents can re-teach, reinforce and review topics as needed and move forward when mastery is accomplished. The Supervising Teacher reviews all student work, evaluates it and documents it against state standards.

The HOMESCHOOL PROGRAM is parent and student-driven; the program is shaped around the needs and wants of the families and students. The parent, student and teacher have the opportunity to address any student needs or issues on the spot. This may occur through the adaptation of the curriculum to meet the student’s needs or by establishing opportunities for the student to participate in an activity in depth. Students are allowed to work at the grade level that is most appropriate to his or her abilities, in each individual subject area. This allows students to stretch their intellectual abilities and be challenged, while avoiding setting them up for failure. Students are closely monitored to ensure that they work at an adequate and appropriate pace.

In the HOMESCHOOL PROGRAM, a great deal of attention is paid to the student’s curriculum. Initially, the student, parent and Supervising Teacher meet and discuss the details of the student’s courses, curriculum and learning plan for the school year and for each learning period. They discuss curriculum options. They discuss the standards, in order to see what needs to be covered and how they will be covered and addressed. Methods of delivery and curricular materials are discussed, in connection with the student’s learning style and interests. A great deal of conversation and thought goes into selecting the curriculum and curricular support for each area. And, the conversation continues as the student progresses through the school year. Curriculum that is not meeting the needs of the student is replaced until the right combination of materials and resources is assembled to best support and enhance the student’s achievement. The curriculum is homeschool-friendly and aligned to the state standards.
# 1.12 IMPLEMENTATION PLAN

The outline below details the specific initiatives that will be addressed in the next five years of operation with the understanding that other professional needs will be addressed both formally and informally throughout the years in coaching and faculty meeting forums. BRIDGES Charter School is committed to full implementation of all of its initiatives by the end of the 2019-2020 school year, with most in stages of completion. The following table identifies priority initiatives, the current status, and the implementation end goal and timeline.

**Table 1.12 Implementation Timeline**

<table>
<thead>
<tr>
<th>INITIATIVE</th>
<th>STATUS</th>
<th>END GOAL</th>
<th>TIMELINE FOR COMPLETION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Child (Common Core State Standards-Based Instruction)</td>
<td>All teachers trained and implementing standards-based units and unit boards. Continuing efforts to align daily lesson objectives and activities.</td>
<td>All units and lessons and assessments are aligned to CA Common Core State Standards and at an appropriate level of rigor.</td>
<td>4</td>
</tr>
<tr>
<td>Project-Based Learning</td>
<td>All teachers complete a project at least once per year. All teachers integrate standards-based projects throughout the year with varying frequency.</td>
<td>Teachers integrate high-quality standards-based projects into every instructional unit.</td>
<td>1</td>
</tr>
<tr>
<td>Community Projects</td>
<td>All teachers facilitate a Community project every year. Continued effort to improve quality, rigor, and cross-curricular integration.</td>
<td>One high quality, integrated, standards-based Community project per grade level per year.</td>
<td>4</td>
</tr>
<tr>
<td>Technology Integration - Classroom</td>
<td>2.3:1 Student: computer ratio in classrooms. Working towards 1:1. All teachers trained on basic office application, Web, keynote, IMovie, Dreamweaver, Photoshop, ishowu, googledocs. All being used by students to</td>
<td>All classroom projects and daily instruction integrate technology appropriately. Students can identify, select, and apply the most appropriate technology applications for a given project or assignment.</td>
<td>1-4</td>
</tr>
<tr>
<td>Activity</td>
<td>Status and Description</td>
<td>Year</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Technology Integration - Digital Portfolio</td>
<td>All students complete a digital portfolio. Continued efforts to systematize criteria, process, and rigor of the portfolios. Digital portfolios are aligned to standards and school-wide outcomes, are of excellent quality and support student reflection and learning.</td>
<td>4</td>
<td>2019-20 continue</td>
</tr>
<tr>
<td>Service-Learning/ Culturally Relevant</td>
<td>Primarily after school (service club) and minimally during the school day (leadership class) and school-wide service days more akin to community service. Minimal service-learning integration in core content areas. Continued efforts to connect to the curriculum. Every teacher implements high-quality standards-based service-learning in at least one unit per year.</td>
<td>4</td>
<td>2019-20 continue</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Full time administrative position focus on parent involvement. Frequent high quality events occurring that respond to parent needs. Every parent event maximizes parent ability to support student academic success.</td>
<td>4</td>
<td>2019-20 continue</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>Strong relationships with elected officials, Digital Media Academy, Foundations, American Community Center, and universities. The school is viewed as a resource to the community, and community partners create ongoing opportunities for students and families.</td>
<td>4</td>
<td>2019-20 continue</td>
</tr>
<tr>
<td>Data Management and Analysis</td>
<td>All students regularly assessed on reading proficiency using the assessment. Data used at regular intervals to place students and examine instruction. Math benchmark administered irregularly and not currently used to inform instruction. Continuous effort to have access to internet and research to facilitate more effective and regular data analysis.</td>
<td>Student assessments and data are online and being used in all content areas. Data driven decision making is continuous schoolwide and in individual classrooms.</td>
<td>1</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Intervention/ Acceleration/ Enrichment</td>
<td>All students are receiving systemic intervention or acceleration targeted to their needs in Math and ELA during the school day. Tutoring and enrichment available during the day and after school.</td>
<td>All students actively participating in appropriate, high-quality intervention, acceleration, and enrichment that result in increased achievement.</td>
<td>1</td>
</tr>
</tbody>
</table>

### 1.13. Meeting the Needs of All Students

**English Learners**

The **BRIDGES Charter School** will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

**Home Language Survey**

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

**CELDT/ELPAC Testing**

All students who indicate that their home language is other than English will be California English Language
Development Test ("CELDT") tested within thirty days of initial enrollment\(^1\) and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

**Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following, in addition to the County’s criteria, included below:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

**Strategies for English Learner Instruction and Intervention**

**BRIDGES Charter School** shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**BRIDGES Charter School** has a lower number of English Learners (ELs) as a percentage of the school population than was designated as EL in 2012-13. Therefore, literacy acquisition will continue to be a major part of the foundation for instruction at BRIDGES Charter School. Research resources utilized to develop the program include Quality Teaching for English Learners Research Study (2009). WestEd Regional Education Laboratory (REL). www.wested.org BRIDGES Charter School English language support program will consist of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

1) Identification: A Home Language Survey (HLS) will be distributed to every student as part of the

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\(^1\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.
enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey will be equitable, comprehensive, and not based on prior assumptions.

2) Assessment: Standardized tests such as the California English Language Development Test (CELDT/ELPAC) will be given to each incoming EL to determine each student’s home language and English language proficiency level. The CELDT/ELPAC will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students’ individual proficiency level for reclassifying if necessary.

3) Support Services: Appropriate language support services will be provided to all students that require them.
   - Teachers integrate ELD standards through the Whole Child process. As they design standards-based units, teachers examine the ELD standards to find links, and incorporate them into their unit plans as appropriate.
   - EL students are identified using CELDT/ELPAC and Smarter Balance scores. EL student progress towards meeting ELD standards is examining though ELA assessments 4 times per year (led by the Learning Director). ELA assessments “Let’s Go Learn” are cross-referenced to ELD standards using the ELA-ELD map, and progress on ELD standards is recorded for each student.
   - English as a Second language (ESL) teachers will work closely with the interdisciplinary teaching teams to provide teaching strategies and support for classes containing EL students. Teachers will monitor ELs through daily reading, writing, and discussion activities to determine each student’s literacy habits and skills. Based on these observations, plans to address the needs will be developed and implemented into the curriculum. Teachers will be encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL programs will utilize the same educational content being provided as part of the regular school programs.

4) Transition: Once a student gains proficiency in English, BRIDGES Charter School staff will be responsible for transferring the student out of the EL program and into the regular school program. Transfers will be based on Board Policy criteria.

5) Monitoring: Students exiting an EL program and into a regular program will be continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required.

6) BRIDGES Charter School uses the following County’s criteria for reclassifying English Language Learners:
   A. The student has an Annual CELDT/ELPAC overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
   B. The student scores Basic or above on the ELA section of the Smarter Balanced test. As testing requirements continue to change and develop, BRIDGES Charter School will continue to comply with state requirements and expectations surrounding student testing and assessment.
   C. The student is judged successful in a mainstream English program based on a grade of C or better in Humanities or ESL 3/4.
      a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from
the reclassification criteria.

b. The parent has been consulted and notified that the student is eligible for Reclassification, using the district’s Notification of Reclassification Letter.

Instruction for **BRIDGES Charter School** students identified as EL will integrate the CA State English Language English Language Development Common Core Standards

All EL students will participate in an elective class that will focus on building vocabulary and reading comprehension. Furthermore, in order to support an immersion model of language development, communications classes focus on oral academic language, which is an important precursor to academic language proficiency. The Community projects provide students with the concrete experiences that help them transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). The projects also reinforce oral presentation.

**BRIDGES Charter School** will seek to recruit teachers who hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELs. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD techniques. If necessary, after-school and before school supplemental programs or summer classes will be available to support ELs’ educational support and language development.

**Monitoring and Evaluation of Program Effectiveness**

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

**Students Achieving Below Grade Level**

Students arriving with standard scores below grade level in reading and math will be enrolled in RtI. During school students will be provided academic support, with the use of a variety of effective strategies will be used. **BRIDGES Charter School** is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students are receiving reading instruction at their level of proficiency through the use of Lucy Calkins, Readers and Writers Program. Students struggling with math computation receive support during and after school via “Let’s Go Learn”. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction. The use of Response to Intervention (RtI2), **BRIDGES Charter School** use of the Ventura County RtI Model. Regular progress monitoring is also an essential component of the academic support structure. Student reading and math proficiency are regularly assessed, and the data is used to identify appropriate placements, modify instruction, and identify student needs. During professional development hours and through meetings with
the Director and the Learning Director during teacher prep periods, teachers will analyze their student data and will identify strategies and supports they can put in place for their low achieving students.

Students with Disabilities

Prior to the County’s Board of Education approval, BRIDGES Charter School will execute a Memorandum of Understanding (“MOU”) by and between Ventura County Board of Education (SELPA) and BRIDGES Charter School regarding the provision and funding of special education services consistent with the requirements of the Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School will be its own local educational agency (“LEA”) and is a member in good standing of the Ventura County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to
whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the “IDEIA”

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.
The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.
Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by
which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.
SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Socioeconomically Disadvantaged Students

**BRIDGES Charter School** addresses the needs of disadvantaged students in several ways: Parent education ensures that parents can support their students’ success and become fluent in the language of K-12 schooling. Technology integration has explicitly been shown to support academic achievement through differentiation, and give students an advantage in the career marketplace. Hands-on learning experiences and access to community service opportunities brings learning to life, and empowers students as change agents in their communities, regardless of their socio-economic background. **BRIDGES Charter School**, through community relationships and contacts, will provide case management and counseling services.

Gifted And Talented Students And Students Achieving Above Grade Level

**BRIDGES Charter School** is committed to challenging its entire student body to achieve at their greatest potential. Students with a particular talent or interest will be encouraged to develop these interests with teachers in the classroom and experts from the community. In addition to rich academic instruction, **BRIDGES Charter School** will continue to provide extensive enrichment programs in the hours before and after regular school hours. The core curriculum provides ample opportunity for gifted students to be challenged and expand their knowledge and skills beyond the standards. **BRIDGES Charter School** utilizes the following criteria for identifying gifted students:

- Advanced intellectual ability based on teacher observation, standardized test scores, and intelligence test(s)
- High achievement based on two consecutive years of academic achievement (grades) and standardized test scores in English language arts and mathematics
- Specific academic ability based on three consecutive years of high standardized test scores in English language arts or mathematics and a teacher recommendation

Students are challenged in the language arts through the reading program, in which students are placed, using continuous assessment and data analysis at their achievement level in reading. For example, a sixth grader reading at a 10th grade level would be placed in and receive instruction at that level. Math students performing above grade level will be challenged by appropriate content in the Lucy Calkins Readers and Writer Workshop program, which continuously adapts to each individual student’s ability level. The technology courses inherently lend themselves to supporting gifted students, as students are able to complete projects in which they apply technological literacy at their own ability level. For example, when
learning a 3-D modeling program, some students may simply design a school to scale, while a gifted student may be challenged to design an entire neighborhood block, or more complex structure. They will be able to exercise choice and pursue their own interests under the guidance of a teacher who pushes each student to attain their maximum ability.

Based on what we know about accelerated and gifted learners and what they need in order to succeed, BRIDGES Charter School will provide:

- Educators must consider the wide range of social-emotional issues that may impact the gifted learner’s academic processes, in order guide a gifted learner to be a balanced individual. (Coleman)
- An environment in which creativity, active play, and out-of-the-box thinking is promoted. Gifted learners will be encouraged to ask questions, move ahead if needed, or revisit and research topics of interest. Gifted learners will also be encouraged to bring their natural talents, passions and skills to the classroom and School as a whole, through mentoring, community outreach, collaborative groups, and student-initiated activities and games.
- Unassigned seating, which will allow children, including gifted learners, to be able to get up and move around more often than in a traditional classroom, concentration and allowing for more control over their own environment.
- BRIDGES Charter School provides ample opportunities for art, music, drama, set design, cartooning, and other creative venues, the choices dependent on BRIDGES Charter School’s resources and cumulative parent volunteer talents. Many gifted learners require and need extra enrichment in the arts. Tending to the creative passions of a gifted learner is often what keeps them most motivated to attend to tasks that may not be their choice.
- Learning opportunities, in the form of enrichment and/or imbedded into the project-based activities, which will allow gifted learners to build upon and develop their understanding of complex and abstract concepts, including their creation of original systems (Tomlinson).

In addition, to the BRIDGES Charter School’s structures that are inherently built into the curricular program, teachers are trained in assessment methods that allow them to continuously monitor students, and differentiate instruction to meet the needs of students at all levels.

Let's Go Learn: Through adaptive, online assessment and differentiated supplemental instruction, Let's Go Learn helps educators utilize technology to ensure the academic success of all their students.

Let's Go Learn can make individual student assessment or widespread universal diagnosis possible with products that are easy to use and scalable our entire school, using our existing computer labs and classroom installations. Let's Go Learn provides the opportunity to implement a web-based, diagnostic platform, while allowing teachers to meet the instructional needs of each individual student.

Reading Assessments

Diagnostic Online Reading Assessment (DORA) is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths.
**DORA Phonemic Awareness**, ideal for non-readers or struggling readers, measures nine phonemic awareness skills using audio and picture-only items, for a thorough assessment of oral phonemic awareness skills.

**DORA Spanish/EDELL** is a powerful, diagnostic online assessment of student Spanish reading abilities. DORA Spanish/EDELL provides an effective means of comparing students’ first language Spanish abilities with their developing second language English reading skills, and allows parents and teachers to best utilize those Spanish reading skills to further develop English reading skills.

**Let’s Go Learn Mathematics**

**ADAM (Adaptive, Diagnostic Assessment of Mathematics) K-7**: Designed specifically to be fully aligned with the Common Core Standards, **ADAM** assess across 44 constructs within NCTM's five instructional strands.

**DOMA Pre-Algebra** intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction.

**DOMA Algebra** intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

**Individual Student Sample Assessment Reports**

All of Let’s Go Learn's assessments are accompanied by diagnostic reports for parents, teachers, and administrators. These reports include:

- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies, for all sub skills in the assessment
- Clear, easy-to-read graphics
- Detailed instructional suggestions and intervention techniques, developed by education specialists
- State math and reading standards evaluation available for all 50 states

1.14 Professional Development

A key element of our educational Whole Child educational model is ensure that all teachers are provided with professional development, coaching, reteaching of methods/strategies, and an opportunity to communicate and confer with other teachers. The Learning Director provides ongoing support to all teachers.

This past school year, all teachers were trained by Lucy Calkins in further developing and implementing Readers and Writers Workshop, which is the board approved reading and writing curriculum for Bridges Charter School. All grades (kinder through 8th grade) were successfully trained in the areas of implementation, lesson development and grade level transitions.
Teachers have also been given days to observe other programs locally in Ventura County to observe their implementation of Readers and Writers workshop. In addition, the teachers were also given time to observe each other and work together in developing grade level goals and plans as well as work in grade span teams to develop transition plans for kids as they progress through the grade levels while at Bridges.

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.

During the 2012/13 school year, all teachers were trained by Ventura County Office of Education on Every Day Math, which is the board approved math curriculum for Bridges Charter School. All grades (first through fifth) were successfully trained in the areas of implementation, content knowledge and assessment. Follow up training sessions will happen over the course of the school year.

Over the course of the school year, teachers are provided with time to meet within grade level spans and within their own specific grade level to discuss and produce finished products. Projects included updated report cards, scope and sequencing for all grades levels and content areas, academic goals for each grade level and development of rubrics for benchmarks.

Teacher support through the Teacher Induction Program, individual observation, coaching, and Learning Director 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.

Professional development is continuous and ongoing, which involves data analysis of the Smarter Balance, and other assessments and benchmarks. Reflective data taken from leadership, faculty, staff, and parents are all used in developing a professional development focus for our school's professional learning community.
Table 1.13 Professional Development

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<thead>
<tr>
<th>Year</th>
<th>Professional Development Themes</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| Year One              | • Developed and revisit Instructional Vision  
  • Design Instructional Program through collaboration with teachers, administrators  
  • Common Core State Standard-Based, Research-Based Curriculum  
  • Provide Readers and Writers Workshop /Intervention and coaching.  
  • Provide Culturally Relevant & Response Education Training and Coaching.  
  • Provide-Art and Science of Teaching instructional framework training | • All teachers will teach reading across the content areas.  
  • All teachers will be able to design standards-based interdisciplinary and project based lessons.  
  • All teachers will use the student’s culture to engage and motivate students to learn.  
  • All teachers will be able to differentiate instruction to meet the needs of all of their students. |
| Year Two              | • Review Instructional Vision & Initiatives  
  • Implement Instructional Program designed by Readers and Writers Workshop  
  • Provide training and support in Project Based Learning  
  • Provide ELD training & Support  
  • Provide Mathematics Intervention Training and Support | • All students will be able to use applied learning in order to develop the thinking processes that he or she will need to be able to successfully navigate from elementary school through graduate school  
  • Teachers will be able to provide differentiated math support to identified students needing additional supports. |
| Year Three            |                                                                                                 |                                                                          |
| Year Four             |                                                                                                 |                                                                          |
| Year Five             |                                                                                                 |                                                                          |
| Ongoing               |                                                                                                 |                                                                          |
| Year Three  
| Year Four  
| Year Five  
<table>
<thead>
<tr>
<th>Ongoing</th>
</tr>
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</table>
| • Review Instructional Vision & Initiatives  
| • Provide Writing ongoing support of Readers and Writers workshop.  
| • Address the needs of English Learners  
| • All teachers will use writing across the curriculum to develop strategic thinkers, readers and writers.  
| • Students will be encouraged to question and use reasoning to engage in conversations expressing differences.  

| Year Four, Five, Six  
<table>
<thead>
<tr>
<th>On-going Professional Development</th>
</tr>
</thead>
</table>
| • Review and refine the implementation of the Instructional Vision & Initiatives.  
| • Any staff members joining BRIDGES Charter School after the initial year of operation will be trained on past professional development initiatives  

A Typical Day

A typical day at BRIDGES Charter School is organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules insure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

**7:00 a.m.**  
First custodian arrives.

The first custodian arrives and begins preparing bathrooms and campus for students and teachers. By the start of school, bathrooms have been cleaned and readied for the day. Campus is free of surface trash and leaves.

**7:30 a.m.**  
Office manager, administrators, teachers and other certificated staff arrive.

Teachers’ scheduled hours are 7:45 a.m. to 3:30 p.m. and administrators’ hours are 7:30 a.m. to 4:00 p.m. All staff members are on campus well beyond their scheduled hours.

Administrators meet with staff, parents and community members throughout the day during scheduled and unscheduled conferences.

**7:30 a.m.**  
Nurse’s Aide, Attendance Officer, Learning Director and all extended year certificated and classified personnel arrive.
The Attendance Officer maintains monthly registers, calls parents regarding absences and tardies, and works with teachers to improve the school’s attendance rate (at least 96.5% yearly).

The Director and Learning Director ensure that computers are maintained and available for use. The Director services computers used by administrative staff (other than the Apple computers), and has created a computerized progress report for the school.

**7:50 a.m.**  
All gates are opened by yard duty.

Students play on playground supervised by yard duty and other staff, they line up in front of classrooms. Administrator will check grounds to insure that all students are in classes and accounted for.

**8:15 a.m.**  
First bell rings signaling students to move toward classrooms.

**8:20 a.m.**  
Tardy bell rings – all students K-8 in classrooms.  
Attendance taken on Q system.

Office staff begins issuing “tardy slips” to students who have arrived late through Office, documenting reasons for late arrival. After all students have been checked in, Attendance Officer begins calling parents of absent students.

Volunteers arrive and sign-in through Office (all volunteers have previously completed clearance and orientation with the Volunteer Coordinator).

The School Psychologist and Speech and Language Therapist begin working with selected students and/or conducting assessments.

For grades k through 5th the Lucy Calkins, Readers and Writers Workshop begins (language arts) instruction begins in most classes (some classes are scheduled with Specialists such as Art, Music, PE, or Library). BRIDGES Charter School teachers carefully plan their daily schedules to incorporate science, art and music specialists throughout the day and throughout the week. They accomplish this while also insuring the full implementation of the language arts, mathematics and history/social science programs. CORE Academy (6th-8th grades) begins their day in Homeroom, followed by content area classes such as Humanities, Mathematics, Science, electives, and Physical Education. To insure that 4th-8th grade students receive an enriched program addressing the needs of the Whole Child English Language Arts and History are presented using a Humanities approach.

**9:40a.m.**  
Active Play for 1st-3rd grade students  
Students are supervised by yard duty and parent volunteers.

**9:53a.m.**  
Nutrition Break for 4th-8th grade students  
Students are supervised by yard duty and parent volunteers.
10:00 a.m. Kindergarten recess

Students are supervised by teachers and parent volunteers.

10:00 a.m. End of 1st-3rd grade active play.

Students line up at assigned areas and teachers pick up students. Instruction in language arts continues, to be followed by instruction in mathematics. Selected classes participate in science, art or music instruction depending on schedules.

10:07 a.m. Bell rings for end of Nutrition Break for 4th-8th

10:40 a.m. Kindergarten recess ends.

11:00 a.m. 1st-3rd grade lunch

Students are supervised by teachers and parent volunteers. Students bring their own lunch and snack. On Fridays pizza, made by a local restaurant and delivered to school, is available for purchase. Parent volunteers distribute pizza.

Students play for the first 15-20 minutes of lunch. A whistle blows and all children come to lunch tables to eat for the last 15 minutes of lunch time. Shared eating time is a reflection of our philosophical community values.

11:30 a.m. 4th-8th grade lunch

Students play for the first 15-20 minutes of lunch. A whistle blows and all children come to lunch tables to eat for the last 15 minutes of lunch time. Shared eating time is a reflection of our philosophical community values.

Students are supervised by teachers and parent volunteers. Students bring their own lunch and snack. On Friday’s pizza, made by a local restaurant and delivered to school, is available for purchase. Parent volunteers distribute pizza.

11:35 p.m. End of 1st-3rd grade lunch.

Teachers pick up students and return to classrooms to work on history/social science curriculum (or work with science, art or music specialists depending on schedule).

12:00 p.m. End of 4th-8th grade lunch.

Teachers pick up students and return to classrooms to work on history/social science curriculum (or work with science, art or music specialists depending on schedule).

12:20 p.m. Kindergarten dismissal.
Extensions childcare available. Extensions staff meet students at classroom and escort them to the extensions room on campus.

1:00 p.m.  
1st-3rd grade Active Play.  

Students are supervised by teachers and parent volunteers.

1:20 p.m.  
End of 1st-3rd grade Active Play  

Teachers pick up students and return to classrooms to work on history/social science curriculum (or work with science, art or music specialists depending on schedule).

1:30 p.m.  
Dismissal – 1st-8th grades – FRIDAY ONLY  

Grade level meetings are held and teachers work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students. Faculty meetings and professional development collaborative trainings are held.

1:30 p.m.  
4th-5th grade Active Play  

Students are supervised by teachers and parent volunteers.

1:50 p.m.  
End of Active Play 4th-5th grade  

Teachers pick up students and return to classrooms to work on history/social science curriculum (or work with science, art or music specialists depending on schedule).

2:30 p.m.  
Dismissal – 1st-3rd grade students  

Extensions childcare available. Extensions staff meet students at classroom and escort them to the extensions room on campus.

2:30 p.m.  
Indie Time 1st-3rd grade students (Tuesday/Thursday)  

Indie Time - supervised homework club supervised by teachers.

3:00 p.m.  
Dismissal 4th-8th grade students  

Extensions childcare available. Extensions staff meet students at classroom and escort them to the extensions room on campus.

3:00 p.m.  
Indie Time 4th-8th grade students (Monday/Wednesday)  

Indie Time - supervised homework club supervised by teachers.

3:15 p.m.  
Afterschool Enrichment classes begin
Families may choose to have their children participate in a variety of after-school activities including chorus, band, ceramics, Lego, dance, and chess.

4:00 p.m. Office closes – last office clerk leaves.

Extensions Program Purpose and Description

Our goal is to serve parents who need child care - after school and during the day to facilitate classroom volunteering. Our mission is to extend the whole child learning experience throughout the whole day.

Bridges’ Extensions is a self-sustaining, fee-for-service child care program serving Bridges families. The program provides child care for two specific populations:

- after-school care for school-age children enrolled at Bridges, and
- temporary care for pre-school age children of Bridges parents while the parent is present on campus volunteering.

We support and facilitate the social, emotional, intellectual, and physical development of all the children who participate. Our caring and qualified staff provides a safe, nurturing, on-site environment that is designed to help all children feel successful. We create a variety of stimulating developmental activities for children so they can explore their interests at their own pace. The students have choices for free play, structured activities and opportunities for individual expression. Students may choose to participate in arts and craft projects, physical development activities, music and movement, and games of all types. Homework support is also provided. Multi-age interactions enrich the learning environment and promote positive relationships across age ranges.

Our program emphasizes student development with a sense of personal competence and interpersonal skills, including conflict resolution and group cooperation. We support children in developing skills to make good choices, play safely, build self-esteem, and to become independent learners.
Element 2: Measureable Student Outcomes and other uses of Data

“The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).

2.1 Measureable Goals of the Educational Program

BRIDGES Charter School shall meet all statewide content and performance standards and targets. Ed. Code §§ 47605(c)(1), 60605.

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

BRIDGES Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests.

2.2 Student Achievement

BRIDGES Charter School will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at BRIDGES Charter School through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. BRIDGES Charter School will meet all statewide California Common Core State Standards, NEXT Generation, and Appendices conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.
2.3 Measurable Student Outcomes

The following outcomes will demonstrate the extent to which BRIDGES Charter School has met its established goals, and will be provided for each numerically significant pupil subgroup, as provided in Ed. Code § 47607 and § 52052(a)(3):

Goal 1:  Students will strive to master the rigorous academic content of the California State Content Standards (Now Common Core State Standards), and think critically and reflectively about their academic success, accepting personal responsibility for improvement.

Measurable Outcomes:

BRIDGES Charter School’s Academic Performance Index (API) will meet or exceed its growth target.

Table 2.1 Academic Performance Index (API) Chart

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>838</td>
</tr>
<tr>
<td>2011-2012</td>
<td>840</td>
</tr>
<tr>
<td>2012-2013</td>
<td>852</td>
</tr>
</tbody>
</table>
Table 2.2 Academic Performance Index (API) Growth Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>API</td>
<td>843</td>
<td>842</td>
<td>850</td>
</tr>
</tbody>
</table>

BRIDGES Charter School will maintain a 5-point higher API score than District schools that are within 90% of BRIDGES Charter School ADA and demographic characteristics, which will include all of the following:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

As per the requirements of No Child Left Behind, Adequate Yearly Progress (AYP) will be demonstrated by BRIDGES Charter School through an average increase of 3% of the total number of students who score in the Proficient or Advanced range for the majority of the years covered by this renewal petition.

Table 2.3 Adequate Yearly Progress (AYP)

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>73.5</td>
<td>58.7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>68.0</td>
<td>56.2</td>
</tr>
<tr>
<td>2012-2013</td>
<td>68.4 (SH)</td>
<td>70.0 (SH)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>CCSS/ Smarter</td>
<td>CCSS/ Smarter</td>
</tr>
<tr>
<td></td>
<td>Balance</td>
<td>Balance</td>
</tr>
</tbody>
</table>

Data collected from California Department of Education Dataquest

The combined percentage of students who scored Proficient or Advanced on the California Standards Test (CST) as reflected in the chart above. The Assessment of Pupil Performance and Progress (CAASPP), including Smarter Balanced portion, will be administered. Achievement and will increase an average of 3% in the majority of the years covered by this renewal petition.

The combined percentage of students who scored Below Basic or Far Below Basic on the California Standards Test (CST). The use of (CAASPP), Smarter Balance will be administered and will decrease by an average of 3% in the majority of the years covered by this renewal petition.
Continuous effort to meet *Annual Measurable Objectives (AMOs)* will be demonstrated through an average 5% increase in number of students scoring in the *Proficient* or *Advanced* range for the majority of the years covered by this charter renewal.

The percentage of students passing the *California Physical Fitness Test* will increase yearly by an average of 3% for the majority of years covered by this charter renewal.

**BRIDGES Charter School** has successfully earned accreditation by the Western Association of Schools and Colleges (“WASC”) through June 30, 2016.

**Goal 2:** *Students will build a foundation for a responsible work ethic by regular and punctual attendance.*

Measurable Outcome:

The *attendance rate* of **BRIDGES Charter School** will continue to be **95% or higher**. Attendance is assessed monthly. Attendance will be monitored and overseen for accurate reporting. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.

*Table 2.4 Attendance Rate for BRIDGES Charter School*

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA</td>
<td>97.19%</td>
<td>96.98%</td>
<td>95.59%</td>
</tr>
</tbody>
</table>

**Goal 3:** *Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.*

Measurable Outcome:

English Learners will increase individual *CELDT/ELPAC scores* for the majority of the years covered by this renewal petition and is assessed annually.
Table 2.5 CELDT Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>ELs Tested</th>
<th># Advanced</th>
<th># Early Advanced</th>
<th># Intermediate</th>
<th># Early Intermediate</th>
<th># Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2012-2013</td>
<td>19</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>22</td>
<td>6</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

BRIDGES Charter School’s reclassification rate will meet or exceed the rate of reclassification for similar neighborhood schools by 2% for the majority of years of this charter renewal petition.

Goal 4: Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.

Measurable Outcome:

The number of students suspended or expelled will be 1% less than the District average for the majority of the years covered by this renewal petition and will be assessed annually.

Teachers will maintain a positive classroom behavior system that will contain logs, charts, and parent communication for all inappropriate behavior. For students who need additional support a Positive Behavior Plan will be put in place. A yearly evaluation of the quantity of referrals by teacher is provided with the specific reasons for referral highlighted. An achievement report is created and presented to Director for possible action.

Table 2.6 Suspension Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>BRIDES</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>.90</td>
<td>47.98</td>
</tr>
<tr>
<td>2011-2012</td>
<td>.70</td>
<td>Not Reported</td>
</tr>
<tr>
<td>2012-2013</td>
<td>2.6</td>
<td>Not Reported</td>
</tr>
<tr>
<td>2013-2014</td>
<td>In Process</td>
<td>In Process</td>
</tr>
</tbody>
</table>

*In Process-Portals are not open for input.

2.4 Outcome Goals-Skills, Knowledge, and Attitudes
BRIDGES Charter School will satisfy state requirements for student assessments as required by law. BRIDGES Charter School is committed to closing achievement gaps and increasing the academic performance of all its students, including low achievers, high achievers, and English Learners (EL) and students with special needs. The goals and performance outcomes for all students and the school are as follows.

The purpose of assessment is to support and guide the learning process. Assessment also clarifies those areas that need further development, and enables teachers to focus their efforts to fine-tune their instructional practices. Assessment allows teachers to diagnose students’ abilities at a given time in order to differentiate instruction based on individual needs.

At BRIDGES Charter School assessment is a means of measuring each student’s progress according to clearly recognizable standards. It is a source of motivation for the students and a guide for helping them achieve personal expertise while being carried out in a spirit of collaboration that provides positive reinforcement to the student. BRIDGES Charter School will use these measurements to assess the extent to which all students demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in BRIDGES Charter School’s educational program. Furthermore, these assessment tools will provide structure and guidance to teachers to drive classroom instruction. The Administrators and teachers will be accountable to the students, parents, our community, Ventura County Board of Education, and the state for student progress and student achievement.

2.5 Who will be Accountable for Student Progress

Students will be held accountable and taught to be responsible for their own learning through a number of approaches. Parents will be held accountable for involvement in the school and in their child’s education. However, at BRIDGES Charter School, primary responsibility for student progress falls on teachers and administrators.

Some of the programs and practices that hold teachers and administrators responsible for student progress are described below in Data-Driven Decision-Making, Professional Development, and Personalization/Student Advisors.

2.6 Data-Driven Decision-Making

Research shows that classrooms can make significant gains in student achievement even with the most academically challenged students, and BRIDGES Charter School is committed to doing just that. To reach each of its goals, and to continually improve the quality of the education that the students are receiving, BRIDGES Charter School community utilizes data-driven decision-making. This process begins with teachers and administrators working together to collect key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students earns culminate, they must present work from different classes. In essence, they must support the knowledge they have acquired throughout their matriculation at BRIDGES Charter School. Data also includes Academic Performance Index API prior to 2013. The California Assessment of Student Performance and Progress Standards Test (CAASPP) results, published and teacher generated classroom assessments will be used to determine student needs and the curricular and instructional approaches that best address those needs.
This process keeps all involved community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet Academic Performance Index ("API") growth targets and Adequate Yearly Progress ("AYP" as set forth in the No Child Left Behind Act, the following goals shall be pursued by BRIDGES Charter School.

Table 2.7 BRIDGES Charter School Common Core State Standards Goals

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts Skills</td>
<td>CST Equivalent/ Smarter Balance</td>
<td>2-8</td>
<td>Quarterly (4 times a year)</td>
<td>80 %</td>
</tr>
<tr>
<td>Let’s Go Learn</td>
<td>Reading Comprehension, Vocabulary, Measurement</td>
<td>2-8</td>
<td>Quarterly (4 times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Lucy Calkins Readers Writers Assessments</td>
<td>Literacy – Phonics, Grammar, Sentence Structure, all major</td>
<td>K-8</td>
<td>Every two weeks using computer assisted learning Throughout the year as episodes or</td>
<td>Reading Level</td>
</tr>
<tr>
<td>Let’s Go Learn-Software</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Common Core State Standards/Language Arts</td>
<td>K-8</td>
<td>Teacher choice, Approximately 4 times a year</td>
<td>80 %</td>
</tr>
<tr>
<td>Various Software Monitoring Let’s Go Learn/Vocabulary</td>
<td>Common Core State Standards/Language Arts Standards</td>
<td>K-8</td>
<td>Throughout the year as episodes or units on the software are completed</td>
<td>80%</td>
</tr>
<tr>
<td>Internally-Created Assessment (Teacher Formative Assessments)</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily or Weekly</td>
<td>80%</td>
</tr>
<tr>
<td>ELA Smarter balanced</td>
<td>Mastery of Content Standards</td>
<td>2-8</td>
<td>Annual</td>
<td>80%</td>
</tr>
<tr>
<td>Portfolios-Student Reflections</td>
<td>Learning Experiences are captured</td>
<td>5-8</td>
<td>On-going</td>
<td>80%</td>
</tr>
<tr>
<td>Presentation of Learning</td>
<td>Project learning Project Mastery</td>
<td>5-8</td>
<td>Annual</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematics Skills</td>
<td>Smarter balanced</td>
<td>2-8</td>
<td>Quarterly (4 times a year)</td>
<td>80%</td>
</tr>
<tr>
<td>Let’s Go Learn Mathematics</td>
<td>Smarter balanced</td>
<td>2-8</td>
<td>Quarterly (4 times a year)</td>
<td>80%</td>
</tr>
<tr>
<td>Mathematics Skills</td>
<td>Measure standards mastery</td>
<td>2-8</td>
<td>Ongoing</td>
<td>80%</td>
</tr>
<tr>
<td>Let’s Go Learn-Mathematics</td>
<td>Math Numeracy</td>
<td>2-8</td>
<td>Every Six weeks out of our learning lab (six times a year)</td>
<td>Grade Level Status</td>
</tr>
<tr>
<td>Various Software Monitoring Let's Go Learn, Math, ALEKS, Kahn</td>
<td>Mathematics Standards</td>
<td>2-8</td>
<td>Throughout the year as episodes or units on the software are completed</td>
<td>80%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily or Weekly</td>
<td>80%</td>
</tr>
<tr>
<td>Published Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Published Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Published Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD Common Core State Standards</td>
<td>Common Core State Standards</td>
<td>2-8</td>
<td>Daily, weekly, and each quarter</td>
<td>80%</td>
</tr>
<tr>
<td>Various Software Monitoring Let's Go Learn/ Vocabulary</td>
<td>Measures English Language Development</td>
<td>K-8</td>
<td>Three Times a year</td>
<td>Level 4 or RFEP Equivalency</td>
</tr>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily or Weekly</td>
<td>80%</td>
</tr>
<tr>
<td>Publisher Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-8</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Skills</td>
<td>Common Core State Standards – NEXT Generation</td>
<td>2-8</td>
<td>Quarterly (4 times a year)</td>
<td>70%</td>
</tr>
</tbody>
</table>
| *Let's Go Learn Science Skills* | Mastery of Content | 2-8 | • Every two weeks using computer assisted learning  
• Throughout the year as episodes or units on the software are completed | 80% |
| Publisher Assessments | Measure standards mastery | K-8 | Daily, weekly, and each quarter | 70% |
| **History/Social Studies** | | | | |
| Social Studies Skills | Common Core State Standards – NEXT Generation | 2-8 | Quarterly (4 times a year) | 70% |
| *Let's Go Learn Science Skills* | Mastery of Content | K-8 | • Every two weeks using computer assisted learning  
• Throughout the year as episodes or units on the software are completed | 80% |
2.7 Measuring Pupil Outcomes: Summative Assessment Performance Targets

Measures and Skill Development

**BRIDGES Charter School** will evaluate academic; as well as, critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1. In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under “Methods to Measure Student Outcomes” and Student Outcomes Align with State Standards.

Both classroom assessments and standardized test scores help to measure subject specific outcomes related to the California Common Core State Standards, NEXT Generation, and Appendices. The chart below demonstrates what each student will master in each core subject.

**Academic Rigor and the California Common Core State Standards Goals**

**BRIDGES Charter School** expects its students to develop the following abilities:

**BRIDGES Charter School** will address all state Common Core State Standards, NEXT Generation, and Related Appendices for each grade and subject level. In addition, students at **BRIDGES Charter School** will foster lifelong learning and interpersonal skills. All project based learning activities will include assessments and reflection on students’ core subject knowledge as well as the following life skills, including:
### Table 2.8 Life-long Learning and Interpersonal Skills

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration and Cooperation</td>
<td>Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Learn to set their own short-term and long-term goals in keeping with their own goals and abilities</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Learn to be effective problem solvers and develop advanced critical-thinking skills</td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Learn to control their behavior at all times while respecting and upholding the values of the community</td>
</tr>
<tr>
<td>Technology</td>
<td>Be familiar with current technology and use technological tools appropriately in their school work and community service.</td>
</tr>
</tbody>
</table>

**BRIDGES Charter School** will design projects and lesson plans for each core subject according to California Common Core State Standards and NEXT Generation Science Standards (NGSS).
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

3.1 BRIDGES Charter School Annual Goals and Actions to Achieve State Priorities

Pursuant to Education Code Section §§47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section §52060(d), specific annual actions to achieve those goals, and outcomes aligned to the state priorities.

| Table 3.1 BRIDGES Charter School Annual Goals |

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
<th>Method for Measuring: CA Commission on Teacher Credentialing, Internal reviews, CALPADS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are fully credentialed, as defined by the CA Commission on Teaching Credentialing, in the subject areas and for the pupils they are teaching and properly assigned.</td>
<td>100% of teachers will hold NCLB required authorizations. 100% of teachers will be assigned to appropriate classrooms based on their credentials and authorizations. To ensure that all students are instructed by teachers who are fully credentialed, appropriately assigned and highly qualified. Metrics: Teacher assignments CA Commission on Teacher Credentialing; CALPADS Report, NCLB Core Course Section Compliance, Annual publication</td>
<td>2015-2016</td>
<td>100%</td>
</tr>
</tbody>
</table>
### ACCESS TO INSTRUCTIONAL MATERIALS  
**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter.</td>
<td>100% of students will have access to standards-aligned materials and additional instructional materials as outlined in our Charter Petition.</td>
<td>Method for Measuring: Inventories, Textbooks and invoices.</td>
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</tbody>
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<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### FACILITIES MAINTENANCE  
**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain the school facility in good repair, including ensuring a clean, safe and functional school facility. Daily spot checks will be conducted.</td>
<td>Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists will be compliant, in good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related issue, the Required Corrections or repairs will be completed as soon as possible.</td>
<td>Method for Measuring: Regular facility inspections, daily spot checks.</td>
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<tbody>
<tr>
<td></td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS  
**STATE PRIORITY #2**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Professional Development Sign-in sheets, agendas and implementation of what has been presented</td>
</tr>
</tbody>
</table>

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</tbody>
</table>
Teachers will participate in annual and ongoing professional development on the implementation of CA Common Core State Standards (CA CCSS), including development on enabling English Learners to access the CA CCSS and English language development standards.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Need: CA Common Core State Standards Implementation</td>
<td>Method for Measuring: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.</td>
</tr>
<tr>
<td></td>
<td>Metric: Identify and participate in intensive professional development and training on teaching and learning the CA CCSS. Classroom observations by administrators and documented suggestions for further improvement.</td>
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<tbody>
<tr>
<td>2015-2016</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tbody>
</table>

Establish and maintain Parent Advisory Council (PAC), Parent Committee, and Parent Workshops that provide input in making decisions for the school and promote parent participation in programs for unduplicated pupils and students with exceptional needs.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Need: Parent Input, access to opportunities for participation and input on decision-making</td>
<td>Method for Measuring: Smarter Balanced/CAASPP</td>
</tr>
<tr>
<td></td>
<td>Metric: To be measured by all parent meeting, council, and committee agendas, minutes and sign ins.</td>
<td></td>
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</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>2 Parent Members</td>
<td>2 Parent Members</td>
<td>2 Parent Members</td>
<td>2 Parent Members</td>
<td>2 Parent Members</td>
</tr>
</tbody>
</table>
### ACADEMIC PERFORMANCE INDEX (API)

#### STATE PRIORITY #4: STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School will meet the annual API Growth Target Schoolwide and Subgroups, or equivalent, as mandated by the CA State Board of Education.</strong></td>
<td>Need: School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education.</td>
<td>Metric: Results on administered assessment.</td>
</tr>
<tr>
<td></td>
<td>Classroom instruction will incorporate testing strategies in preparation for the Smarter Balanced/CAASPP</td>
<td>Method for Measuring: Results on administered assessment.</td>
</tr>
<tr>
<td></td>
<td>Meet Schoolwide &amp; Subgroup Growth targets</td>
<td>Meet Schoolwide &amp; Subgroup Growth targets</td>
</tr>
</tbody>
</table>

**Percentage of students at every applicable grade level, including all student subgroups, will score at a higher proficiency rate than local schools on the Smarter Balance/CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.**

**Metric:** Percentage of students at every applicable grade level, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, foster youth) will score at higher proficiency rates than local schools within a 5 mile radius on the Smarter Balanced/CAASPP.

**Need:** All Students Achieving; Smarter Balanced/CAASPP: ELA/LITERACY AND MATHEMATICS

**Metric:** Percentage of students at every applicable grade level, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, foster youth) will score at higher proficiency rates than local schools within a 5 mile radius on the Smarter Balanced/CAASPP.
### State Priority #4: Student Achievement

#### Annual Goals
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Results on administered assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will meet or exceed state requirements for API.</td>
<td>85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.</td>
</tr>
<tr>
<td>Students will meet or exceed state requirements for API.</td>
<td>85% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.</td>
</tr>
<tr>
<td>Students will meet or exceed state requirements for API.</td>
<td>90% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.</td>
</tr>
<tr>
<td>Students will meet or exceed state requirements for API.</td>
<td>90% or more of all students will demonstrate at least a 10% combined score improvement from the previous year on the CAASPP.</td>
</tr>
</tbody>
</table>

#### ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CELDT/ELPAC or other available external assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.</td>
<td>CELDT or other available external assessment.</td>
<td>2015-2016 Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar)</td>
</tr>
<tr>
<td>Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.</td>
<td>CELDT or other available external assessment.</td>
<td>2016-2017 Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar)</td>
</tr>
<tr>
<td>Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.</td>
<td>CELDT or other available external assessment.</td>
<td>2017-2018 Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar)</td>
</tr>
<tr>
<td>Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.</td>
<td>CELDT or other available external assessment.</td>
<td>2018-2019 Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar)</td>
</tr>
<tr>
<td>Increase the percentage of English Learner students advancing at least one performance level per the CELDT or similar assessment each academic year.</td>
<td>CELDT or other available external assessment.</td>
<td>2019-2020 Achieve similar or higher rate of EL growth and reclassification compared to the District on the CELDT/ELPAC (or similar)</td>
</tr>
</tbody>
</table>
## ENGLISH LEARNER RECLASSIFICATION RATE
### STATE PRIORITY #4: STUDENT ACHIEVEMENT

### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

### MEASURABLE OUTCOMES
Method for Measuring: CELDT or other available external assessments; reclassification rate.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Increase the number of EL students reclassified as Fluent English Proficient. Need: EL Reclassification Rates Metric: CELDT/ELPAC or other available external assessments; reclassification rate.</td>
<td>2015-2016</td>
<td>Meet or exceed the District's EL reclassification rate, meet or exceed annual AMAOs.</td>
<td>Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.</td>
<td>Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.</td>
<td>Meet or exceed the District’s EL reclassification rate, meet or exceed annual AMAOs.</td>
</tr>
</tbody>
</table>

### SCHOOL ATTENDANCE RATE
### STATE PRIORITY #5: STUDENT ENGAGEMENT

### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

### MEASURABLE OUTCOMES
Method for Measuring: ADA records/reports

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>The Charter School will maintain a high Average Daily Attendance (ADA) rate. School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled: Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.</td>
<td>2015-2016</td>
<td>ADA will be at least 96%</td>
<td>ADA will be at least 96%</td>
<td>ADA will be at least 96%</td>
<td>ADA will be at least 96%</td>
</tr>
</tbody>
</table>

### CHRONIC ABSENTEEISM RATE
### STATE PRIORITY #5: STUDENT ENGAGEMENT

### ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

### SPECIFIC ANNUAL ACTIONS

### MEASURABLE OUTCOMES
Method for Measuring: Student attendance rates

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<tr>
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</thead>
<tbody>
<tr>
<td>Reduce chronic absenteeism by establishing and promoting school policies regarding Parents and students will be informed of our attendance policies specified in our Student/Parent Handbook given out at the beginning of every</td>
<td>2015-2016</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
<td>96%</td>
</tr>
</tbody>
</table>
absences in any school year and to in-year enrollees

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce Middle school dropout rates through student support, college ready pathways, and remediation and intervention as deemed necessary.</td>
<td>Student individual data will be monitored and the school will ensure intervention is provided if the student is not meeting their benchmarks or overall student academic achievement.</td>
<td>Method for Measuring: Internal benchmarks, API/AYP.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>2015-2016</td>
<td>≤ 5%</td>
<td>≤ 5%</td>
<td>≤ 5%</td>
<td>≤ 5%</td>
<td>≤ 5%</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT SUSPENSION RATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Charter School will maintain a low annual suspension rate.</td>
<td>Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to suspension will be considered prior to administering consequences.</td>
<td>Method for Measuring: Monitoring of Expulsions and interventions.</td>
</tr>
</tbody>
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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>Annually ≤ 1% of enrolled students will be suspended</td>
<td>Annually ≤ 1% of enrolled students will be suspended</td>
<td>Annually ≤ 1% of enrolled students will be suspended</td>
<td>Annually ≤ 1% of enrolled students will be suspended</td>
<td>Annually ≤ 1% of enrolled students will be suspended</td>
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</tr>
</tbody>
</table>

**STUDENT EXPULSION RATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: _____________________</td>
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<tbody>
<tr>
<td>2015-2016</td>
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<td></td>
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</tr>
</tbody>
</table>

**DROPOUT RATE** [Middle and High Schools Only]

<table>
<thead>
<tr>
<th>STATE PRIORITY #5: STUDENT ENGAGEMENT</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Internal benchmarks, API/AYP.</td>
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</table>

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<tbody>
<tr>
<td>2015-2016</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The Charter School will maintain a low annual expulsion rate.

Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to expulsion will be considered prior to administering consequences.

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE</td>
<td></td>
<td></td>
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<tr>
<td>STATE PRIORITY #6: SCHOOL CLIMATE</td>
<td></td>
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<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
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<tr>
<td>ANNUAL GOALS</td>
<td>SPECIFIC ANNUAL ACTIONS</td>
<td>MEASURABLE OUTCOMES</td>
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</tbody>
</table>
Disabilities, and Foster Youth), unduplicated students and students with exceptional needs will have access to a broad course of study including all required subject areas through the academic and educational programs outlined in the school’s charter.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, measure pupil outcomes in the required academic and educational programs specified in the Charter School’s Charter, including requiring students to demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community</td>
<td>School administration will regularly review the performance data in each of the areas of study provided by the school. Students will also complete at least one group project and one individual project. 95% of students will complete their community service by culmination</td>
<td>Method for Measuring: Regular review of student performance in each academic category; Completed Community Service Project</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>Annual review of outcome in each area of study. 90% Complete Community Service Project</td>
<td>Annual review of outcome in each area of study. 90% Complete Community Service Project</td>
<td>Annual review of outcome in each area of study. 90% Complete Community Service Project</td>
<td>Annual review of outcome in each area of study. 90% Complete Community Service Project</td>
<td>Annual review of outcome in each area of study. 90% Complete Community Service Project</td>
</tr>
</tbody>
</table>

Annually, measure pupil outcomes in the required academic and educational programs specified in the Charter School’s Charter, including requiring students to demonstrate a commitment to citizen-scholarship through service, leadership, and advocacy in the community.
3.2 Methods of Measurement

The following demonstrates the method of measurement for each of the Measureable Outcomes listed above in Element 2.

Goal 1: Students will strive to master the rigorous academic content of the California Common Core State Standards, NEXT Generation and Appendices and to think critically and reflectively about their academic success, accepting personal responsibility for improvement.

Method of Measurement:

BRIDGES Charter School utilizes formative and summative assessment data to monitor student achievement. Student achievement data is collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

Use of the Let’s Go Learn assessments are used to measure student levels and progress. Publishers’ tests continue to be used to determine consistent and continuous student progress toward Common Core State Standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.

Teacher-developed assessments continue to contribute additional information to measure student progress, while anecdotal records and observation continue to provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the California Common Core State Standards and the pacing schedules developed by BRIDGES Charter School’s staff members responsible for each of the above named curricular areas determine levels of progress toward mastery of respective standards at each reporting period.

BRIDGES Charter School uses a variety of assessments that reflects Beginning and End of Year Assessments in Math and Language Arts:
Goal 2: *Students will build a foundation for a responsible work ethic by regular and punctual attendance.*

**Method of Measurement:**

BRIDGES Charter School monitors student attendance and communications with parents to ensure punctual and consistent attendance. Administrators, teachers, and the school community review board consistently meet to review attendance and communicate with families struggling with regular and punctual attendance.

Goal 3: *Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.*

**Method of Measurement:**

Progress toward mastery of Common Core State Standards in English Language Development standards (ELD) will be monitored and documented on BRIDGES Charter School’s ELD Portfolio for all English Learners.

Goal 4: *Students will demonstrate pro-social behavior with a sense of responsibility to their peers, home and community.*

**Method of Measurement:**

The number of referrals for disruptive classroom behavior and negative playground interactions will decrease yearly. Data on student behavior will be maintained through BRIDGES Charter School database.

### 3.3 Benchmarks

Benchmark testing will be conducted prior to finalizing student grades each K-5 Trimester; 6-8 Semester Benchmark testing utilizes publisher tests in language arts, mathematics, English language development, and science.

*Let’s Go Learn* is another method BRIDGES Charter School uses as a benchmark assessment. *Let’s Go Learn* is a Standards-based Adaptive Measurement that utilizes an innovative computer-adaptive, Internet-based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student’s abilities. This research-based program is a reliable, valid diagnostic test that has been shown to predict performance on standardized tests such as the California Standards Tests and has been an effective tool for identifying specific student needs in schools with demographics similar to BRIDGES Charter School.

Initially, Data Director an online database was used by BRIDGES Charter School to monitor student achievement on benchmark assessments. Presently, the “*Let’s Go Learn*” assessment is being used. In
addition to monitoring benchmark assessments, this software enables administrators and teachers to track and monitor student achievement on summative assessments including CSTs/ Smarter Balanced, CELDT/ELPAC, and publisher created benchmark assessments. Benchmark assessment data is clustered in alignment with the Smarter Balanced data to enable BRIDGES Charter School to monitor progress and predict API and AYP growth.

Let's Go Learn: Through adaptive, online assessment and differentiated supplemental instruction, Let’s Go Learn helps educators utilize technology to ensure the academic success of all their students.

Let’s Go Learn can make individual student assessment or widespread universal diagnosis possible with products that are easy to use and scalable our entire school, using our existing computer labs and classroom installations. Let's Go Learn provides the opportunity to implement a web-based, diagnostic platform, while allowing teachers to meet the instructional needs of each individual student.

Reading Assessments

*Diagnostic Online Reading Assessment (DORA)* is a K-12 measure that provides objective, individualized assessment data across eight reading measures that together profile each student's reading abilities and prescribe individual learning paths.

*DORA Phonemic Awareness*, ideal for non-readers or struggling readers, measures nine phonemic awareness skills using audio and picture-only items, for a thorough assessment of oral phonemic awareness skills.

*DORA Spanish/EDELL* is a powerful, diagnostic online assessment of student Spanish reading abilities. DORA Spanish/EDELL provides an effective means of comparing students’ first language Spanish abilities with their developing second language English reading skills, and allows parents and teachers to best utilize those Spanish reading skills to further develop English reading skills.

Let’s Go Learn Mathematics

*ADAM (Adaptive, Diagnostic Assessment of Mathematics) K-7*: Designed specifically to be fully aligned with the Common Core Standards, ADAM assess across 44 constructs within NCTM's five instructional strands.

*DOMA Pre-Algebra* intelligently assesses students in 14 Pre-Algebra constructs and follows with a detailed roadmap for remediation/instruction.

*DOMA Algebra* intelligently assesses students in 11 Algebra constructs and follows with a detailed roadmap for remediation/instruction.

Individual Student Sample Assessment Reports

All of Let's Go Learn's assessments are accompanied by diagnostic reports for parents, teachers, and administrators. These reports include:
- Descriptive, diagnostic assessment of student strengths and weaknesses
- Comprehensive scoring, with grade-level equivalencies, for all sub skills in the assessment
- Clear, easy-to-read graphics
- Detailed instructional suggestions and intervention techniques, developed by education specialists
- State math and reading standards evaluation available for all 50 states

**BRIDGES Charter School faculty** and administration have worked diligently to establish benchmark assessments at every grade level. Data from these benchmark assessments aids in tracking student progress toward academic standards. The Director and Learning Director dedicate much of their time toward observation and direct classroom support to teachers. Meetings focused on the achievement of students are held on a regular basis. The school has established a team approach for students who are struggling. The Student Study Team process involves experts on campus including the Resource Specialist and School Psychologist to meet with teachers and parents to come up with specific action plans to meet the needs of students who may be struggling in either academic or social-emotional areas.

**BRIDGES HOMESCHOOL** staff regularly assesses student progress toward accomplishing the state standards. Students participate in all state-mandated testing, including the Smarter Balance Assessment and the Physical Fitness test for 5th, 7th. As results are made available, parents and Supervising Teachers examine them to determine how best to modify each student’s educational program. Student progress is determined and monitored on multiple levels, including the individual student level, grade level and for the program as a whole. Results are reported to **BRIDGES Charter School’s** Director and Board of Directors.

The **HOMESCHOOL** parents, as the day-to-day teachers, monitor their individual student’s progress through informal and formal evaluation and assessment. The Supervising Teacher oversees the general educational program of each student. The Supervising Teacher monitors each student’s progress through regularly scheduled face-to-face meetings where the student’s learning is discussed with both the parent and the student. The Supervising Teacher evaluates and reviews the student’s work and takes samples, assesses the quality and quantity of the student work. The Supervising Teacher and the parent then work together to create a formal learning plan for the upcoming learning period. In between the face-to-face meetings, the Supervising Teacher is available to assist the parent and the student as needed, through phone conferences and/or via email. The student can also ask for additional help and support during the weekly study hall sessions that are offered at the beginning of the Monday and Wednesday Enrichment Days held on campus.

For the fall 2014 **BRIDGES HOMESCHOOL PROGRAM** is looking into introducing a standards-based assessment program through Study Island and/or Let’s Go Learn. This program would allow supervising teachers to administer regular benchmark tests in Math and ELA. The results from these benchmark tests could then be used to drive instruction, as well as be analyzed to determine areas of need for each individual student. The results could be used to analyze and identify areas of need prior to student participation in the annual Smarter Balance testing.
Discussions about student progress in the HOMESCHOOL PROGRAM occur very regularly. The staff discusses the student’s needs and works on adjusting the program and adding curriculum to ensure academic progress. Currently, staff is working on incorporating the new Common Core Standards and making sure that at the beginning of 2014-2015 the Supervising Teachers will be fluent in the CCCS to introduce them to HOMESCHOOL families including a “Parent-friendly checklist,” so the parents have an easier way to follow the CCCS.

3.4 State Mandated Assessment

BRIDGES Charter School participates in all required statewide assessment tests and will meet all statewide standards applicable to non-charter public schools.

BRIDGES Charter School will test independently and hereby grants authority to the state of California to provide a copy of all test results directly to the Ventura County Board of Education as well as BRIDGES Charter School.

3.5 Use of Assessment Data

The Director will report to the Board of Directors, the process and results of student assessment data at regularly scheduled annual meetings. Percentages on publishers’ tests for each classroom along with other teacher-developed assessments, anecdotal records, and grades will be reviewed by the Director and the Learning Director prior to each reporting period for school progress reports. Positive as well as negative results will be shared by teachers and evaluated by the administrative team to determine the specific causes for upward and downward trends, and action will be taken to modify or revise current instructional practices as necessary. Student achievement data provides additional insight into teacher effectiveness and is utilized as one component within the revised teacher evaluation process.

School administration will disaggregate data from yearly Smarter Balance tests to compare BRIDGES Charter School’s progress to that of the District’s and State’s for each curricular area, grade level, and significant subgroup. This analysis will focus BRIDGES Charter School’s efforts to keep pace with the state and District, and to be aware of the promising practices of the educational community-at-large.

All findings from the analysis of state and local assessments, and state and District comparisons, will continue to drive the allocation of BRIDGES Charter School’s resources. Funding recommendations and the scheduling of professional development activities will be made by the Learning Director and the Director based on careful analysis of student achievement data. These recommendations will be passed on to the Budget, Facilities and staff for fiscal review. Final determination of implementation of all policies and initiatives will be the responsibility of the Board of Directors.

Individual student test score results are mailed home to parents in a timely manner, and discussed, interpreted and analyzed for parents by classroom teachers during parent conferences scheduled in the fall of each school year.
ELEMENT 4: GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

4.1 Non Profit Public Corporation

BRIDGES Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

BRIDGES Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and BRIDGES Charter School. Pursuant to California Education Code Section 47604(c), the County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by BRIDGES Charter School as long as the County has complied with all oversight responsibilities required by law.

Attached are BRIDGES Charter School’s Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

4.2 General Provisions

BRIDGES Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating BRIDGES Charter School amends the bylaws, BRIDGES Charter School shall provide a copy of the amended bylaws to the County within 30 days of adoption.

The County reserves the right to appoint a single representative to BRIDGES Charter School governing board pursuant to Ed. Code section 47604(b).

Title IX, Section 504, and Uniform Complaint Procedures

BRIDGES Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with BRIDGES Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. BRIDGES Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students,
employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

**Legal and Policy Compliance**

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

**Responding to Inquiries**

**BRIDGES Charter School**, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the County, and shall cooperate with the County regarding any inquiries.

**4.3 Non-Profit Board of Directors**

A corporate Board of Directors (“Board” or “Board of Directors”), in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter, will govern **BRIDGES Charter School**.

The Board shall consist of at least five (5) and no more than nine (9) members. All Directors are designated at the corporation's annual meeting of the Board of Directors. Each Director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor Director has been appointed or elected by the position as described below.

The Board of Directors will include parents, teachers and community members. Each term for the Board of Directors shall be either one or two year(s). The terms of the Board of Directors shall be staggered.

**4.4 Board Member Terms & Elections**
Board members shall serve a term of two years. No Board Member may serve more than three consecutive terms. After serving three consecutive terms, an individual must take at least one year off if he or she wishes to run for election again. Board elections will be held each June. Special elections will be called whenever necessary to fill a vacant board seat. BRIDGES Charter School will seek Board members who believe in BRIDGES Charter School’s mission, and have experience in areas critical to school success, including but not limited to: education, the arts, government, law, business, finance/accounting, fundraising, facilities, or public relations. Every effort will be made to include two employee-appointed educators and the Director as consultants when issues related to instructional, philosophical, and/or organizational policies are discussed.

The Director shall not serve on the Board and shall not vote in Board elections. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. The Board has adopted a Conflict of Interest Code in accordance with the Political Reform Act.

4.5 Board Meetings and Duties

The Board of Director of BRIDGES Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors will oversee the implementation of BRIDGES Charter School’s mission and vision and approve any necessary revisions to its bylaws, policies, and procedures. The Board is fully responsible for the operation and fiscal affairs of BRIDGES Charter School including but not limited to the following:

- Hire, supervise, evaluate, and dismiss the Director of BRIDGES Charter School.
- Approve the hiring, promotion, discipline, and dismissal of all employees of BRIDGES Charter School after considering recommendation by the Director.
- Approve and monitor the implementation of BRIDGES Charter School’s general policies, including effective human resource policies for career growth and compensation of the staff.
- Approve all contractual agreements.
- Approve and monitor BRIDGES Charter School’s annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of BRIDGES Charter School in accordance with applicable laws and the receipt of grants and donations consist with the mission of BRIDGES Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community as needed.
- Execute all applicable responsibilities provided for in the California Corporation Code.
- Develop, review or revise BRIDGES Charter School’s accountability goals and mission with consideration of recommendations by the Director of BRIDGES Charter School.
- Engage in ongoing strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
• Approve BRIDGES Charter School amendments as necessary and submit requests for material revisions as necessary to the County for consideration.
• Approve annual independent fiscal audit and performance report;
• Appoint an administrative panel or act as a hearing body and take action or recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which not in conflict with, inconsistent with, or preempted by any law, and which is not in conflict with BRIDGES Charter School or the purpose for which public schools are established.

Board meetings, and the Minutes from those meetings, will be posted on our website (www.bridgescharter.org). In addition, any community member wishing to be a part of our mailing list can do so via the website.

BRIDGES Charter School has adopted a conflict of interest code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within.

As required, the Conflicts Code has been submitted to and approved by the County Board of Supervisors.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of BRIDGES Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of the Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will be in writing; will specify the entity designated; will describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and will require an affirmative vote of a majority of Board members.

BRIDGES Charter School’s Board of Directors will attend an annual in-service for the purpose of training individual board members on their responsibilities with topics to include at minimum Conflict of Inter, and the Brown Act.

4.6 Organizational Chart

The Organizational Chart below indicates how BRIDGES Charter School will become and remain a viable enterprise. The organizational chart shows the relationship between the governing board and the leadership of the school.
The Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern BRIDGES Charter School in a manner that will enable the Charter School to achieve its mission as prescribed and permitted by its charter. The Board’s role is one of oversight of school management; specifically, oversight and management of the Director who has oversight of BRIDGES Charter School.

The Director

As the leader of BRIDGES Charter School, the Director will understand fully BRIDGES Charter School’s educational philosophy, will oversee the educational program and staff for grades K-8, and will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Director will report directly to BRIDGES Charter School’s Board of Directors. S/he is assigned to perform assigned tasks directed from BRIDGES Charter School’s Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Assist with and coordinate the development of curriculum, and ensure that pedagogy is based on BRIDGES Charter School’s educational philosophy;
- Oversee parent/student/teacher relations;
- Ensure BRIDGES Charter School enacts its mission;
• Supervise and evaluate certificated and classified staff;
• Attend Individualized Educational Program (IEP) meetings or assign designee;
• Manage student discipline, and as necessary participate in the suspension and expulsion process;
• Communicate and report to BRIDGES Charter School’s Board of Directors;
• Oversee school finances to ensure financial stability;
• Facilitate BRIDGES Charter School’s educational events and activities, or appoint a designee to do so;
• Participate in and develop professional development workshops as needed;
• Serve or appoint a designee to serve on any committees of BRIDGES Charter School;
• Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
• Ensure compliance with all applicable state and federal laws and help secure local grants;
• Communicate with parents, recruit new families and students, and assure families of academic growth;
• Take responsible steps to secure full and regular attendance at school of the students enrolled in identifying the staffing needs of the school and offer staff development as needed;
• Maintain up-to-date financial records;
• Ensure that appropriate evaluation techniques are used for both students and staff;
• Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets and timetables;
• Hire qualified substitute teachers as needed;
• Ensure the security of the school building;
• Promote and publish BRIDGES Charter School’s educational programming the community and promote positive public relations and interaction effectively with media;
• Encourage and support teacher professional development;
• Attend County Administrative meetings as required by the County and stay in direct contact with the County regarding changes, progress, etc.;
• Attend meetings with BRIDGES Charter School Board Members County on fiscal oversight issues as requested by the County;
• Provide all necessary financial reports as required for proper attendance reporting;
• Develop BRIDGES Charter School annual performance report and the SARC;
• Present an independent fiscal audit to BRIDGES Charter School’s Board of Directors and, after review by the Board of Directors, present the audit to the Ventura County Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of BRIDGES Charter School or other appropriate employee or third party provider.

In addition, the specific responsibilities of the Board are:

• **Oversight of the school.** The Board is ultimately responsible for monitoring school performance, including its compliance with its charter and other governing documents. The
Board is accountable to the Ventura County Board of Education for the achievement of the school’s goals set out in the school’s petition. The Board is responsible for the approval and monitoring of the School Plan, and for ratifying the school’s mission. The Board reviews the School Plan at the beginning of the year and supports the goals set forth and monitor achievement of these goals.

- **Budget and financial resources.** School management prepares an annual budget for consideration by the Board. The Board approves the budget and reviews the school’s financial performance and position at each meeting. The Board is responsible for financially managing the school, including budget development and monitoring, establishing fiscal controls, and causing audits of the school's books and records to be made as required by law and as otherwise prudent.

- **Annual financial audit.** The Board hires the school’s auditor, reviews the annual audit, and, if necessary, adjusts policies and procedures.

- **Appeals by parents.** The Board hears appeals by parents on matters of student discipline, including student expulsions.

- **Enhancing the organization’s standing.** The Board Directors are ambassadors of the school to the community and work individually and collectively to increase the organization’s standing in the community.

- **Ensure legal and ethical integrity.** The Board Directors ensure that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.

- **Fundraising.** The Board assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.

- **Strategic planning.** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.

- **School Policies.** The Board is responsible for establishing, implementing, and enforcing, or delegating the implementation and/or the enforcement of, school policies with respect to:
  
  - admissions,
  - curricular guidelines,
  - employment and other personnel matters,
  - student discipline,
  - special education,
  - English language education for English Learners,
  - ethics,
  - transportation,
  - student food services,
  - student health services,
  - communication with students' families,
  - communication with governmental and regulatory agencies,
  - public relations and outreach, and
  - hearing complaints
  - all or more particularly set forth in the By-Laws of the School.
4.7 Governance Procedures and Operations

Governance Board Decision Making Process

A majority of the Directors then in office shall constitute a quorum. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board. Per the California Attorney General (Brown Act publication 2003), when there is less than a quorum present at a noticed meeting, the body may either (1) meet as a committee, or (2) adjourn to a future date. The presence of a quorum is necessary to take action. (Govt. Code §§ 54952.6; 54955; 54955.1.)

Except as otherwise may be provided in the Brown Act, any action required or permitted to be taken by the Board under any provision of the Nonprofit Public Benefit Corporation Law may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such Directors.

4.8 Stakeholder Involvement

BRIDGES Charter School believes that parent involvement translates into increased student achievement. The philosophy of BRIDGES Charter School is to encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:

School parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents and the governing board.

Parents will be encouraged to serve on the School Site Advisory Council. Parents will be consulted and advised regarding the school’s educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged to spend at least one full day per school year in the classrooms with the child.

The Charter School will provide parent workshops and education classes, in English and Spanish language, at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:
- Monitoring Your Child’s Use of the Internet
- Adolescent Psychology and Behavior
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child’s Educational Future (High School and College)
- Understanding Linked Learning Career Pathways

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

4.9 Community Involvement

BRIDGES Charter School will work closely with established community-based organizations in the Thousand Oaks area to ensure community participation and maximize the resources available to students and their families. The community-based organizations in the surrounding areas and other partnering stakeholders will work collaboratively in support of BRIDGES Charter School. This includes college and university partnerships, as well as partnerships with businesses that will support our school.

Parent Advisory Council (PAC)

The Parent Advisory Council (PAC) will consist of parents, students, community members, teachers and school site administrators. BRIDGES Charter School’s council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The council will make recommendations and decisions about issues related to the school and participate in reviewing parental and community concerns. The school site administrator will be responsible for submitting the minutes of each Parent Advisory Council (PAC) meeting to the Board of Directors. The Parent Advisory Council meets at least once per month. PAC members are encouraged to attend the Board meetings.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

5.1 Equal Employment Opportunity

BRIDGES Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. BRIDGES Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements

BRIDGES Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. BRIDGES Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization.

BRIDGES Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

BRIDGES Charter School’s selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

All individuals to be employed by BRIDGES Charter School must possess the characteristics, knowledge and qualifications identified in posted job descriptions.
5.2 Staff Selection Committee

To ensure that the Charter School employs highly qualified and philosophically aligned educators and support staff, BRIDGES Charter School Staff Selection Committee will conduct the employment interviews. This committee, which may change from year to year, will be organized by the Director and be comprised of the Director, teachers and parent representatives.

Job Descriptions

Director

Summary:

The Director serves as the educational leader and chief executive of BRIDGES Charter School with responsibility for the supervision and implementation of all programs and operations. The Director ensures that the school’s programs are aligned philosophically and procedurally with the approved BRIDGES Charter School Petition and Memorandum of Understanding with the Ventura County Office of Education and in compliance with Board Policy and applicable state and federal laws. The Director is employed by and reports directly to the Governing Board of BRIDGES Charter School.

Specific Responsibilities and Essential Duties:

Student Learning:

- Provides leadership and supervision of standards-based curriculum and instruction in alignment with Whole Child philosophy outlined in BRIDGES Charter School’s vision and mission.
- Maintains written descriptions of expected student learning results and established school curriculum and benchmark assessments.
- Ensures that student assessment data are collected, analyzed and utilized for the planning of instruction, the professional development of staff and for school-wide improvement plans.
- Establishes procedures for the collection and maintenance of student achievement records.
- Maintains an ongoing staff development program that assists teachers to be effective in research-based pedagogy and teaching methods, and prepares them for adoption and implementation of current curricula.
- Ensures that programs for students with special needs (Special Education, English Learners etc.) are implemented according to legal requirements and individualized learning plans.
- School Culture and Support for Student Growth:
- Ensures that the school is safe, clean, orderly and supportive of students.
- Encourages and oversees parental and community involvement in the learning process.
- Works collaboratively with parent and community groups that support the school’s mission and operations.
• Assists parent/student/teacher relations to be respectful, supportive of student learning and time efficient.
• Establishes and articulates clear expectations for student conduct in collaboration with staff and parents and implements school discipline policies.
• Promotes positive public relations in the community and with the media.

School Operations:

• Recruits new students, oversees enrollment and attendance, and oversees lottery procedures according to established practices.
• Oversees attendance, ADA record keeping procedures and required reporting.
• Facilitates schoolwide educational events and activities, or appoints designees to carry out specific tasks.
• Submits required documents and data to county, state or other official agencies.
• Completes BRIDGES Charter School annual performance report and renewal procedures.

Human Resources and Staff Supervision:

• Selects, supervises and evaluates certificated and classified staff and makes recommendations to the Board with regard to employment, discipline or other action.
• Ensures that employment practices, background reference checks, trainings, handbooks and record keeping systems conform to legal and accepted standards.
• Identifies and projects staffing needs in relation to student enrollment and programmatic considerations.
• Assigns teachers and ensures that staffs are properly credentialed for what they teach.

Governing Board and Legal Compliance:

• Communicates and reports to the Governing Board of BRIDGES Charter School.
• Assists the Governing Board with meeting agendas, policy development and provides recommendations with regard to proposed Board action.
• Maintains records of Governing Board policies, meeting agendas/minutes and other required legal documents required by the Board and applicable law.
• Implements Governing Board policy and communicates with parents and staff about Board expectations.
• Consults with legal counsel and governmental agencies concerning legal compliance.

Fiscal Oversight:

• Works with Ventura County Office of Education on fiscal planning, oversight and required reporting.
• Oversees and organizes fiscal procedures that address day-to-day school operations.
• Assists the Board in the development of a fiscally sound annual budget with a minimum 5% reserve.
• Ensures that student enrollment is sufficient to generate projected operating funds.
• Monitors fiscal resources, expenditures and fund balances regularly.
- Oversees procedures for school and program fundraising and grants to ensure legal compliance.

Knowledge of:

- Effective board governance practices and procedures.
- Alternative schooling structures e.g., BRIDGES Charter Schools, private schools, Homeschooling.
- State accountability system and mandated reports.
- Data organization, presentation and analysis.
- K-8 curriculum, instruction and assessment.
- Due Process procedures
- Student motivation and discipline strategies.
- Computer operation and applicable hardware/software usage.
- Correct English grammar, spelling, punctuation and vocabulary.
- Safe practices and risk management on a school campus.
- Record keeping in relation to students and employees.
- Applicable sections of the State Education Code and other applicable laws.

Ability to:

- Communicate in English orally and in writing; bilingual English/Spanish desirable.
- Use independent judgment.
- Meet deadlines.
- Supervise certificated and classified personnel.
- Delegate responsibilities.
- Follow oral and written instructions.
- Understand and carry out assigned tasks.
- Prepare and deliver oral presentations
- Establish and maintain cooperative and effective working relationships with others.
- Maintain records and prepare reports.
- Operate a computer terminal to enter data, maintain records and generate reports.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.
- Analyze situations accurately and adopt an effective course of action.

Education and Experience (Qualifications):

- A Master’s Degree or higher
- A minimum of five (5) years of successful teaching experience.
- A minimum of three (3) years of successful administrative experience at the school Principal level or higher.

Licenses and Other Requirements (Qualifications):

- Valid California Teaching Credential
- Valid California Administrative or Supervisory Credential authorizing service at the K-8 level

Learning Director

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<thead>
<tr>
<th>TITLE:</th>
<th>Learning Director</th>
<th>REPORTS TO:</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Education</td>
<td>WORK YEAR:</td>
<td>210</td>
</tr>
</tbody>
</table>

Requirements (Qualifications):
- Administrative Credential
- Master’s Degree in Curriculum and Instruction or related field
- Minimum 3 years teaching experience

Classification: Certificated Management

Salary: See Salary Schedule

General Summary
The following Job Description includes, but is not limited to, the following obligations and duties of the Learning Director in the areas of curriculum development, instruction, and staff development:

Duties and Responsibilities
In support of the overall structure of the school, the Learning Director shall:
- Assesses charge of the school in the absence of the Director.
- Assists in evaluation and making recommendations for improving the educational program of the school.
- Assists the Director in evaluating assigned teachers and/or staff members.
- Provides leadership to stimulate and encourage personal growth and professional development of the staff.
- Coordinate with Director on staff in-service programs.
- Provides the Director with information concerning the morale and issues of the staff.
- Supervise English Learner program and manage student files with respect to the EL program.
- Administers student discipline and counseling and assumes responsibility for student attendance.
- Conduct administrative hearing panel conferences with Director for student discipline.
- Assists in developing master schedule.
- Assists in scheduling / enrollment of new students.
- Supervision of student activities and scheduling of facilities, transportation and other needs identified by staff members for field trips.
- Share in administration of supervision at school functions and activities.

In support of the school culture the Learning Director shall:
- Carry out BRIDGES Charter School's mission and vision;
- Work collaboratively with teachers, students, parents, and community;
- Show enthusiasm for collaboration with all staff at the school;
Participate in professional development opportunities and engage in continuous reflection on the goals and methodology at BRIDGES Charter School;

Demonstrate mastering of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and affective teaching methods;

Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards; and

Demonstrate knowledge about global and environmental studies, and how to integrate them into the curriculum.

In support of curriculum, instruction and assessment the Learning Director shall:

- Lead in the development and maintenance of a positive coordinated educational program designed to meet the needs of all children;
- Guide the faculty through the implementation, and evaluation of curriculum and instruction;
- Visit classrooms frequently for collaborative approach to instructional support; be familiar with each teacher’s curriculum plan or current unit of study;
- Provide technical support to teachers;
- Represent BRIDGES Charter School on the Ventura County Curriculum Council;
- Review and evaluate instructional programs at all levels;
- Guide development, implementation, and evaluation of orientation and meaningful professional development opportunities for faculty and staff;
- Maintain current knowledge of Common Core Standards relevant to all grade levels, including but not limited to, all testing required at particular grade level;
- Assist Director in the creation and implementation of benchmark assessments for all grades;
- Examine classroom data reports and collaborate with teachers to create BRIDGES Charter School’s appropriate instructional plans and strategies for student growth;
- Facilitate the development, implementation, and updating of consistent methods for and documentation of assessment of student academic progress for all grades;
- Coordinate all state and local testing;
- Analyze results of test data; communicate results to Director, Board, faculty and parents;
- Support and assist in the entirety of the accreditation (WASC) process, including the WASC Self-Study and WASC report.
- Maintain assessment schedules for CELDT/ELPAC testing, CAASPP testing, State Physical Education testing and other local / district assessments.
- Stay current on relevant strategies and methodologies in Project Based Learning;
- Work with faculty to develop appropriate interventions/accommodations/approaches for students who are not meeting the core curriculum goals.

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**Teacher**

<table>
<thead>
<tr>
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<th>REPORTS TO:</th>
<th>Director</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Education</td>
<td>WORK YEAR:</td>
<td>178 (173 teaching)</td>
</tr>
</tbody>
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BRIDGES Charter School Petition Renewal
Requirements (Qualifications):  Single Subject Credential, Science CLAD or BCLAD Certification
Classification:  Certificated

The following Job Description includes, but is not limited to, the following obligations and duties of all teaching staff:

All teachers shall:

- Carry out BRIDGES Charter School’s mission and vision;
- Work collaboratively with parents in the classroom and community;
- Show enthusiasm for collaboration with other all staff at the school;
- Participate in professional development opportunities and engage in continuous reflection on the goals and methodology at BRIDGES Charter School;
- Demonstrate skillful use of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and an affective teaching approach;
- Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards; and
- Demonstrate knowledge about global and environmental studies, and an ability to integrate them into the curriculum.

In order to accomplish all goals stated in BRIDGES Charter School, all teachers shall:

Engage in Meaningful Professional Development

- Attend, at a minimum, weekly meetings with the Director and/or teacher-led meetings and staff development meetings at the discretion of the Director;
- Participate in professional development opportunities, and engage in continuous reflection on the goals and methods of education; and
- Maintain current knowledge of all Common Core State Standards relevant to teaching grade level, including but not limited to, all testing required at particular grade level.

Ensure that all BRIDGES students achieve the goals as set forth in the Charter

- Be knowledgeable about, and philosophically aligned with, constructivist learning strategies – particularly the work of Piaget, Glassner, Vygotsky and Gardner’s Multiple Intelligence Theory;
- Stay current on relevant strategies and methodologies in Project Based Learning;
- Work collaboratively with parents, find creative, authentic and meaningful roles for parents and other volunteers in the classroom and community;
- Be open to the concept of community as classroom;
- Develop appropriate accommodations for students who require alternative approaches to core curriculum;
- Develop appropriate interventions/accommodations/approaches for students who are not meeting the core curriculum goals in one or more of the following ways:
- Devote additional time to working with such students;
• Devote time in creating and assisting in implementing at-home plans for parents where students require additional help;
• Show enthusiasm for and demonstrated ability to work collaboratively with other teachers at classroom and school levels;
• Work beyond the parameters of a regular school day to assure the success of the program;
• Demonstrate a disposition for energy, compassion, and joy for teaching and learning;
• Nurture respectful relationships with parents and children and be sensitive to the individual needs of each BRIDGES Charter School family;
• Lead or participate in Committees for the benefit of Parents, Students or BRIDGES Charter School Community as a whole;
• Attend BRIDGES Charter School Community functions including but not limited to:
  • BRIDGES events held during the school year including all after school or evening events;
  • Evening or week-end off-site events held for the benefit of BRIDGES Charter School Community;
  • Fundraising events.
• Develop creative approaches in enhancing BRIDGES Charter School community overall.

Substitute Teacher

<table>
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<tr>
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<th>REPORTS TO:</th>
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<td>Education</td>
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<td>On Call as Needed</td>
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Requirements (Qualifications): Emergency Substitute Credential
Completion of CBEST
Classification: Certificated

The substitute teacher will carry out the vision and mission of the full time classroom teacher that has already been planned for the classroom. The teacher will communicate with the substitute on lesson plans, activities and other classroom issues. The substitute will carry out daily duties and obligations and attend to all daily functions including but not limited to:

All substitute teachers shall:
• Carry out BRIDGES Charter School’s mission and vision;
• Work collaboratively with parents in the classroom and community;
• Show enthusiasm for collaboration with other all staff at the school;
• Demonstrate skillful use of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and an affective teaching approach;
• Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards; and
• Demonstrate knowledge about global and environmental studies, and an ability to integrate them into the curriculum.

In order to accomplish all goals stated in BRIDGES Charter Schools, all teachers shall:
Sample Physical Requirements
Teachers must be able to perform the following essential functions:

- Observe, see, hear, and respond to children’s needs, emergencies and conflicts that may occur at school.
- Reach a child 20 to 30 feet away within 30 seconds without endangering teacher’s health.
- Crouch to a child’s height, maintain eye contact at the child’s level, sit on the floor, and be able to stand on feet for long periods of time.
- Handle the responsibilities and routine stress often associated with being a teacher.
- Communicate verbally and writing in English to the degree satisfactorily that child, parents, and other staff member are able to understand and respond.

Homeschool Director

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<tr>
<td>REPORTS TO:</td>
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<td>Education</td>
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<tr>
<td>WORK YEAR:</td>
<td>105</td>
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</table>

Requirements (Qualifications):
- Administrative Credential (or currently enrolled in credential program)
- Bachelor’s Degree
- Valid California Teaching Credential
- Minimum 3 years Teaching Experience

Classification: Certificated Management

GENERAL SUMMARY
The Homeschool Director is responsible for all operational functions of the Charter School's Homeschool program. She/he reports directly to the Director and works collaboratively with the Director regarding legal or business aspects of the program. All duties will be carried out within the guidelines established by the School's charter.

Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.

DUTIES AND RESPONSIBILITIES
In support of the overall structure of the school, the Homeschool Director shall:

- Contribute to the Homeschool (HS) and BRIDGES Charter School's strategic planning
- Be responsible for implementation and management of the Homeschool program
- As required, contribute to and coordinate the establishment, management and delivery of the Homeschool program, including the development and coordination of the academic and enrichment programs offered
• Contribute and oversee the effective management and delivery of the academic programs through various means, including direct instruction at the site, parent instruction, online instruction, enrichment courses, etc.
• Develop and organize new courses in accordance with the school’s mission and charter, including online and on site workshops, enrichment courses, intervention classes, etc.
• Oversee the professional development program for the Homeschool teaching staff in conjunction with the Homeschool program
• Be the key contact for the maintenance and development of the academic program and ensure compliance with Common Core State Standards and any state and school mandated testing requirements
• Support the Homeschool teachers with regard to implementation of the Homeschool requirements and issues that arise with families
• Be familiar with the Common Core State Standards and make sure that appropriate academic progress is made towards these standards by Homeschool students
• Hire, train, and supervise all homeschool teachers and specialists in cooperation with the Director of Education
• Manage daily Homeschool organization and activities to ensure efficiency while achieving student outcomes
• Manage all programs to ensure effective day to day organization of teaching areas
• Develop, maintain and evaluate curricula as necessary to ensure appropriate academic progress towards the Common Core standards.
• Run/attend weekly/monthly meetings with Homeschool staff as necessary and attend any other meetings with school administration as required, including board meetings
• Work closely with families, students, teachers and other BRIDGES Charter School staff and administration to achieve efficiency in administration and academic performance
• Manage resources (human and material) We normally do their paperwork but don't hire
• Observe and evaluate Homeschool teachers; at a minimum annually
• Establish and maintain open communication between the teachers, students, families and administration
• Ensure ethical and transparent practices in management of Homeschool program and the Homeschool team
• Manage Homeschool campus, custodian, etc. - classrooms
• Ensure that organization targets are met within the context of the Homeschool program’s policies and Homeschool rules and regulations
• Take shared responsibilities for the management of the budget for the Homeschool program and ensure effective budget management and monitoring for the Homeschool program while working closely with BRIDGES Charter School's administration and board

In support of the school culture the Homeschool Director shall:
• Carry out BRIDGES Charter School's mission and vision;
• Work collaboratively with teachers, students, parents, and community;
• Show enthusiasm for collaboration with all staff at the school;
• Participate in professional development opportunities and engage in continuous reflection on the goals and methodology at BRIDGES Charter School;
• Demonstrate mastering of project-based, structured cooperative learning strategies, integrated thematic units, conflict resolution, and effective teaching methods;
• Demonstrate knowledge of positive discipline and classroom management strategies that emphasize intrinsic rather than extrinsic rewards
• Demonstrate knowledge about global and environmental studies, and how to integrate them into the curriculum.
• Provide academic counseling to students about their progress and the Homeschool program’s requirements, policies and expectations as needed
• Schedule classes/extracurricular activities for Homeschool students and families
• Oversee, organize and administer of placement testing (if any) for prospective students as well as all state and school mandated testing as required to ensure appropriate academic student progress Develop and maintain close, cooperative and collegiate relationship with teachers, families/students, and community, as appropriate.
• Work cooperatively and effectively as a member of the Homeschool management team
• Contribute to the marketing and development of the Homeschool program, including the preparation and development of promotional materials, hosting visitors, liaising with other schools, enterprises, organizations, community groups and the media, etc.
• Participate in the growth and development of the Homeschool program through various means, including Public Relations on social networks, radio, newspapers and other media, as well as participating in school events for the promotion of the Homeschool program
• Represent the Homeschool program positively in all conversations with staff, families, and the community

KNOWLEDGE AND ABILITIES:

Knowledge of:
• Common Core State Standards
• Educational choices for students and parents
• Variety of instructional methods and techniques
• Curriculum development and instructional improvement
• Progressive/constructivist education methodologies
• Multiple Intelligence Theory
• Authentic Assessment
• Current research in education/teaching methods
• The cognitive, social, and physical needs of children
• Interpersonal skills using tact, patience, and courtesy

Ability to:

Work respectfully with diverse groups in the community
• Establish and maintain effective working relationships with others
• Utilize effective leadership skills that work well in a team setting
• Plan and organize work
• Work independently and in a team environment to implement the philosophy of the School
• Analyze situations accurately and adopt an effective course of action
• Supervise, and evaluate the performance of assigned staff
- Work closely with teachers to plan and implement curriculum
- Oversee California Standardized Testing, CELDT/ELPAC, and Physical Fitness Testing for the Homeschool
- Participate as a member of the Student Study Team and attend all IEP meetings for all Homeschool students
- Attend IEP meetings if needed
- Perform the essential functions of this position

Homeschool Supervising Teacher

Title: Homeschool Supervising Teacher
Classification: Certificated
Education Required: Bachelor's Degree or higher, CBEST verification
Credential Required: California Multiple Subject, CLAD or BCLAD
Report To: Homeschool Coordinator

Definition: Under the direction of the Homeschool Coordinator, performs a broad range of functions in the delivery and support of the educational programs.

Work Year: 175 days (depending on furlough days). Hours per day vary depending on student load.

Representative Duties:
Duties may consist of any combination of the essential functions listed below. This position description is not intended to be an exhaustive list of all duties, knowledge or abilities associated with this classification, but it is intended to accurately reflect the principle job elements.

- Promote the mission, vision and values of BRIDGES Charter School's Board of Directors and School Charter with students, families, teachers, staff and the Ventura County community;
- Explain Homeschool policies, program, and procedures to students, parents, and the public as needed;
- Clarify the educational and legal responsibilities the parent or guardian assumes when signing the Master Agreement;
- Assess each student's educational needs, abilities, interests, motivation, learning style and demonstrated achievement to implement an appropriate personalized educational plan.
- Offer curriculum that nurtures and stimulates the cognitive, social, emotional and cultural needs of the child as outlined in BRIDGES School's Charter and that satisfy state mandates and address California State Standards;
- Provide a Personalized Learning Plan for each student enrolled in the Independent Study program;
- Prepare appropriate instructional materials to enhance learning;
- Ensure that master agreements and student work assignment records and Learning Records are completed accurately and in accordance with all legal requirements; check for accuracy, compliance and for any absences at each Learning Record meeting;
• Perform basic attendance accounting and other business services as required;
• Maintain accurate records of student assignments, agreements, and assessments;
• Maintain required amounts of student work samples in student files;
• Meet with the student and his/her parent(s) on a regular basis to teach, share instructional materials or provide other resources to meet the needs of the student and meet CCSS;
• Use existing educational training tools, classes, venues, materials, frameworks, blueprints, facilities and other resources, as needed and as required;
• Use authentic assessments of students on an on-going basis. Involve both the student and his/her parent in the evaluation processes;
• Inspire students to take active ownership of their learning;
• Offer opportunities for Homeschool families to be both involved and supportive of the school community;
• Maintain confidentiality of records and information of staff and families;
• Communicate with parents to address: instructional strategies, program policies, child development issues or other concerns related to their child.
• Check and acknowledge emails and phone calls promptly during the work week;
• Participate in Student Study Team (SST and Individual Education Plan (IEP) meetings as necessary;
• Teach classes for the Homeschool students during enrichment days as needed and per schedule set up by Homeschool Coordinator. Be on campus at least one out of the two enrichment days. Be willing to help out with classes, if the need arises (e.g. absence of another teacher, state-mandated testing, etc.).

Knowledge, Skills and Abilities:

Knowledge and skills:

• Have Homeschooling experiences either as a parent or teacher or both strongly desired.
• Have the ability to build and create individualized curriculum based on a wide range of learning modalities and styles;
• Have knowledge, experience and/or expertise in progressive/constructivist education methodologies;
• Have awareness of the cognitive, social, emotional and physical needs of children;
• Understand the value of providing students with the opportunity to learn by: project-based, multi-cultural. anti-biased, cooperative learning, integrated thematic units, with a focus on the process over the product and the goal to empower students to become lifelong learners.

Ability To:

• Demonstrate excellent verbal and written communication, presentation and interpersonal skills;
• Demonstrate unlimited patience, creativity, compassion and flexibility accompanied by a personal desire for growth;
• Manage and track numerous tasks, people, individual student progress and enrichment programs while at the same time create new programs and events;
• Operate a computer with a variety of software programs and communicate via email;
• Work collaboratively with parents, teachers, community specialists, volunteers and staff;
• Participate in professional developmental opportunities and continuously engage in reflection to improve the focus required to meet the needs of the children and families, while honoring the vision and values of the school;
• Demonstrate a passion for teaching and a love of the learning process to inspire students, parents, and staff;
• Nurture respectful relationships and display sensitivity and acceptance of the variety of cultural backgrounds, socioeconomic levels and personality styles.

Must be able to perform the following essential functions:

• Mental ability to organize and facilitate instructional programs at multiple-levels; follow school procedures, rules and requirements regarding the supervision of the instructional program and make decisions regarding student assignments, progress or other related instructional issues;
• Facility to see and read, with or without vision aids, printed materials related to the instructional program;
• Facility to hear and understand speech at normal levels, and other sounds as it would relate to the instructional program;
• Facility to speak clearly and be understood;
• Ability to sit, walk, reach, stoop, climb, bend, kneel and be mobile for extended periods of time;
• Ability to attend all regular and special meetings, scheduled either during the day or after regular school hours;
• Ability to observe, hear and respond appropriately to the needs of children, staff, community specialists and teachers.

Reasonable accommodations will be made to enable qualified individuals with disabilities

Parent/Volunteer Coordinator

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<tr>
<th>TITLE:</th>
<th>Parent/Volunteer Coordinator</th>
<th>REPORTS TO:</th>
<th>Director</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>School Site</td>
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</table>

General Summary

Under the general supervision of the Director, within a broad framework of standard policies and procedures, works with parents and community members wishing to volunteer at BRIDGES Charter School. Volunteer program includes in-class volunteering, campus / lunch / recess supervision, office assistance, field trip chaperones, PAC, PMC or parent committees and board member positions.
Duties and Responsibilities

- Meet with each teacher to determine the needs of the classrooms.
- Meet with office staff members to determine the needs of the office.
- Design a parenting class schedule to meet the needs of the various staffs and train parents in the specified areas of working with students, staff members, community members and visitors to the campus that pertain to each identified volunteer area.
- Manage a volunteer hours tracking system to ensure families are meeting their volunteer commitment time.
- Communicate with families the different opportunities to volunteer on campus.
- Communicate with PAC leadership when new opportunities arise for volunteerism.
- Assist the Outreach PMC with recruiting efforts for new school year.
- Manage parent resource room.
- Work with office on fingerprinting clearance and any other qualifications of parents and/or volunteers for clearance to volunteer with students of BRIDGES Charter School.
- Performs other various duties as assigned.

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED (Qualifications)**

- Ability to work with adults in understanding the founding principles of volunteerism and how it pertains to BRIDGES Charter School.
- Understands and applies rules, regulations, procedures and policies.
- Communicates effectively in both oral and written form.
- Basic understanding of computer software programs including office (word, excel) and willing to learn new software programs to manage volunteer program.
- Uses tact, patience and courtesy.
- Meets the physical requirements necessary to perform the job.
- Establishes and maintains cooperative relationships with those contacted during the performance of required duties, including school personnel, students and parents.
- Maintains regular attendance.
- Possesses knowledge of policies and procedures regarding volunteering in a public school.

**JOB PARTICULARS**

Tools/Equipment/Work Aids when administering first aid - All body fluids shall be handled as if infectious. Disposable waterproof gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

**OCCUPATIONAL CERTIFICATES/LICENSES**

High school diploma or equivalent.
Physical Education Specialist

**TITLE:** Physical Education Specialist

**REPORTS TO:** Director

**DEPARTMENT:** School Site

**WORK YEAR:** Student calendar

**GENERAL SUMMARY**

Under the general supervision of the Director, within a broad framework of standard policies and procedures, teaches in a highly creative and collaborative environment. Responsible for the physical education (P.E.) program that includes all students in grades kindergarten through 8th grade. P.E. specialist will be expected to plan and carry out an educational program that supports the health component of our students’ education.

**DUTIES AND RESPONSIBILITIES**

- Teach skills in physical fitness, remedial exercise and adapted sports, health and recreation education, rhythms and dance, and individual, dual, or team sports
- Instruct pupils in citizenship, sportsmanship, basic communication skills, and other general elements of the course of study
- Analyze, demonstrate, and explain basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement
- Provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible
- Provide appropriate safety instruction and make safety checks on equipment and field areas
- Establish and maintain standards of pupil behavior
- Evaluate each pupil’s growth in physical fitness, and in physical skills and knowledge
- Identify pupil needs, and cooperate with other professional staff members in assisting and helping pupils solve health, attitude, and learning problems
- Duties and responsibilities may be added, deleted or changed at any time at the discretion of the Director

**KNOWLEDGE, SKILLS AND ABILITIES REQUIRED (Qualifications)**

**KNOWLEDGE OF:**

- Sports, physical fitness and related equipment
- Health and safety requirements on the playing fields and in the classroom
- Accurate record-keeping and inventory techniques
- Interpersonal skills using tact, patience and courtesy
- Proper methods of storing equipment
• Establish and maintain cooperative and effective working relationships with a diverse range of people
• Communicate effectively with students and adults
• Monitor students according to approved policies and procedures
• Observe health and safety regulations
• Learn new or updated skills and equipment to apply to current work
• Communicate using patience and courtesy in a manner that reflects positively on Bridges
• Apply integrity and trust in all situations
• Learn Charter School organization, operations, policies, objectives and goals

ABILITY TO:
• Learn the rules and procedures of sports and physical education activities
• Assist with games, sports and physical activities
• Set up sports equipment
• Communicate, understand and follow both oral and written directions effectively

PHYSICAL ABILITIES

Hearing and speaking clearly to exchange information in person and/or on the telephone, sitting or standing for extended periods of time. Must have dexterity of hands and fingers; kneeling, bending at the waist and reaching overhead over the shoulders and horizontally. Ability to lift heavy objects up to 50 pounds. Ability to climb or walk over rough or uneven surfaces.

JOB PARTICULARS

Establish and maintain standards of student behavior needed to provide an orderly and productive studio environment. Instruct pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of BRIDGES Charter School.

OCCUPATIONAL CERTIFICATES/LICENSES

High school diploma or equivalent.
Psychologist

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<th>Reports To:</th>
<th>Director or Designee</th>
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GENERAL SUMMARY

Under the direction of, and reporting to the Director and/or Special Education Resource Teacher, the Psychologist provides psychological services to pupils, parents, and school staff for the purpose of providing a positive learning atmosphere; promotes better pupil adjustment; and promotes the full utilization of District and community educational opportunities.
DUTIES AND RESPONSIBILITIES

General

Reviews all referral data on BRIDGES Charter School students and confirms all necessary information is present and complete prior to any assessment; upon completion of the assessment, interprets results to parents and other qualified people who are working with the student; provides specific educational recommendations verbally as well as within a written report; and provides additional information as required per IDEA and Title V.

Reviews records of special education transfer students when necessary and provides information to parents, teachers, and/or administrators as needed.

Participates in the determination/referral process and conducts assessments of students referred for special education consideration.

Conducts assessments with other students who may not qualify for special education services, but are in need of assistance due to behavioral problems.

Conducts and completes triennial assessments of special education students.

Assists special education teachers upon request with their annual reviews.

Chairs and/or serves as a member of Individualized Educational Program (IEP) Team meetings.

Provides services as prescribed by the IEP Team within area of expertise, such as, referral to special education programs, referrals to outside agencies, and other follow-up activities.

Adheres to mandated time lines as prescribed by law.

Provides procedural documentation and psychological reports for all assessments mentioned above as applicable.

Ability to use a computer to create documents, communicate with staff, and search the Internet.

Maintains professional competence through participation in in-service education activities provided by Ventura County SELPA and/or self-selected professional growth activities.

Participates in emergency response activities as necessary.

Additional Responsibilities
Provides consultation and in-service workshops to BRIDGES Charter School personnel regarding legal obligations related to special education.

Assists in development of systematic procedures for referral, team assessment, program planning, placement, and follow-up for regular and special education students.

Consults with administrators, parents, and teachers regarding students referred for psychological services other than special education. This may include conferences, observations, assessments (formal or informal testing). Makes specific recommendations to remedy concerns as applicable.

Provides follow-up consultation for students in need of some type of additional educational, emotional, and/or social support.

Assists teachers in the development of effective individual educational plans for students, including behavioral interventions, if applicable.

Provides crisis counseling for students, parents, and teachers followed by referral to appropriate agencies as warranted.

Attends professional staff development meetings to keep abreast of new psychological practices including assessment tools, techniques, consultation, and latest research in effectively working with students.

Represents BRIDGES Charter School at special education meetings.

Participates in Student Study Team meetings.

Provides short-term counseling.

Assists parents in coordinating community and school services.

Conducts research to determine effectiveness of specified programs.

Community Relations

Establishes and maintains effective working relationships with students, parents, community members, outside agency personnel and other interested school stakeholders. Represents BRIDGES Charter School in working cooperatively with community agencies and service groups as needed.

Works with local community in promoting and developing a positive learning environment to further the mission BRIDGES Charter School.

Personnel
Promotes positive staff morale and commitment.

Demonstrates collegial and organizational loyalties.

**Professional Obligations**

Maintains professional association memberships and represents BRIDGES Charter School on county and state psychological services and counseling committees.

**Experience**

Successful experience in the field of psychology/educational guidance at the elementary (K-8) level.

**Job Particulars**

Tools/equipment/work aids -- All body fluids shall be handled as if infectious. Disposable latex gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

**Occupational Certificates/Licenses (Qualifications)**

Holds or is eligible for a valid California Credential with School Psychologist authorization issued by the California Commission on Teacher Credentialing.

Master of Arts or Science degree in the area of Psychology or Educational Psychology

Possession of a valid California driver’s license

First Aid and CPR certification (desired)

**Physical Conditions**

Essential functions may require maintaining physical condition necessary for sitting, walking or standing for prolonged periods of time; operate a computer and keyboard; near visual acuity to review written documentation; facility to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; physical agility to lift up to 10 pounds to shoulder height.

**Employment Standards**

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.
**Resource Specialist**

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<th>TITLE:</th>
<th>Resource Specialist</th>
<th>REPORTS TO:</th>
<th>Director</th>
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<tr>
<td>DEPARTMENT:</td>
<td>Education</td>
<td>WORK YEAR:</td>
<td>Student Days Plus 5</td>
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</table>

**General Summary**

Under general direction of the Director, provides instruction and services for those pupils whose needs have been identified in an individualized educational program developed by the individualized education program team.

Trains and assigns the work of instructional aides; provides input into the employee evaluation process.

**Duties and Responsibilities:**

**Direct Instruction:** (1) provides direct instruction in the academic areas to pupils in the resource program on a one-to-one or small group basis, either in the resource room or the regular classroom; (2) provides information and assistance to individuals with exceptional needs and their parents; (3) monitors pupil progress on a regular basis, participating in the review and revision of the instructional education programs, as appropriate; refers pupils who do not demonstrate appropriate progress to the individualized education program team; (4) evaluates student growth in academic achievement, self-concept, and social skills; (5) assists in the selection, training, and evaluation of resource specialist instructional aides.

**Consulting Services:** provides consultation services as follows: (1) identification and assessment of behavior patterns in pupils; (2) utilization of evaluation data for the modification of instruction and curriculum; (3) application of effective classroom management techniques; (4) identification of resources appropriate to individuals with exceptional needs to regular staff members, parents, and guardians; (5) acceptance by regular classroom teachers and students of individuals with exceptional needs.

**Coordination:** (1) coordinates referral and assessment procedures; (2) assists in the coordination of the individualized education program team meetings; (3) coordinates instructional planning (i.e., the development and implementation of individualized educational programs for individuals with exceptional needs); (4) coordinates the implementation of special education services provided to individuals with exceptional needs; (5) assists in the coordination of designated instruction and services; (6) coordinates the collection of relevant information for those students referred to the individualized education program team; (7) coordinates the organization and distribution of special education media and materials for resources in regular classrooms; (8) coordinates individualized instruction and activities of the resource specialist program with regular classroom curriculum; (9) coordinates special education in-service workshops and workshops for staff and/or parents; (10) coordinates follow-up activities to insure service delivery to all individuals with exceptional needs.
Interpretation and Implementation of Laws, Regulations, and Other Compliance Requirements: (1) schedules and monitors referral procedures in accordance with legal requirements; (2) monitors the development of individualized educational programs and conducts review meetings in accordance with legal requirements; (3) processes information leading to approval of services by child, parent, or guardian; (4) provides leadership for assuring full compliance with legal requirements.

Parent Education: (1) provides parents with basic knowledge of assessment procedures in evaluation and how to utilize the information; (2) provides parents with basic understanding of remedial methods and techniques as they relate to their own child's program; (3) provides parents with basic home enrichment in home management techniques designed to meet the needs of their child; (4) counsels parents in areas related to their child's abilities, including strengths and weaknesses, as well as the child's needs and goals - including career and vocational planning alternatives; (5) provides parents with information about effective utilization of community resources.

Staff Development: (1) assists in planning parent education workshops; (2) attends special education in-service training as required and participates in providing in-service education for regular school staff; (3) attends Ventura county SELPA meetings as required.

Minimum Qualifications

Education, Training, and Experience
Possession of a clear resource specialist certificate and a special education credential, or verification of three or more years of teaching experience and a special education credential.

Knowledge, Skills, and Abilities
Knowledge and skills in education assessment, consulting, coordination, interpretation and implementation of laws and regulations, staff development, and parent education to perform the competencies listed in the duties and responsibilities; effective interpersonal skills and flexibility in meeting new and/or changing conditions.

Physical Characteristics (Consideration will be given to reasonable accommodation for the following physical requirements): Sufficient vision to read printed materials; sufficient hearing to conduct in-person and telephone conversations; sufficient mobility to move about the classroom; ability to speak in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone, and in addressing groups.

Other Characteristics
Possession of a valid California driver's license; willingness to provide own transportation in conduct of work assignments.

Speech and Language Specialist (SLS)
Title: Speech and Language Specialist (SLS)  
Reports To: Director or Designee

Department: Special Education

GENERAL SUMMARY
Under the general direction of the Director and/or Special Education Resource Teacher, identifies students needing Speech/Language Therapy services. Provides necessary assessment of special problems and needs; provides therapeutic services to alleviate or eradicate disabling condition caused by impairments of language and speech; establishes meaningful rapport with parents and makes referrals for other services as needed; continually evaluates student's progress, program results; and performs other duties directly related to this position description.

Duties and Responsibilities

General

- Participates as a team member in identifying students who may be in need of assessments to determine possible eligibility for Special Education or related services; this includes pre-referral, screening and referral.
- Assesses student's language/speech problems and needs, this includes collecting data, gathering evidence using appropriate, non-biased tools and interprets evaluative data to parents and teachers.
- Interprets the assessment, including the nature and severity of the disorders and the potential effect on the student's educational and social performance. Clinical judgments are required to differentiate between a communication disorder and a communication difference.
- Works with student caseload individually or in groups.
- In cooperation with the educational team, determines the student's need and eligibility for special education or related services according to the eligibility for special education or related services according to the California State Eligibility Criteria.
- Coordinates individual educational programs with parents, school staff and outside agencies as necessary.
- Participates in the development, with appropriate staff, of Individual Educational Plans (IEP's) and Individual Instructional Plans (IIP's).
- Provides assistance to regular classroom teachers in instructional techniques for students with language/speech needs.
- Maintains necessary records and statistical reports as required.
- Participates in emergency response activities as necessary.
- Ability to use a computer to create documents, communicate with staff, and search the Internet.
- Maintains professional competence through participation in in-service education activities provided by the Ventura County SELPA and/or self-selected professional growth activities.

Working Conditions
• Ability to sit and or stand/circulate for extended periods of time.
• Ability to see for purposes of reading laws and codes, rules and policies, and other printed matter and observing students.
• Ability to hear and understand speech at normal levels.
• Ability to communicate so others will be able to clearly understand normal conversation.
• Moderate to high stress level.

Environmental Conditions

Work is predominantly in classroom, school environment.

Temperature – normal climate.

Contacts

Daily contact with students, teachers and school staff.

Regular/occasional contact with parents, community members, and outside agency personnel.

Job Particulars

Tools/equipment/work aids – All body fluids shall be handled as if infectious. Disposable latex gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

Occupational Certificates/Licenses (Qualifications)

Holds a valid California teaching Credential (Clinical – Rehabilitative Credential for Language and Speech Specialist) issued by the California Commission on Teacher Credentialing.

Master’s Degree in Communication Disorders.

Certificate of Clinical Competence (C.C.C.) for National Certification, California State Licensee in Speech-Language Pathology, Bilingual/Spanish (desired).

First Aid and CPR certification (desired).

Possession of a valid California driver’s license.

Physical Conditions

Essential functions may require maintaining physical condition necessary for sitting, walking or standing for prolonged periods of time; operate a computer and keyboard; near visual acuity to review written documentation; facility to hear and understand speech at normal room levels and on the telephone; manual dexterity to operate a telephone; physical agility to lift up to 10 pounds to shoulder height.
Employment Standards

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.

Reflection Center Supervisor

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<tr>
<th>TITLE:</th>
<th>Reflection Center Supervisor</th>
<th>REPORTS TO:</th>
<th>Director</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>School Site</td>
<td>WORK YEAR:</td>
<td>Pupil Attendance Days</td>
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</table>

GENERAL SUMMARY

Under the general supervision of the Director, within a broad framework of standard policies and procedures, provides support to the instructional program with specific responsibility for overseeing the “Reflection Center” Program and assigned students; documenting student behavior; and providing information to teachers, parents and/or other personnel.

DUTIES AND RESPONSIBILITIES

- Assists in the development of policy and procedures for the Reflection Center Program for the purpose of identifying issues and methods for increasing student success.
- Supervises the Reflection Center and students assigned there during non-instructional times.
- Understands and implements BRIDGES Charter School behavior philosophy.
- Understands and supports BRIDGES Charter School discipline philosophy and policies.
- Coordinates with Director and/or assigned designee on matters relating to full day referrals for the purpose of supporting established disciplinary guidelines.
- Monitors students during lunch periods for the purpose of providing a safe and positive learning environment.
- Performs general record keeping and clerical functions (e.g. attendance logs, activity reports, etc.) for the purpose of supporting the teacher and/or supervisory staff in meeting mandated requirements.
- Provides verbal and written feedback of observations for the purpose of informing teacher/s, Director, and/or parents of students’ activities.
- Responds to inquiries from a variety of sources (e.g. students, teachers, administrators, and/or parents, etc.) for the purpose of solving problems, providing information and/or directing to other sources.
- Tutors students on assigned class work for the purpose of providing ongoing support in the completion of work assignments.
- Performs other various duties as assigned.
- Performs related duties as assigned in an emergency.

**KNOWLEDGE, SKILLS And ABILITIES REQUIRED**

- Ability to work with students and adults in maintaining order on the campus.
- Ability to implement conflict resolution strategies when needed.
- Understands and applies rules, regulations, procedures and policies.
- Communicates effectively in both oral and written form.
- Uses tact, patience and courtesy.
- Meets the physical requirements necessary to perform the job.
- Establishes and maintains cooperative relationships with those contacted during the performance of required duties, including school personnel, students and parents.
- Maintains regular attendance.
- Possesses knowledge of policies and procedures regarding attendance and appropriate school behavior; child growth and development.

**Job Particulars**

Tools/Equipment/Work Aids when administering first aid - All body fluids shall be handled as if infectious. Disposable waterproof gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

**OCCUPATIONAL CERTIFICATES/LICENSES (Qualifications)**

High school diploma or equivalent.

**ENVIRONMENT**

Indoor and outdoor environment.

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**Paraprofessional**

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<tr>
<th>TITLE:</th>
<th>Paraprofessional</th>
<th>REPORTS TO:</th>
<th>Director / Designee</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>Education</td>
<td>WORK YEAR:</td>
<td>Student Calendar</td>
</tr>
</tbody>
</table>
GENERAL SUMMARY

Under the direction of an assigned supervisor or designee, assist in providing instruction to individual or small groups of special needs students in a special education setting; assist the teacher in meeting the educational needs of students to excel in reading, writing and math; monitor and report student progress regarding behavior and performance in a reasonable, timely manner to assist students to achieve their personal best; perform a variety of clerical duties as assigned.

DUTIES AND RESPONSIBILITIES:

(Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principal job elements.)

- Tutor individual or small groups of students with special education needs; reinforcing instruction as directed by the teacher to help educate students at a high level; monitor student drills, practices and related activities.
- Assist in preparing lessons and instructional materials as directed by the teacher to meet the educational needs of the individual students; review worksheets, workbooks and other assignments to evaluate student comprehension of concepts presented; maintain daily records of achievement.
- Assist with meeting the IEP goals of students; observe and monitor behavior of students according to approved procedures; report progress regarding student performance and behavior to implement practices proven to raise student achievement.
- Assist the instructional staff in supervising students inside and outside the classroom; direct group activities of students including but not limited to games, playground activities and movement education as assigned.
- Perform a variety of clerical duties such as filing, preparing and duplicating instructional materials, requesting supplies and recording grades.
- Provide support to the teacher by setting up work areas, displays and exhibits, operating audio-visual equipment, operating educational training equipment and distributing and collecting papers and supplies.
- Confer with teachers concerning programs and materials to meet individual student needs.
- Assure the health and safety of students by following health and safety practices and procedures; assist in maintaining a clean and orderly classroom environment.
- Perform other related duties as assigned.

Knowledge and Abilities

Knowledge of:
- Child guidance principles and practices, especially as they relate to students with special needs.
- Basic subjects taught in District schools, including mathematics, grammar, spelling, language and reading.
- Safe practices in classroom and playground activities.
- Correct oral and written usage of English, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Basic record-keeping techniques.
- Classroom procedures and conduct.

Ability to:
- Assist certificated staff with instruction and related activities for students with special needs.
- Assist students in developing self-help and social skills.
- Read, print and write legibly.
- Make mathematical calculations quickly and accurately.
- Communicate, understand and follow oral and written directions effectively.
- Learn the procedures and functions of assigned duties.
- Establish and maintain effective working relationships with a diverse range of people.
- Operate instructional and office equipment.
- Learn basic computer skills, as trained, including programs that apply to current work.
- Communicate using patience and courtesy in a manner that reflects positively on the organization.

Minimum Qualifications

Any combination equivalent to: graduation from high school, hold 48 college units or NCLB compliant equivalent; prefer one year of experience working with school-age children in an organized setting.

Valid First Aid and CPR Certificate issued by an authorized agency.

Other Characteristics

Possession of a valid California driver's license; willingness to provide own transportation in conduct of work assignments.

Campus Supervisor

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<tr>
<th>TITLE:</th>
<th>Campus Supervisor</th>
<th>REPORTS TO:</th>
<th>Director</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>School Site</td>
<td>WORK YEAR:</td>
<td>Pupil Attendance Days</td>
</tr>
</tbody>
</table>
General Summary

Under the general supervision of the Director, within a broad framework of standard policies and procedures, patrols school grounds, parking lots and building areas to maintain order, security and safety of all school employees, students and property, promotes positive behavior of students and visitors on campus.

DUTIES AND RESPONSIBILITIES

Assists in the security and supervision of students in or around campus buildings, facilities and adjacent areas, including bathrooms and playground; oversees and assures student conduct on or around campus.

- Prepares related records including incident reports and related materials, issues tardy slips as appropriate.
- Communicates unauthorized activities or visitors to appropriate personnel.
- Assists with set up of lunch area.
- Performs other various duties as assigned.
- Performs related duties as assigned in an emergency.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

- Ability to work with students and adults in maintaining order on the campus.
- Ability to implement conflict resolution strategies when needed.
- Understands and applies rules, regulations, procedures and policies.
- Communicates effectively in both oral and written form.
- Uses tact, patience and courtesy.
- Meets the physical requirements necessary to perform the job.
- Establishes and maintains cooperative relationships with those contacted during the performance of required duties, including school personnel, students and parents.
- Maintains regular attendance.

Possesses knowledge of policies and procedures regarding attendance and appropriate school behavior; child growth and development.

Physical Abilities

Hearing and speaking clearly to exchange information in person and/or on the telephone, sitting or standing for extended periods of time. Must have dexterity of hands and fingers; kneeling, bending at the waist and reaching overhead over the shoulders and horizontally.

Job Particulars
Tools/Equipment/Work Aids when administering first aid - All body fluids shall be handled as if infectious. Disposable waterproof gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

Occupational Certificates/Licenses (Qualifications)

High school diploma or equivalent.

Environment

Indoor and outdoor environment.

Office Manager

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<tr>
<th>TITLE:</th>
<th>Office Manager</th>
<th>REPORTS TO:</th>
<th>Director</th>
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<tbody>
<tr>
<td>DEPARTMENT:</td>
<td>School Site</td>
<td>WORK YEAR:</td>
<td>11 Months</td>
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</table>

GENERAL SUMMARY

Under the general supervision of the Director, serves as administrative assistant to him/her; relieves the Director of clerical and other day-to-day detailed work; establishes and maintains a professional working environment; maintains good relations with parents and others, and performs other duties directly related to this job description.

DUTIES AND RESPONSIBILITIES

- Plans and establishes clerical procedures in the school office to insure timely preparation and submission of reports, records, letters, etc.
- Directs the activities of clerical personnel assigned to the school.
- Performs work related to enrollment, attendance, curriculum, personnel, budgeting, special program. Processes requisitions for supplies, equipment, and reimbursements.
- Processes employment applications, personnel forms and payroll.
- Secures substitutes as needed.
- Greets students, visitors and others, and provides information and assistance as necessary.
- Processes telephone calls.
- Performs a variety of clerical duties in support of an assigned program and office; types, files, initiates and answers telephone calls, relays messages as appropriate and maintains records as assigned.
- Types a wide variety of materials from general instructions or rough drafts.
- Provides information to school personnel, parents and students.
- Exercises initiative and judgment in answering inquiries; contacts other administrative offices and
• Prepares Board agenda and packet. Takes and prepares Board Meeting minutes.
• May provide training and direction to assigned clerical personnel.
• Provides first aid and arranges for the care of ill or injured students as well as dispensing prescribed (physician approved) oral medication as needed.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED (Qualifications)

• Ability to prioritize multiple tasks to meet deadlines.
• Ability to see and read, with or without vision aids; ability to hear and understand speech at normal levels; ability to communicate so others will clearly understand normal conversation.
• Knowledge of correct English usage, grammar, spelling, punctuation and vocabulary.
• Ability to operate a variety of office machines and equipment including copier, and computer terminal and printer as required.
• Skill in demonstrating sound and independent judgment in the interpretation, application or modification of existing methods, rules, regulations, policies and procedures, including handling confidential information with discretion.
• Ability to pass a standardized typing test at the rate of 50 words per minute.
• Ability to compile and maintain accurate, complete records and reports.
• Ability to establish and maintain effective working relationships with others.

WORKING CONDITIONS

Dexterity of hands and fingers to operate standard office equipment including a computer terminal to type letters, reports and other materials; bending, reaching to maintain files; hearing to answer telephones; speaking to exchange information, and sitting and operating a keyboard to enter data into a computer terminal for extended periods of time.

High stress level.

ENVIRONMENTAL CONDITIONS

Indoor office environment.

Temperature - normal climate.

JOB PARTICULARS

Tools/Equipment/Work Aids when administering first aid - All body fluids shall be handled as if infectious. Disposable waterproof gloves are to be worn. After each use, gloves are disposed of in a lined waste container.

CONTACTS
Daily contact with students, parents, staff, Business Service Authority and Ventura County Office of Education.

Occasional contacts with community members and outside agency personnel.

**OCCUPATIONAL CERTIFICATES/LICENSES**

High school diploma or equivalent.

Two years of general clerical experience.

**EMPLOYMENT STANDARDS**

Dexterity and physical condition to maintain a rigorous work schedule and meet standards of physical and mental health. To perform this job successfully, an individual must be able to perform each duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the functions of the position.

**Childcare Supervisor**

Under the supervision of the School Administrator, supervises child care personnel; oversees the child care program; plans, coordinates and oversees child care program activities in a child care center, including designing and implementing a variety of activities, which promote children’s cognitive, linguistic, physical, social-emotional, and self expressive learning and development in a safe and well supervised manner; carries out program goals and policies and performs other related duties as required.

The Childcare Supervisor performs tasks with initiative and independent judgment; the incumbent supervises, evaluates and provides work direction and guidance to Child Care Leader and Child Care Assistant positions.

*Positions in this classification do not provide instructional support in a K-12 classroom and do not fall under the provisions of the No Child Left Behind Act of 2002.*

**ESSENTIAL DUTIES/ RESPONSIBILITIES:**

Provides direct supervision of child care personnel; writes performance evaluations for child care personnel; assists the Director in hiring staff, resolving personnel issues and staff development; plans and facilitates monthly staff meetings, new staff orientations and ongoing trainings; facilitates sharing of ideas between child care personnel;
Provides direction for student activities; works in collaboration with child care leaders to establish activity plans for pre-school and school-age children that utilize developmentally appropriate curriculum which focuses children’s attention on a particular concept or topic, offers a balance of staff and child guided activities, includes interactive small and large group experiences and opportunities for sustained high-level play; school-age programs will include homework assistance as part of the daily schedule.

Establishes and maintains student conduct and safety expectations; maintains assessments of student behavior and adjustment in relation to conduct expectations; ensures that there is timely communication with parents about students’ progress toward behavior expectations; maintains records of notices sent to parents; works with Child Care Leaders and Child Care Assistants to manage student behavior within the learning environment.

Supports staff in meeting the special needs of children; keeps current on significant student health care needs; coordinates with the school health office to ensure that students with health needs receive appropriate monitoring and care.

Ensures that safety standards are maintained; establishes procedures for emergencies and trains staff; coordinates emergency drills; establishes emergency release procedures and communicates them to parents;

Responds to parent concerns; provides information and responds to inquiries from parents participating in the program and the public by interpreting policies and procedures with regard to program operation; ensures that information about the Child Care program on the school web page is updated.

Ensures that the Child Care Program is self-sufficient in terms of income and expenses; monitors enrollment and recommends staffing allocations; monitors all expenditures for supplies and equipment; regularly reports financial status to the School Administrator.

Assumes responsibility for Child Care Program administration and operations; coordinates center staffing and prepares work schedules and time-off requests; Monitors and maintains student:staff ratios; monitors and signs monthly time sheets; covers shifts at the centers to support center staff in accomplishing their duties or when substitutes are unavailable; collaboratively updates policy and procedures in Child Care Staff and Parent manuals;

Establishes and maintains files related to the program including: registration and enrollment, attendance, inventory controls, student sign-in and out records, records of fees and payments due; monitors Monitors Basic First Aid & CPR Certificates;
Establishes and maintains files and records related to the program
Performs operational activities related to the operation of the program such as monitoring
authorization of persons to ordering supplies, planning and ordering of snack foods and general
housekeeping.

Keeps abreast of child development trends, policies, and regulations and interface and update
staff, as needed;

Performs related duties as required.

JOB COMPETENCIES: Knowledge, Skills, and Abilities:

Knowledge of:
Theory and practice of early childhood education;
Operation of child care programs;
Supervisory and managerial techniques;
Recordkeeping and bookkeeping practices and procedures;
Correct English usage, spelling, grammar and punctuation.

Ability to:
Design, implement, supervise and coordinate the operation of a comprehensive site-level child
care program;
Establish and maintain effective working relationships with children and adults and school
personnel;
Establish and maintain a safe and healthful environment;
Set appropriate limits for behavior and apply discipline techniques when appropriate;
Exercise good judgment in dealing with sensitive, interpersonal problems;
Develop and a maintain a balanced budget for the Child Care Program;
Establish and maintain filing/recordkeeping and bookkeeping system;
Communicate effectively, orally and in writing;
Operate a personal computer and software programs.

MINIMUM ENTRANCE QUALIFICATIONS:

Experience:

Work experience in school-age child care or after-school recreation and supervisory experience in pre-school or school-age child care.

Education:

BA in Child Development or related field, including 12 units in child development, early childhood education, recreation, elementary school curriculum and/or other courses relevant to school-age child care; or 60 units of college-level training, including 24 units in child development, early childhood education, recreation, elementary school curriculum and/or other courses relevant to school-age child care. A minimum of six units in supervision of child care programs must be completed within the first year of employment in this classification.

LICENSE REQUIRED

Valid First-Aid and CPR (cardiopulmonary resuscitation) Certificates shall be obtained (within 6 months of employment) and must be renewed as necessary during employment.

Obtain Child Development Site Supervisor Permit within one year of date of hire.

TOOLS/EQUIPMENT:

Operate a variety of office equipment including a personal computer and job-specific software applications and systems, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

PRE-EMPLOYMENT REQUIREMENTS

- California Department of Justice/Federal fingerprints
- Tuberculosis screening

Persons with disabilities may be able to perform the essential duties of this class with reasonable accommodation. Reasonable accommodation will be evaluated on an individual basis and depends, in part, on the specific requirements for the job, the limitations related to disability and the ability of the hiring department to accommodate the limitation.
WORK CONDITIONS:

Physical Demands

Level - Moderate / Performance of position duties/responsibilities is subject to frequent standing, walking, kneeling with frequent opportunity to move about freely; on an occasional basis the incumbent may have to lift, push, pull, carry, move, and/or position objects weighing up to 50 lbs; the position is subject to exercising continuous manual dexterity (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate office equipment (ie. computer and peripherals); the position is not subject to prolonged physical exertion or fatigue.

Environment/Hazards

- Indoor and outdoor school classroom, learning center and/or outdoor playground environment
- Sitting, crawling on the floor for an extended time during play activities
- Exposure to variable weather conditions during outside activities

Childcare Leader

Under the direction of an assigned supervisor, plans, coordinates and oversees child care program activities in a child care center, including designing and implementing a variety of activities, which promote children's cognitive, linguistic, physical, social-emotional, and self expressive learning and development in a safe and well supervised manner; carries out program goals and policies.

Child Care Leader is distinguished from a Child Care Assistant by exercising a significant amount of responsibility in facilitating, planning and coordination of Child Care program activities; and providing work direction and guidance to Child Care Assistant.

*Positions in this classification do not provide instructional support in a K-12 classroom and do not fall under the provisions of the No Child Left Behind Act of 2002.*

ESSENTIAL DUTIES/RESPONSIBILITIES:

Develops, writes and implements activity plans for pre-school and school-age children that utilize developmentally appropriate curriculum which focuses children’s attention on a particular concept or topic, offers a balance of staff and child guided activities, includes interactive small and large group experiences and opportunities for sustained high-level play; school-age programs will include homework assistance as part of the daily schedule.
Actively ensures a safe and healthy classroom environment to achieve optimal learning and development.

Coordinates with the school health office to ensure that students with health needs receive appropriate monitoring and care.

Maintains ongoing and purposeful assessments of student behavior and adjustment in relation to conduct expectations; maintains communication with parents about students’ progress toward behavior expectations; maintains records of notices sent to parents; works with Child Care Supervisor to manage student behavior within the learning environment.

Guides children in the appropriate use of supplies, materials and equipment; assists in monitoring the use of materials, supplies and equipment and maintains inventory controls.

Establishes and maintains files and records related to the program such as registration and enrollment, attendance, use of materials, supplies, equipment and related inventory controls.

Performs operational activities related to the operation of the program such as monitoring authorization of persons to sign-in and out students, maintaining records of fees and payments due, ordering supplies, planning and ordering of snack foods and general housekeeping.

Maintains a monthly budget for supplies and snacks; orders supplies; orders snack supplies within the nutritional and budget limitations.

Assists supervisor in coordinating schedules of assigned center staff to ensure required classroom coverage is maintained.

Provides information and responds to inquiries from parents participating in the program and the public by interpreting policies and procedures with regard to program operation; works with others to update information about the Child Care program on the school web page.

Attends staff meetings, parent meetings, and pre and in-services trainings.

Organizes and coordinates fund raisers with supervisor as requested.

Collaborates with school site Administration and staff.

Maintains ongoing communication with parents and conferences as needed.

Performs other job-related duties as assigned.

JOB COMPETENCIES: Knowledge, Skills, and Abilities:
Knowledge of:

- Theory and practice of early childhood and/or school-age education
- Organization and operation of child care and education programs
- Program evaluation methods and assessment tools
- Basic elements of team teaching
- Principles of classroom health and safety
- Correct English usage, spelling, grammar and punctuation
- Recordkeeping practices and procedures

Ability to:

- Learn and apply rules and regulations involved in assigned program functions
- Analyze situations accurately and adopt an effective course of action
- Set appropriate boundaries with children and adults utilizing conflict resolution skills and proactive communication, following guidelines established in the Child Care Parent Policy Handbook.
- Comprehend and follow directions given verbally and in writing
- Demonstrate mental acuity sufficient to perform the essential functions of the position
- Communicate effectively both orally and in writing
- Apply principles of creativity and flexibility in executing program functions
- Establish and maintain a safe and healthful environment
- Establish and maintain basic filing systems for program required recordkeeping
- Establish and maintain cooperative and effective working relationships with children and parents, program staff and the public.
- Develop and implement behavior plan as needed to address challenging student behaviors and address individual children's needs.
- Operate a variety of office equipment including a personal computer and job-specific software applications, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

MINIMUM ENTRANCE QUALIFICATIONS:

Education/Experience:

Any combination of education and experience may be considered:

- High School diploma or an equivalent, and the equivalent of 24 semester units of college-level coursework in early childhood education or related field. OR
- Associate’s Degree or higher in Early Childhood Education/Child Development. OR
- Bachelor’s Degree with relevant coursework in child development, education, psychology and related fields. AND
- Recent experience in child care and education service, in a structured childcare/preschool program.
Licenses/Certifications/Special Requirements

- Valid First-Aid and CPR (cardiopulmonary resuscitation) Certificates shall be obtained (within 6 months of employment) and must be renewed as necessary during employment.

TOOLS/EQUIPMENT:

Operate a variety of office equipment including a personal computer and job-specific software applications and systems, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

PRE-EMPLOYMENT REQUIREMENTS

- California Department of Justice/Federal fingerprints
- Tuberculosis screening

Persons with disabilities may be able to perform the essential duties of this class with reasonable accommodation. Reasonable accommodation will be evaluated on an individual basis and depends, in part, on the specific requirements for the job, the limitations related to disability and the ability of the hiring department to accommodate the limitation.

WORK CONDITIONS:

Physical Demands

Level - Moderate / Performance of position duties/responsibilities is subject to frequent standing, walking, kneeling with frequent opportunity to move about freely; on an occasional basis the incumbent may have to lift, push, pull, carry, move, and/or position objects weighting up to 50 lbs; the position is subject to exercising continuous manual dexterity (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate office equipment (i.e. computer and peripherals); the position is not subject to prolonged physical exertion or fatigue.

Environment/Hazards

- Indoor and outdoor school classroom, learning center and/or outdoor playground environment
- Sitting, crawling on the floor for an extended time during play activities
- Exposure to variable weather conditions during outside activities
Childcare Assistant

Under the direction of an assigned supervisor, assists in the care, supervision and learning activities of children enrolled in a child care program; assists with planning and implementing a variety of activities, which promote children’s cognitive, linguistic, physical, social-emotional, and self expressive learning and development in a safe and well supervised manner; carries out program goals and policies.

Child Care Assistant is an entry-level class in the classification series; the Assistant holds primary responsibility for providing child care services within program guidelines, with limited responsibility for decision making regarding program planning. Child Care Assistant is distinguished from a Child Care Leader in that the latter is assigned responsibility for planning and coordinating child care program activities and providing work direction and guidance to incumbents in a Child Care Assistant classification.

*Positions in this classification do not provide instructional support in a K-12 classroom and do not fall under the provisions of the No Child Left Behind Act of 2002.*

**ESSENTIAL DUTIES/RESPONSIBILITIES:**

Works collaboratively with staff to develop written activity plans for pre-school and school-age children the utilize developmentally appropriate curriculum which focuses children’s attention on a particular concept or topic, offer a balance of staff and child guided activities, include interactive small and large group experiences and opportunities for sustained high-level play; school age programs will include homework assistance as part of the daily schedule.

Assists in ensuring a safe and healthy classroom environment to achieve optimal learning and development.

Communicates with the school health office to ensure that students with health needs receive appropriate monitoring and care.

Maintains communication with parents about students’ progress toward behavior expectations; maintains records of notices sent to parents; works with Child Care Leaders and Supervisor to manage student behavior within the learning environment.

Guides children in the appropriate use of supplies, materials and equipment; assists in monitoring the use of materials, supplies and equipment and maintains inventory controls.

Performs operational activities related to the operation of the program such as monitoring authorization of persons to sign-in and out students, maintaining records of fees and payments due, ordering supplies, planning and ordering of snack foods and general housekeeping.
Provides information and responds to inquiries from parents participating in the program and the public by interpreting policies and procedures with regard to program operation.

Attends staff meetings, parent meetings, and orientation and in-services trainings.

Collaborates with school site Administration and staff.

Maintains ongoing communication with parents and conferences as needed.

Perform other job-related duties as assigned.

KNOWLEDGE & ABILITY REQUIREMENTS

Knowledge of:
- Theory and practice of early childhood and/or school-age education
- Organization and operation of child care and education programs
- Basic elements of team teaching
- Principles of classroom health and safety
- Correct English usage, spelling, grammar and punctuation
- Recordkeeping practices and procedures

Ability to:
- Learn and apply rules and regulations involved in assigned program functions
- Analyze situations accurately and adopt an effective course of action
- Set appropriate boundaries with children and adults utilizing appropriate conflict resolution skills and proactive communication, following guidelines established in the Child Care Program Parent Handbook.
- Comprehend and follow directions given verbally and in writing
- Demonstrate mental acuity sufficient to perform the essential functions of the position
- Communicate effectively both orally and in writing
- Apply principles of creativity and flexibility in executing program functions
- Establish and maintain a safe and healthful environment
- Establish and maintain basic filing systems for program required recordkeeping
- Establish and maintain cooperative and effective working relationships with children and parents, program staff and the public.

MINIMUM ENTRANCE QUALIFICATIONS:

Any combination of education and experience may be considered:

Education/Experience:
• High School diploma or an equivalent, and at the minimum an equivalent to six (6) college-level semester units in social sciences or a closely related field, including psychology, child development, early childhood education, sociology, or social welfare.
• An Associate’s Degree in Psychology, Early Childhood Education Child Development is desirable.
• One year of experience, paid and/or verifiable volunteer experience, working with school age children in an organizational setting.

Licenses/Certifications/Special Requirements:
• Valid First-Aid and CPR (cardiopulmonary resuscitation) Certificates shall be obtained (within 6 months of employment) and must be renewed as necessary during employment.

TOOLS/EQUIPMENT:

Operate a variety of office equipment including a personal computer and job-specific software applications and systems, and related peripheral equipment, including, but not limited to fax machine, copier, and printer.

PRE-EMPLOYMENT REQUIREMENTS

California Department of Justice/Federal fingerprints
Tuberculosis screening
X-Ray and Physical Abilities Test on the basis of job-specific functional job analysis
Job knowledge/experience-based selection tests to assess minimum job competence and establish placement on the employment eligibility list used to fill job vacancies.

WORK CONDITIONS:

Physical Demands:

Level - Moderate / Performance of position duties/responsibilities is subject to sitting, standing and crawling with frequent opportunity to move about freely; on an occasional basis the incumbent may have to lift, push, pull, carry, move, and/or position objects weighting up to 50 lbs; the position is subject to exercising continuous manual dexterity (i.e., coordinated and/or precise movement of hands, arms and fingers) throughout a work shift to operate office equipment (ie. computer and peripherals).

Environment/Hazards:
Indoor and outdoor school classroom, learning center and/or outdoor playground environment
Sitting, crawling on the floor for an extended time during play activities
Exposure to variable weather conditions during outside activities
ELEMENT 6: HEALTH AND SAFETY PROCEDURES

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

The Charter School has adopted a comprehensive set of health and safety policies, which are maintained at its school site and are available upon request. The following is a summary of some of those policies.

6.1 Health, Safety and Emergency Plan

BRIDGES Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of BRIDGES Charter School each school year. BRIDGES Charter School shall ensure that all staff members receive annual training on BRIDGES Charter School’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. BRIDGES Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon Ventura County Office of Education request.

Family Educational Rights and Privacy Act (FERPA)

BRIDGES Charter School, including its employees and officers, shall comply with applicable portions of the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

Criminal Background Checks and Fingerprinting

BRIDGES Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of BRIDGES Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a BRIDGES Charter School employee. BRIDGES Charter School shall maintain on file and available for inspection evidence that (1) BRIDGES Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) BRIDGES Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. BRIDGES Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunization and Health Screening Requirements

BRIDGES Charter School shall require its employees to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. BRIDGES Charter School shall maintain TB clearance records on file.
BRIDGES Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. BRIDGES Charter School shall maintain immunization records on file.

Safe Place to Learn Act
BRIDGES Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

The health and safety of BRIDGES Charter School staff and pupils will be a high priority for the school. The school will follow all required safety regulations including BRIDGES Charter Schools emergency policies and procedures. BRIDGES Charter School will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. BRIDGES Charter School will operate as a drug, alcohol, and tobacco free workplace. A school safety plan is developed, implemented, and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan. The school has adopted a set of health, safety, and risk management policies.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

7.1 BRIDGES Charter School Recruitment

BRIDGES Charter School will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of Ventura County Office of Education. BRIDGES Charter School will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the Thousand Oaks, area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.

BRIDGES Charter School will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that will be easily transmittable to all of the various racial and ethnic groups represented in the Ventura County Office of Education. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the Ventura County Office of Education. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in Element 8.

As presented above it is the objective of BRIDGES Charter School to notify parents and students in the community through the following methods:

- Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
- Letters sent to existing BRIDGES Charter School families. The letter will include enrollment period and lottery information (location, date, time).
- Community outreach efforts including communication with local council members’ field offices, local public libraries, parks and recreation centers, community based organizations, and churches and synagogues.
- Flyers in Spanish and English announcing the enrollment period will be distributed to the local pre-schools, six weeks prior to the closing of the enrollment period and the implementation of the public random lottery (if needed). The flyers will include enrollment period and lottery information (location, date, time).

BRIDGES Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. BRIDGES Charter School will also document the efforts made to achieve
7.2 Student Recruitment

Dates and locations for Recruitment Efforts

The plan includes:

- An enrollment process that includes a timeline that allows for a broad-based recruiting process. Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.
- Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in Ventura County Office of Education.

Table 7.1 BRIDGES Charter School Recruitment

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with Parents and community</td>
<td>BRIDGES Charter School</td>
<td>On-going October through April (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)</td>
</tr>
<tr>
<td>Outreach to local schools</td>
<td>Local Elementary School</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
<tr>
<td>Community Organization</td>
<td>Neighboring organization:</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
<tr>
<td></td>
<td>• Various locations including the Community Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Faith-based organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Local Business, which include, restaurants, sports shops, e.g.</td>
<td></td>
</tr>
<tr>
<td>Residents within the 91360 zip code</td>
<td>Mailings, door-to-door contacts (canvassing) students and parents recruitment, <strong>BRIDGES Charter School</strong> staff, teachers, students, parents, board members and others active recruitment.</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
</tr>
</tbody>
</table>
ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

8.1 Nonsectarian

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

8.2 LOTTERY PREFERENCES AND PROCEDURES

PUBLIC RANDOM DRAWING

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of existing students of BRIDGES Charter School are exempt from participating in the public random drawing.
2. Children of employees of BRIDGES Charter School are exempt from participating in the public random drawing, up to 10% of total enrollment.
3. Residents of CVUSD  
4. All other students

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

If a drawing is necessary, the following procedures will be followed:

- All interested parties may submit a Pre-enrollment form, which contains the name of the student, birthday, grade, address, phone number and parents'/guardians' names. The form will be available in BRIDGES Charter School main office beginning in February of each year.
- All completed forms must be received by the second Friday in March at 4:00p.m., and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held in late March at BRIDGES Charter School.
- Names will be drawn by a neutral member of the community until all names have been called.
- Names will be listed on a spreadsheet which will be project on a screen at the front of the auditorium/cafeteria for all participants to view and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.
- Following the drawing, the parents of all students to be enrolled will be notified by phone, email, or letter by BRIDGES Charter School’s office staff.
- Parents of students on the waiting list will be informed by phone, email or letter as to their student’s place on this list.
- Parents of students selected for enrollment must complete an enrollment packet no later than June 1. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director and communicated to the parent by the office staff in the letter that confirms they were selected in the lottery.)
- When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.
- Lottery procedures and timelines will be posted yearly in the main office or on the website bridgescharter.org.
- The office manager of BRIDGES Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the spreadsheet completed during the lottery drawing documenting the order of names selected.
LOTTERY TIMELINE

The school will accept lottery forms for its open enrollment beginning mid-February and ending the second week of March each year and lottery date will be during the fourth week of March.

BRIDGES Charter School will invite Ventura County Office of Education representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.
ELEMEN
T 9: ANNUAL FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

9.1 Annual Audit Procedures

Financial Audits

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

BRIDGES Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a Certified Public Accountant (CPA) and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the Ventura County Office of Education, the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year. BRIDGES Charter School’s Director, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to BRIDGES Charter School’s Board of Directors with recommendations on how to resolve them. The Board will submit a report to the Ventura County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Ventura County Office of Education along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of BRIDGES Charter School is public record to be provided to the public upon request.
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

10.1 School-Wide Positive Behavior Intervention and Support and Alternatives to Suspensions

BRIDGES Charter School is committed to providing a rigorous educational program, which prepares students to be college ready, active citizens, and lifelong learners. Our school culture will focus on creating a safe and respectful environment for all of our community members (stakeholders) and support our faculty, staff, and students and family to be responsible participants in our school community. Our school climate will be welcoming and supportive of continuous personal growth and academic achievement. In this effort, BRIDGES Charter School will implement and continue to develop a school-wide positive behavior intervention and support that will foster a culture of discipline grounded in positive behavior intervention so students can succeed both socially and academically.

The student leadership group will also advise the Director and School Culture and Climate Committee on the development and implementation of the positive behavior plan will use referral, suspension, expulsion, attendance, and survey data to make recommendations to administration and student leadership on how to improve the program.

BRIDGES Charter School’s positive behavior plan is used to address the needs of our students. Tier one will focus on universal strategies that encourage all students to be safe, respectful, and responsible. Tier one strategies will include but not be limited to the following efforts: praise of positive behavior, a token economy, student activities during nutrition and lunch clubs, incentive trips, service activities, a rich advisory program, a competitive sports program, an academic support and enrichment program outside of school hours, assemblies, and workshops for students and parents.

Tier Two and Tier Three will provide more intensive and targeted services for students and families that need greater support from the school community. Services will include Student Success Team (SST) meetings, Family Support Team, counseling services on site and in the community, individualized incentive plans, behavior contracts, social skills training, and referrals to community based programs, parent conferences, and student and parent workshops.

BRIDGES Charter School will build upon a school wide classroom management plan that will ensure an equitable disciplinary system across classrooms, and clearly articulated and explicitly taught behavioral expectations for all common areas of the school.

BRIDGES Charter School three-tiered approach will be the foundation that will be used to reduce suspensions and expulsion. Other alternatives to suspension will include:

- in-school suspension
- parent supervision
- Make-up time (before or after school)
• Loss of privileges during lunch, recess, social time, etc.
• mentoring (with a teacher, counselor, or other staff member before or after school)

When other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct the following actions will be considered:
• In school suspension
• Out of school suspension
• Expulsion

10.2 Grounds for Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Director’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the
California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil.
for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person
who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director or designee.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer
regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Director or Director’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil nor a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on
   the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of
the witness or the testimony of that witness at the hearing, or both, would subject the witness to an
unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness
may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter
School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the
witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the
   applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her
   scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the
   hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c)
   elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the
   complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be
   allowed periods of relief from examination and cross-examination during which he or she may leave
   the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to
   facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the
   complaining witness to the hours he/she is normally in school, if there is no good cause to take the
   testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is
   confidential. Nothing in the law precludes the person presiding over the hearing from removing a
   support person whom the presiding person finds is disrupting the hearing. The entity conducting the
   hearing may permit any one of the support persons for the complaining witness to accompany him or
   her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that
   the witness’ presence is both desired by the witness and will be helpful to the Charter School. The
   person presiding over the hearing shall permit the witness to stay unless it is established that there is
   a substantial risk that the testimony of the complaining witness would be influenced by the support
   person, in which case the presiding official shall admonish the support person or persons not to
   prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from
exercising his or her discretion to remove a person from the hearing whom he or she believes is
prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining
witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at
the request of the pupil being expelled, the complaining witness shall have the right to have his/her
testimony heard in a closed session when testifying at a public meeting would threaten serious
psychological harm to the complaining witness and there are no alternative procedures to avoid the
threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of
closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed
inadmissible and shall not be heard absent a determination by the person conducting the hearing that
extraordinary circumstances exist requiring the evidence be heard. Before such a determination
regarding extraordinary circumstance can be made, the witness shall be provided notice and an
opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility
of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel,
or other support person. Reputation or opinion evidence regarding the sexual behavior of the
complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording,
as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as
proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A
recommendation by the Administrative Panel to expel must be supported by substantial evidence that the
student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.
While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn
declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel
determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable
risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is
committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education
Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a
session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written
recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA
   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
   b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student’s disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under...
this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

11.1 Certificated Staff Members

All full-time certificated employees will participate in the State Teachers’ Retirement System (STRS). Employees will contribute the required percentage, and BRIDGES Charter School will contribute the employer's portion required by STRS. All withholdings from employees and BRIDGES Charter School will be forwarded to the STRS Fund as required. BRIDGES Charter School will submit all retirement data through the Ventura County Office of Education and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. Social Security payments will be contributed for all qualifying non-STRS members. BRIDGES Charter School’s Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

11.2 Non-Certificated Staff Members

All full-time non-certificated employees who are eligible will be covered by a 403(b) retirement plan. All full-time employees will also be covered by the Federal Social Security program.

The Director shall be responsible for ensuring that appropriate arrangements for coverage have been made.
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school District who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

No student may be required to attend the BRIDGES Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra- and inter-district transfer policies. Parents and guardians of each student enrolled in the BRIDGES Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the BRIDGES Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: EMPLOYEE RETURN RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Cal. Ed. Code § 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District or the County who choose to leave the employment of the District or the County to work at the Charter School will have no automatic rights of return to the District or the County after employment by the Charter School unless specifically granted by the District or the County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District or the County to work in the Charter School that the District or the County may specify, any rights of return to employment in a school district after employment in the Charter School that the District or the County may specify, and any other rights upon leaving employment to work in the Charter School that the District or the County determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District or the County, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district or the County will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Cal. Ed. Code § 47605(b)(5)(N).

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Director of the Charter School. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Director shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Director and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

1) If this joint meeting fails to resolve the dispute, the Superintendent and Director shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Director. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Cal. Ed. Code § 47605(b)(5)(O).

BRIDGES Charter School is deemed the exclusive public school employer of all employees of BRIDGES Charter School for purposes of the Educational Employment Relations Act (“EERA”). BRIDGES Charter School shall comply with the EERA.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Cal. Ed. Code § 47605(b)(5)(P).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the Ventura County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. § 1232g. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in
apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix 1, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
Budget and Financial Reporting

Governing Law: “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” Education Code Section 47605(g).

Attached, as Appendix [], please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the County as follows, and may provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Insurance

The Charter School has acquired and financed general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and the Charter School’s insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the County.
Administrative Services

_Governing Law:_ “The manner in which administrative services of the school are to be provided.” Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

_Governing Law:_ “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>K through 8th</td>
<td>1335 Calle Bouganvilla</td>
<td>19 Classrooms</td>
</tr>
<tr>
<td></td>
<td>Thousand Oaks, CA 91360</td>
<td>1 Office (4 Office Areas, 1 conference room, Nurse’s area)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multipurpose in the cafeteria area and an outside areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Parent Resource Room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Small Kitchen for Parent Use</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff Lounge, Workroom, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conference room in the office area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Library/Office for testing and conference room</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 Extension Day Care / Art Classroom</td>
</tr>
</tbody>
</table>

Contact

Ruben Diaz, Director
1335 Calle Bouganvilla
Thousand Oaks, CA 91360
Telephone: 805-492-3569
www.bridgescharter.org

Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.

Potential Civil Liability Effects

_Governing Law:_ Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).
The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
Works Cited
California Department of Education. (2014). Dataquest. CDE.

California Common Core State Standards: English Language Arts, English Language Development

California Common Core State Standards: Mathematics

California Common Core State Standards, NEXT Generation History/Social Studies and Science

California Common Core State Standards: Appendices


California Education Codes:

ED. Code § 47604 (c)
ED. Code § 47604 (b)
ED. Code § 47604.33
ED. Code § 47605(c)(1), 60605
ED. Code § 47605(c)(2)
ED. Code § 47605(b)(5)(A)
ED. Code § 47605(b)(5)(A)(ii)
ED. Code § 47605(b)(2)(B)
ED. Code § 47605(b)(5)(I)
ED. Code § 47605(b)(5)(J)
ED. Code § 47605(d)(1)
ED. Code § 47605(d)(2)
ED. Code § 47605(d)(2)(A)
ED. Code § 47605(d)(2)(B)
ED. Code § 47605(b)(5)(A)
ED. Code § 47605(b)(5)(B)
ED. Code § 47605(b)(5)(C)
ED. Code § 47605(b)(5)(D)
ED. Code § 47605(b)(5)(E)
ED. Code § 47605(b)(5)(F)
ED. Code § 47605(b)(5)(G)
ED. Code § 47605(b)(5)(H)
ED. Code § 47605(d)(5)(K)
ED. Code § 47605(d)(5)(L)
ED. Code § 47605(d)(5)(M)
ED. Code § 47605(d)(5)(N)
ED. Code § 47605(d)(5)(O)
ED. Code § 47605(d)(5)(P)
ED. Code § 47605(d)(3)
ED. Code § 47607.3
ED. Code § 48900
ED. Code § 49010-13
ED. Code § 51210
ED. Code § 52075
ED. Code § 54952.6; 54955; 54955.1
ED. Code § 60602.5
ED. Code § 60851

Educational Employment Relations Act (EERA)

Elementary and Secondary Act (ESEA, NCLB)

Family Educational Rights and Privacy Act (FERPA) ED. Code § 49060

Penal Code section 422.55 Non-discrimination

Safe Place to Learn Act, ED. Code section 234 et. seq.

California Code of Regulations, Title 5, (5 CCR)

California Health and Safety Code, the EPA and the Healthy Schools Act.

Health and Safety Code, Chapter 2, commencing with Section 11053, of Division 10. Section 11014.5, Section 32050


Local Control Accountability Plan (LCAP), AB 97, AB484

Legislative Intent of the Charter School Act


United States Educational Amendments, Rehabilitation Act of 1973, Title IX, Section 504, and Uniform Complaint Procedures


Western Association of Schools and Colleges (WASC)