

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Bridges Charter School	Kelly Simon Director	kelly.simon@bridgescharter.org 805-492-3569

Goal 1

Goal Description
Improve student achievement for all Bridges students and sub groups.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Overall student achievement will improve by 2% year over year across all student subgroups as measured by the	Our goal for 2019 was to improve student achievement ELA and Math by 2% across our student population and all significant	2021-2022 62% -- ELA 50% -- Math	2022-2023 ELA-- 63% Math -- 50%	No data to report	ELA -- Meeting or Exceeding Standards 65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Assessment.	<p>subgroups year over year.</p> <p>Our percentage of students meeting or exceeding grade level standards in ELA was 66% in 2017, 71% in 2018, and 70% in 2019.</p> <p>Our percentage of students meeting or exceeding grade level standards in Math was 47% in 2017, 61% in 2018, and 54% in 2019.</p> <p>CAASPP Assessments were not given in 2019-2020 as a result of the COVID Pandemic.</p>				Math -- Meeting or Exceeding Standards 50%
As measured on the Bridges Common Assessments, 37% of students attending school level interventions for ELA or Math will exit the intervention program because they advance to meeting grade level standards in grades 3-5.	In 2022, 35% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 8% of students in intervention in grades 3-5 were referred for Special Education Assessment.	<p>46% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 12% of students were referred for Special Education Assessment.</p> <p>73% of students in grades K-2 exited the</p>	<p>47% of students receiving intervention in grades 3-5 exited the intervention program because they advanced to meeting grade level standards. 26% were referred for Special Education Assessment.</p> <p>Fill in K-2 Intervention Data</p>	No data to report	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
As measured on the Bridges Common Assessments, 70% of students attending school level interventions for ELA will exit the intervention program because they advance to meeting grade level standards in grades K-2.	73% of students in grades K-2 receiving intervention exited the intervention program because they advanced to meeting grade level standards.	intervention program because they advanced to meeting grade level standards.			
<p>The percentage of English Learners at level 3 or 4 that advance at least one performance level will be at or above 42%.</p> <p>The percentage of English Learners at level 1 or 2 that advance by at least one performance level will be at or above 52%.</p> <p>This percentage of students advancing in performance level will increase by 2% year over year.</p>	<p>40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2018-2019. 50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2018-2019.</p> <p>The ELPAC was not administered during the 2019-2020 school year as a result of the COVID Pandemic.</p>	<p>40% of students at level 3 or 4 maintained or increased their overall score on the ELPAC from pre to post test in 2021-2022.</p> <p>50% of students at level 1 or 2 increased their overall score on the ELPAC from pre to post test in 2021-2022.</p>	<p>44% of English Learners at level 3 or 4 that advance at least one performance level on the ELPAC from pre to post test in 2022-2023.</p> <p>7 out 16 students were RFEP (44%)</p> <p>1 out 4 students scoring a 1 or 2 on Summative ELPAC 2022 or Initial 2023 advanced by at least one overall performance.</p> <p>The percentage of students advancing in OVERALL performance level year (2022) over</p>	No data to report	48% of students at level 3 or 4 will maintain or increased their overall score on the ELPAC from pre to post test. 58% of students at level 1 or 2 will increase overall score on the ELPAC from pre to post test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			year(2023) is 1 out 11, 9%		
NWEA MAP Growth Assessments will indicate that all students and student subgroups tested in grades 3-8 will meet or exceed their individual growth targets in reading, language, and math by the end of the year and will increase by 2% year over year.	Baseline will be established by NWEA MAP Assessments given in Fall 2021.	<p>Students by subgroup meeting or exceeding individual growth targets in reading and math:</p> <p>Math: White - 43% Hispanic - 51% SPED - 66% SED - 79%</p> <p>ELA: White - 43% Hispanic - 19% SPED - 36% SED - 18%</p>	<p>Students by subgroup meeting or exceeding individual growth targets in reading and math:</p> <p>Math: 51% White - 48% Hispanic - 30% SPED - 28% SED - 50%</p> <p>ELA: 70% White - 72% Hispanic - 55% SPED - 30% SED - 61%</p>	No data to report	<p>Math: 53% White - 50% Hispanic - 32% SPED - 30% SED - 52%</p> <p>ELA: 72% White - 74% Hispanic - 57% SPED - 32% SED - 63%</p>

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Administer NWEA Assessments for grades 3-8 in Reading, Writing, and Math at least two times per year. Continue utilizing Bridges Common Assessments (Reading, Writing, Math) in K-2 according to BRIDGES annual assessment calendar.</p> <p>Bridges will implement NWEA MAP Assessments and analyze the results of all students and subgroups in professional learning communities and on curriculum committees. Bridges teachers and</p>	Yes	Partially Implemented	<p>Math: 45% meeting or exceeding grade level standards</p> <p>ELA: 63% meeting or exceeding grade level standards</p>		\$4,125.00	4,455

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff will disaggregate data and analyze progress of subgroups (SED, Disabilities, Hispanic, EL) and track the progress of students achieving above grade level in order to provide differentiated instruction.						
1.2	<p>Utilize Student Study Team (SST) to provide strategies to address student needs both in the classroom and to schedule additional support by Intervention staff.</p> <p>With support of our school psychologist, teachers, and support staff, we will implement a structured SST program built on the MTSS model, utilizing Universal Monitoring data and NWEA MAP Growth assessments.</p> <p>As we identify students in need of targeted intervention support in the areas of ELA, Language Acquisition, or Math, we will provide intervention services with credentialed teaching staff to support student growth toward meeting or exceeding grade level standards.</p>	Yes	Partially Implemented			\$61,578.00	67,323
1.3	Monitor implementation of Express Readers and Lexia in grades K-5.	Yes	Partially Implemented			\$18,400.00	15,910

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Reading Intervention will be implemented in grades K-2 with a credentialed intervention teacher.						
1.4	Provide in-classroom differentiation to address student needs, including English Learners. Professional development will be provided to teachers and support staff on MTSS, UDL, Integrated ELD, and Differentiation by administrators, the school psychologist, and other local resources. Bilingual support for English Learners will be provided in the classroom; a Bilingual coordinator will provide communication and connection for Spanish speaking families between home and school.	Yes	Partially Implemented			\$75,913.00	7,288
1.5	Coordinate and provide supplemental intervention services for students with disabilities. To enhance the whole child learning and to provide wrap around supports in psycho-social-emotional well-being of our students and their families, we will employ academic and EL intervention teacher(s), counseling and social skills services, occupational therapy, speech and language and resource specialist. Work with the county to coordinate available services.	Yes	Partially Implemented			\$234,164.00	128,783

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Two additional teacher/instructional days for students These additional days will be used to support progress toward student learning goals.	No	Partially Implemented				
1.7	Provide frequent student progress information to parents using electronic data systems and other communication methods. Uphold expectations for consistent weekly communication from teachers. As family communication is essential for student success, we will provide frequent communication via our parent communication platforms on student academic progress.	No	Partially Implemented			\$6,428.00	7,083
1.8	Adopt new data tracking system for housing data, tracking progress of English Learners, and scaffolding strategies specific to supporting English Learners Bridges will adopt Elevation software for housing and disaggregating student data. Elevation also provides support for teachers in scaffolding lessons to support language acquisition for language learners.	Yes	Partially Implemented			\$4,000.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	Adoption of Illustrative Math In the 2021-2022 school year, 75% of Bridges 1-8 grade teachers piloted Illustrative Math. The math committee has acquired professional development in Illustrative Math and has advised the campus to fully adopt the curriculum in grades 1-5.	No	Fully Implemented			\$6,295.00	6,752
1.10	Adoption of NextGen Math The math committee recommended the adoption of an additional math intervention program for supporting students using NextGen Math curriculum.	Yes	Fully Implemented			\$5,000.00	6,014
1.11	Adoption of CKLA Amplify Teachers in grades 1-8 will implement CKLA Amplify for Reading and Language Arts.	Yes	Fully Implemented			\$19,029.00	8,247

Goal 2

Goal Description

Train and support teachers to implement effective instruction.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
70% of full time credentialed teachers will participate on a teacher-led committees that integrate analysis of student data.	In 2020-2021, 72% of full time classroom teachers were involved on a teacher-led committee.	79% of teachers were involved on a teacher-led committee including Literacy, Math, and Leadership.	79% of teachers were involved on a teacher-led committee including Literacy, Math, Leadership, and Inquiry.	76% of teachers are involved on a teacher-led committee including Literacy, Math, Equity, and Inquiry	75% of full-time teachers will be involved on a teacher-led committee.
Teacher Committees in Literacy, Math, and Leadership will meet at least 4 times per year to engage in professional learning.	<p>In 2020-2021, the literacy committee was established and met 3 times.</p> <p>In 2020-2021, the math committee continued in its' 3rd year and met a total of 5 times.</p>	<p>In 2021-2022, the Literacy Committee met 4 times and made two curriculum selections to pilot for the 2022-2023 school year.</p> <p>In 2021-2022, the Math Committee met 4 times, they piloted a new math curriculum aligned with CCSS and they selected a supplemental intervention curriculum. The new curriculum adoption will be used in all 1st-8th grade math classrooms in 2022-2023.</p> <p>In 2021-2022, a Teacher Leadership Committee was formed to inform the development of our school's charter and to identify gaps in practice. The</p>	<p>In 2022-2023, the Literacy Committee met 4 times analyzing the success of piloted curriculum. The committee made the recommendation to fully adopt CKLA Amplify for 2023-2024 in grades 2-5 and to continue using Lexia in grades 2-5.</p> <p>In 2022-2023, the Math Committee met 3 times, reflecting on the successes with Illustrative Math and a supplemental intervention curriculum. The committee will continue analyzing the alignment of the curriculum as well as engage in supplementing the curriculum with materials where identified gaps were clear.</p>	All teacher committees have met at least twice.	The literacy committee will meet 4 times; the math committee will meet 3 times the equity committee will meet 3 times, and the inquiry committee will meet 4 times during the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		committee met four times and identified Culturally Relevant teaching as a focus for 2022-2023.	<p>In 2022-2023, the Teacher Leadership Committee met four times with a focus on equity, diversity, and inclusion. The committee has made recommendations for student learning & service projects for 2023 as well as professional learning opportunities for teachers and staff in 2023.</p> <p>In 2022-2023, the Inquiry Committee met once to begin the cycle of professional learning to lead into the 2023-2024 school year.</p>		
100% of Bridges classroom teachers will receive professional development on California Common Core Standards, Next Generation Science Standards and related CAASPP assessment strategies, as evidenced by professional	100% of Bridges teachers indicated on professional development logs 50 hours or more of professional development.	100% of Bridges teachers indicated on their professional development logs that they engaged in at least 50 hours or more of professional development in 2021-2022.		All full-time teachers have been involved in professional development totaling at least 40 hours.	100% of teachers will indicate on professional development logs that they participated in 50 hours or more of professional development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
development logs and faculty meeting agendas.					
Bridges classroom teachers in grades 3-8 will indicate on a year-end survey that they have increased implementation of digital literacy standards by 5% in identified domains that are not currently at 100% with a goal of meeting 100% across all domains.	In 2018-2019, based upon our year-end survey, Bridges Teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 100% DigitalFootprint and reputation: 57% Self-Image and Identity: 36% Creative Credit and Copyright: 100% Relationships and Communication: 57% Information Literacy: 93% Cyberbullying and Digital Drama: 79% Strategies for Internet Safety: 88%	We implemented our annual digital literacy survey again following the COVID pandemic. In 2021-2022, based on our year-end survey, Bridges teachers implemented instruction aligned with Digital Literacy/Citizenship standards to the following degree: Privacy and Security: 88% DigitalFootprint and reputation: 50% Self-Image and Identity: 88% Creative Credit and Copyright: 100% Relationships and Communication: 100% Information Literacy: 100% Cyberbullying and Digital Drama: 88% Strategies for Internet Safety: 100%	Still collecting results.	No data to report	100% integration across all domains.
Teachers will be supported in analyzing data from benchmark	Baseline will be established in 2020-2021.				TBD based on 2020-2021 data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
assessments and NWEA assessments at least two times annually in grade level teams in order to provide targeted differentiation, adjust instructional practices, and improve student learning.					
Analyze data collected from Universal Monitoring surveys two times annually.	Baseline will be established in 2020-2021.	Universal Monitoring was implemented in grades 3-8 in the fall and spring during the 2021-2022 school year.		No data to report.	TBD based on 2020-2021 data
Bridges teachers will engage in at least 4 hours of professional development with a focus on instructional strategies to support targeted subgroups of students.	Baseline will be established in 2020-2021.	Teachers engaged in at minimum 5 hours of professional development and collaboration focused on analyzing patterns in data for subgroups and in developing targeted instructional strategies.	Teachers engaged in at least 10 hours of professional development and collaboration focused on UDL, MTSS, intervention, and instructional strategies for meeting diverse learner needs.	Teachers have engaged in at least 8 hours of professional development focused on UDL, MTSS, intervention, and instructional strategies for meeting diverse learner needs.	TBD based on 2020-2021 data

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Continue to refine year-long curriculum maps for ELA, math and science in alignment with CCSS and NGSS. Teachers will work on grade level teams to design and revise curriculum maps in alignment with CCSS, NGSS, and ELD Standards.	No	Planned			\$2,857.00	3,353

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Curriculum maps will be gathered and bound for the purpose of analyzing alignment of instruction and standards.						
2.2	Implement K-8 digital literacy/technology standards and 21st century skills expectations for each grade level. Using Common Sense media and other sources, teachers will implement digital literacy standards and 21st century learning skills into their instruction.	No	Partially Implemented			\$28,533.00	34,873
2.3	Analyze data from benchmark assessments and NWEA assessments at least two times annually On grade level teams, teachers will use data gathered to provide targeted differentiation, adjust instructional practices, and improve student learning.	Yes	Planned			\$4,391.96	4,064
2.4	Implement Universal Monitoring by administering surveys at least two times per year. Universal Monitoring will be implemented in targeted grade levels; teachers will analyze data and services will be allocated based on survey results and teacher analysis.	Yes	Partially Implemented			\$13,286.00	14,576

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	Teacher led committees will meet regularly to analyze student data, and to discuss and implement research based instruction. Teacher led committees in Math and ELA will continue meeting regularly throughout the school year with the intention of analyzing student achievement data, designing assessments, refining instruction, and providing professional development to the Bridges teaching staff.	Yes	Partially Implemented			\$10,000.00	19,689
2.6	On-site professional development will be provided with a focus on instructional practices for targeted subgroups. With the intention of improving instruction to support student achievement for all students and subgroups, professional development will be provided on site to support underperforming subgroups of students.	Yes	Partially Implemented			\$2,076.00	2,444
2.7	Implement bias training for teachers and staff Bridges will invest in training for teachers and staff in identifying implicit biases and developing culturally responsive teaching strategies.	Yes	Fully Implemented		Bridges teachers and staff have received 7 hours of professional development with the Anti Defamation League on identifying implicit bias and adopting methods of instruction	\$1,600.00	1,789

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					focused on culturally responsive teaching.		
2.8	Implement McKinney Vento Training for all teachers Teachers receive training for identifying homeless students and matching them with support services.	Yes	Fully Implemented			\$400.00	782
2.9	Implement Peer Leadership Program supported by Anti-Defamation League	No	Fully Implemented		The Anti-Defamation League led two full day workshops with student leaders in grades 5-8. A student leadership club has been formed to continue the work learned.	\$8,065.00	8,075

Goal 3

Goal Description

Provide an effective environment for learning based on whole child tenets.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Maintain student attendance rate. ADA of Bridges' classroom-based programs will sustain at 95.39% or higher at the P2 reporting period.	95.52% at P2 in 2020	K-5 Attendance Rate in 2021-2022 was 93.41% 6-8 Attendance Rate in 2021-2022 was 93%.	K-5 Attendance rate in 2022-2023 was 92%.	93%	95.39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Suspension/expulsion rates will be less than 3% of enrollment annually.	Suspension/rates and Expulsion rates were 0% in 2020-2021.	Suspension rate in 2021-2022 was 1.86%	Suspension Rate for 2022-2023 was: 3.5%	.05%	Less than 3%.
<p>Parent satisfaction survey will indicate that at least 70% of respondents “agree” and “strongly agree” that Bridges is effective in the following areas:</p> <ul style="list-style-type: none"> student instruction, engagement, support and challenge with their learning (Q 5,6,7, 8,9,13) social-emotional learning and conflict resolution skill development, (Q,10,11) healthy and safe school climate, (Q 12,19,20,21, 23,24,25, 27,28, 32) parent involvement in meaningful 	<p>Reported in 2020:</p> <p>Student Instruction, Engagement, Support, and Challenge with Learning: 81%</p> <p>Social-Emotional Learning and Conflict Resolution Skill Development: 76%</p> <p>Healthy and Safe School Climate: 76%</p> <p>Parent Involvement in Meaningful Ways: 87%</p> <p>Communication, Organization, and Administration: 83%</p>	<p>In 2022, our Family Satisfaction surveys indicated the following:</p> <p>Student Instruction, Engagement, Support, and Challenge with Learning: 77% (-4%)</p> <p>Social-Emotional Learning and Conflict Resolution Skill Development: 74% (-2%)</p> <p>Healthy and Safe School Climate: 74% (-2%)</p> <p>Parent Involvement in Meaningful Ways: 84% (-3%)</p> <p>Communication, Organization, and Administration: 79% (-4%)</p>	<p>In 2023, our Family Satisfaction survey indicated that parents agreed or strongly agreed that Bridges is effective to the following degree:</p> <p>Student instruction, Engagement, Support, and Challenge: 84% (+7%)</p> <p>Social-Emotional Learning and Conflict Resolution Skill Development: 84% (+10%)</p> <p>Healthy and Safe School Climate: 74% (0%)</p> <p>Parent Involvement in meaningful ways: 82% (-2%)</p> <p>Communication, Organization, and Administration: 79% (0%)</p>	No data to report	Greater than 70% in all targeted categories.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
ways (Q 3,4,14,15, 18, 22) • communication, organization and administration (Q 1,2,16,17,,29 , 30,31)					
At least 50% of Bridges families will be involved in classroom volunteering regularly as measured by self-reported surveys.	62% volunteered regularly in their child's classroom in 2020-2021.	42% of families volunteered regularly in their child's classroom in 2021-2022.	52% of families volunteered regularly in their child's classroom in 2022-2023.	No data to report	54% or greater
At least 30% of Bridges families will be involved in leadership activities as evidenced by participation in PAC, PMCs, Board or other committee participation, as evidenced by self reported surveys.	34% of Bridges Parents were involved in school leadership and organizational and activities in 2020-2021	23% of families were involved in school leadership and organizational activities in 2021-2022.	26% of families were involved in school leadership and organizational activities in 2022-2023.	No data to report	28% or greater
70% of students in our classroom based program (grades 1- 8) will set and evaluate their own learning and personal growth goals each reporting period, and will increase by	Baseline will be established in 2021.	71% of students in grades 1-8 set and evaluated their learning and personal goals at each reporting period.	88% of students in grades 1-8 set goals and evaluated their learning during each reporting period.	No data to report	90% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
5% each year until we reach 100% participation.					
We will implement at least 3 school wide community events per year focused on community building.	Baseline will be established in 2021.	Bridges implemented three community events including the Harvest Festival, the Fun Run, and the School Carnival.	Bridges implemented the Harvest Festival, the Carnival, the School Fun Run, Art Night, Open House, and Friends Fridays.	Bridges has implemented the Harvest Festival and 3 Friends Fridays. There are plans for a Carnival, the Fun Run, an Art Night and Open House, a Kids Who Care Fair, and at least two additional Friends Fridays	at least 3
<p>California Healthy Kids Survey Results will indicate that 70% of students in 7th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%</p> <p>And that 70% of students in 5th grade are neutral, agree or strongly agree across target categories increasing year over year until we reach and maintain at least 82%</p>	<p>7th Grade CHKS in 2018-2019:</p> <p>I feel safe at this school - 96%</p> <p>My school is usually clean and tidy -- 50%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 88%</p> <p>Parents feel welcome to participate -- 89%</p> <p>School staff takes parent concerns seriously -- 86%</p>	<p>7th Grade CHKS in 2021-2022:</p> <p>I feel safe at this school - 96%</p> <p>My school is usually clean and tidy -- 78%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 100%</p> <p>Parents feel welcome to participate -- 78%</p> <p>School staff takes parent concerns seriously -- 78%</p>	<p>7th Grade CHKS in 2022-2023:</p> <p>I feel safe at this school -82%</p> <p>My school is usually clean and tidy -- 77%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 94%</p> <p>Parents feel welcome to participate -- 94%</p> <p>School staff takes parent concerns seriously -- 94%</p>	<p>7th Grade CHKS in 2023-2024:</p> <p>I feel safe at this school -83%</p> <p>My school is usually clean and tidy -- 80%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 87%</p> <p>Parents feel welcome to participate -- 74%</p> <p>School staff takes parent concerns seriously -- 75%</p>	<p>I feel safe at this school - 82% or greater</p> <p>My school is usually clean and tidy -- 70%</p> <p>Teachers at this school communicate with parents about what students are expected to learn -- 82% or greater</p> <p>Parents feel welcome to participate -- 82% or greater</p> <p>School staff takes parent concerns seriously -- 82% or greater</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	I try hard to make sure I am good at my schoolwork -- 81%	I try hard to make sure I am good at my schoolwork -- 88%	I try hard to make sure I am good at my schoolwork -94%	I try hard to make sure I am good at my schoolwork -91%	I try hard to make sure I am good at my schoolwork -- 82% or greater
	There is a teacher or another adult at school who really cares about me -- 57%	There is a teacher or another adult at school who really cares about me -- 92%	There is a teacher or another adult at school who really cares about me -- 70%	There is a teacher or another adult at school who really cares about me -- 93%	There is a teacher or another adult at school who really cares about me -- 70% or greater
	I can do most things if I try -- not measured yet	5th Grade CHKS in 2021-2022	There are high expectations of adults at my school -- 71%	There are high expectations of adults at my school -- 72%	I can do most things if I try -- 70% or greater
	5th Grade CHKS in 2018-2019:	I feel safe at this school - 92%	5th Grade CHKS in 2022-2023	5th Grade CHKS in 2022-2023	5th Grade CHKS in 2018-2019:
	I feel safe at this school - 90%	Grownups at the school treat each other with respect -- 100%	I feel safe at this school - 94%	I feel safe at this school - 100%	I feel safe at this school - 82% or greater
	Grownups at the school treat each other with respect -- 85%	Students know what the rules are -- 100%	Grownups at the school treat each other with respect -- 100%	Grownups at the school treat each other with respect -- 100%	Grownups at the school treat each other with respect -- 82% or greater
	Students know what the rules are -- 89%	Do you feel like you are a part of this school? -- 100%	Students know what the rules are -- 100%	Students know what the rules are -- 100%	Students know what the rules are -- 82% or greater
	School helps student solve problems -- 75%	School teaches students how to understand how other students think and feel -- 96%	Do you feel like you are a part of this school? -- 100%	Do you feel like you are a part of this school? -- 100%	School helps student solve problems -- 82% or greater
	School teaches students how to understand how other students think and feel -- 85%	School helps students feel responsible for	School teaches students how to understand how other students think and feel -- 88%	School teaches students how to understand how other students think and feel -- 100%	School teaches students how to understand how other

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>the way that they act - - 70%</p> <p>School teaches students to respect and care for one another -- 90%</p>	<p>the way that they act - - 92%</p> <p>School teaches students to respect and care for one another -- 100%</p>	<p>School helps students feel responsible for the way that they act - - 87%</p> <p>School teaches students to respect and care for one another -- 100%</p>	<p>School helps students feel responsible for the way that they act - - 96%</p> <p>School teaches students to respect and care for one another -- 94%</p>	<p>students think and feel -- 82% or greater</p> <p>School helps students feel responsible for the way that they act - - 78% or greater</p> <p>School teaches students to respect and care for one another -- 82% or greater</p>
Provide at least 3 enrichment activities in every grade that include field trips, school naturalist programs, and STEAM programs that support engagement with the school and that provided a rounded education for students and their families.	3 enrichment activities offered for students in each grade.	Students in grades K-8 attended at least three enrichment activities with school naturalists and field trips.	Students in grades K-8 attended at least three enrichment activities including activities with the school naturalists or field trips.	Still collecting data	3 enrichment activities offered in each grade
At least two universal monitoring surveys will be adopted and implemented at least two times per year for at least two grade levels.	Baseline TBD	A Universal Monitoring survey was given to all students in grades 3-8 in the fall and spring.	Two universal monitoring surveys were given to students in grades 3-8 in the fall and the spring.	no data to report	At least two universal monitoring surveys will be adopted and implemented at least two times per year for at least two grade levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Bridges will launch a parent education series, meeting at least four times annually for co-planning and co-learning with teachers and staff.				Not yet implemented	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Provide ongoing parent education</p> <p>Parent Education will cover topics such as: Importance of attendance on learning and funding, governance structure, leadership and volunteer opportunities at school, preparation and guidance with classroom volunteering and training for school level volunteer programs, how to support student learning and conflict resolution, mid-year parent orientation meetings for mid-year enrollees, curriculum including Amplify science, inquiry based mathematics, 21st century learning, and project based learning along with our Toolbox coordinated social-emotional learning program, student behavior expectations and the school wide discipline plan.</p> <p>Parents indicated a desire to continue discussions about whole child education and defining this through the lens of our charter.</p>	No	Partially Implemented		We have offered two parent education nights	\$6,000.00	7,456

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	Offer enrichment activities for all students and subgroups	Yes	Partially Implemented			\$20,500.00	19,310
3.3	Monitor implementation of social-emotional learning curriculum (SEL) and track progress.	Yes	Partially Implemented			\$1,468.00	1,534
3.4	Provide social skills development skills for all students and subgroups.	Yes	Partially Implemented			\$500.00	
3.5	Provide professional development for teachers and staff in conflict resolution and whole child learning. Provide professional development for teachers and staff in conflict resolution and whole child learning.	Yes	Partially Implemented				
3.6	PAC and PAC PMC's will sponsor monthly gatherings for parents after drop-off on the front lawn of our school to encourage community connection.	Yes	Not Implementing			\$100.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Community connection and a sense of feeling welcomed is an area that needs to be rebuilt given the COVID pandemic.						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures