PRINT RECOMMENDATION

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Bridges Preparatory Academy
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

SELECT A DIFFERENT SCHOOL OR DISTRICT

Address:	400 South Sparks Ave. Compton, CA, 90221-2304 (562) 324-0100	**Principal:**	Alejandro Gomez, Executive Director
		Grade Span:	6-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at https://www.cde.ca.gov/ta/ac/sarc/. This SARC contains the latest information, data, and analysis for this school and district. Unless otherwise specified, all data in this report describes the school and district for all students, with specific attention to address state and local priorities. Additional data received by or in CALPADS by no later than two weeks prior to the posting deadline for this report is included in this report.

- To access additional School Accountability Report Cards for schools and districts across the state, visit the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sarc/.
- For more information about SARC requirements and to view a glossary of terms, see the SARC Definitions and Instructions (CDE) at https://www.cde.ca.gov/ta/ac/sarc/definitions.asp.
- For an additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and district and their students and staff. Specifically, DataQuest is a dynamic system that provides a wide variety of information to the public. Requested data, such as enrollment, suspension, expulsion, graduation, graduation rate, chronic absenteeism, staffing, and data regarding English learners, can be found on DataQuest.

California School Dashboard

The California School Dashboard (Dashboard) (https://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs, schools, and student groups are doing across a variety of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other restrictions may include but are not limited to the amount of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Students who graduate from high school and want to attend one of the University of California campuses must fulfill the two-year sequence of courses in high school known as the "a-g" requirements. These courses are required by the University of California for admission to its campuses. These requirements are designed to ensure that all eligible students are adequately prepared for University level work. For general admissions requirements, visit the University of California Office of the President Admissions website at http://www.universityofca.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the California State University system requires completion of specified courses and test scores, and GPA requirements, and CSU Graduation Requirements. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because the CSU system is designed to accept students who are committed to completing their degrees, it also considers how well students are prepared to succeed in college-level work. Admission requirements are based on high school grades and test scores. Students who do not meet the minimum requirements may be considered for admission on a space-available basis. The CSU campus that began, first semester, application, and fall enrollment, has CSU campuses in all regions of California. For more information, see the CSU website at https://www.calstate.edu/.

About This School

Alejandro Gomez, Executive Director

Bridges Preparatory Academy

About Our School ...

Contact

Contact
Bridges Preparatory Academy
400 South Sparks Ave.
Compton, CA 90221-2304

Phone (562) 324-0800
Email agomez@bridgesprep.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)	
District Name	Los Angeles Unified School District
Phone Number	(562) 402-6721
Superintendent	Alberto Carvalho
Email Address	superintendent@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2024–25)	
School Name	Bridges Preparatory Academy
Street	400 South Sparks Av Ave.
City, State, Zip	Compton, CA, 90221-2304
Phone Number	(562) 324-0800
Principal	Alejandro Gomez, Executive Director
Email Address	agomez@bridgesprep.org
Website	http://bepacompton.org
County	Los Angeles
County-District-School (CDS) Code	19-64733-0138549

School Description and Mission Statement (School Year 2024–25)

Bridges Preparatory Academy (BPA) provides all students with a rigorous college preparatory education program using a "whole child approach". Bridges Preparatory Academy currently serves 161 students in grades 6-8, which reflects the demographics of the community we serve (99% Hispanic, 70% African American, 1% Caucasian, 1% Asian, 1% Pacific Islander, 1% Filipino, 1% Native American, 1% Two or More Races, 1% Other, 1% Unknown).

Bridges Preparatory Academy is an innovative middle school with a strong focus on academics, closing the achievement gap across all student groups with a strong focus on English Language Arts, Math, and Science. We are a college preparatory school with a strong focus on preparing our students for success in high school and beyond by access all opportunities.

In a small school, BPA's staff meets daily as a group, and communication is open and transparent, allowing for efficient and timely decision-making that benefits our students. Our small size allows our students to develop strong relationships with their teachers, and our teachers know their students well. Our small size also allows our students to participate across grade levels in school activities, such as our student government, yearbook, and our Leadership class. Our small size also allows our students to participate in a variety of extracurricular activities, such as a rigorous, research-aligned college preparatory curriculum while integrating SEL to address the achieve scholastic experiences (SEA) students face.

As a school in the LAUSD, Bridges Preparatory Academy is committed to the implementation of the District's Vision of Success, which is to develop students who are college and career ready, college and career access and success, and who are prepared to be successful members of their families, communities, and societies.

Bridges Preparatory Academy's mission is to prepare students for success in college and beyond through a rigorous college preparatory curriculum while integrating SEL to address the achieve scholastic experiences (SEA) students face. An English Language Arts Standard Proficient (ELA) and a STEM Proficiency Standard (STEM) are required for promotion to 9th grade. Our students will be able to demonstrate mastery of our school-wide learning outcomes (SWLOs) which are critical thinking, communication, and collaboration. Our students will be able to demonstrate mastery of our school-wide learning outcomes (SWLOs) which are critical thinking, communication, and collaboration.

Grades 6-8 (1st-2nd year, 3rd-4th year, 5th-6th year) Bridges Preparatory Academy is eligible for Narrow Improvement based on several school-wide indicators and demographics of the school. Bridges Preparatory Academy is eligible for Narrow Improvement based on several school-wide indicators and demographics of the school. Bridges Preparatory Academy is eligible for Narrow Improvement based on several school-wide indicators and demographics of the school.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 6	54
Grade 7	51
Grade 8	56
Total Enrollment	161

Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	48.50%
Male	51.50%
Non-Binary	0.00%
Hispanic or Latino	99.40%
Asian	0.00%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	99.40%
Native Hawaiian or Pacific Islander	0.70%
Two or More Races	0.70%
White	0.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared for Subject and Student Population Served	3.00	60.00%	37.00	2.00%	244,025.00	12.00%
Intern Credential Holders Properly Assigned	10.10	2.40%	3,095.40	2.40%	42,629.90	1.50%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	42.00	8.00%	7,078.70	8.00%		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	38.00	7.00%	6,404.00	7.00%	105,777.00	5.00%
Unknown/Unassigned	0.00	0.00%	0.00	0.00%	1,027.00	0.00%
Total Teaching Positions	53.00	100.00%	9,483.00	100.00%	2,034,000.00	100.00%

The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. A teacher may have more than one assignment. For more information, see the SARC Definitions and Instructions (CDE) at https://www.cde.ca.gov/ta/ac/sarc/definitions.asp.

Teacher Preparation and Placement (School Year 2021–22)

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared for Subject and Student Population Served	3.00	56.60%	37.00	1.90%	234,663.20	11.80%
Intern Credential Holders Properly Assigned	12.10	2.40%	3,095.40	2.40%	42,629.90	1.50%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	42.00	8.00%	7,078.70	8.00%		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	38.00	7.00%	6,404.00	7.00%	105,777.00	5.00%
Unknown/Unassigned	0.00	0.00%	0.00	0.00%	1,027.00	0.00%
Total Teaching Positions	53.00	100.00%	9,483.00	100.00%	2,034,000.00	100.00%

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Teacher Preparation and Placement (School Year 2022–23)

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Prepared for Subject and Student Population Served	3.00	56.60%	37.00	1.90%	234,663.20	11.80%
Intern Credential Holders Properly Assigned	12.00	2.30%	3,095.40	2.30%	42,629.90	1.50%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	0.20%	7,078.70	0.20%	105,777.00	5.00%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	6,404.00	0.00%	1,027.00	0.00%
Unknown/Unassigned	0.00	0.00%	0.00	0.00%	2,034,000.00	100.00%
Total Teaching Positions	4.00	100.00%	9,483.00	100.00%	2,034,000.00	100.00%

The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. A teacher may have more than one assignment. For more information, see the SARC Definitions and Instructions (CDE) at https://www.cde.ca.gov/ta/ac/sarc/definitions.asp.

Teachers Without Credentials and Misassignments (School Year 2020–21)

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers		0.00	0
Misassignments		0.00	0
Vacant Positions		0.00	0
Total Teachers Without Credentials and Misassignments		1.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver		0.00	0
Local Assignment Options		0.00	0
Total Out-of-Field Teachers		0.00	0

Class Assignments

Bridges Preparatory Academy was established and opened in the 2020-21 school year.

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		0.00	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an credential, permit or authorization to teach)		0.00	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ca/tq/ESSAdefinitions.asp.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Bridges Preparatory Academy uses the following textbooks and instructional materials:

Bridges Preparatory Academy uses the following textbooks and instructional materials (School Year 2024–25):

Subject	List of Textbooks and Other Instructional Materials Adopted More Than Three Years Since Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education/ Grades 6-8	0.00%
	ELD: National Geographic California Textbook	0.00%
Mathematics	Envision Mathematics / 2020	0.00%
Science	Glencoe Elevate Science (Earth, Life, and Physical)	0.00%
History-Social Science	Cengage National Geographic (Ancient Civilization, World History, U.S. History)	0.00%
Foreign Language	Not applicable	0
Health	Health Insight	0.00%
Visual and Performing Arts	Not applicable	0
Science Lab Equipment (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Maintenance and Repair

Bridges Preparatory Academy staff ensures that the repairs necessary to keep the school in good repair and working order are completed promptly. A work order system is used to ensure that all repairs are prioritized and completed. Emergency and health and safety issues are given the highest priority.

Cleaning Process and Schedule

Bridges Preparatory Academy has adopted cleaning standards. The Executive Director, in conjunction with key staff, monitors the custodial staff to ensure that the school is maintained in a clean and safe condition.

Safety Plan

Bridges Preparatory Academy annually administers and uses the facilities inspection tool (FIT) to ensure the school is clean, safe, and functional. Bridges Preparatory Academy's most current FIT report is dated September 2023. The results of the annual inspection are minutes long and reflect a school in good repair.

School Facility Good Repair Status

Using the **most recently collected** facility inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for all items inspected
- Summary of deficiencies and repairs needed and taken
- The year and month in which the data were collected
- The rate of school facility repairs
- The overall rate

Year and month of the most recent FIT report: October 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2024

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (CAASPP System, which includes the California Assessment of Student Performance and Progress [CAAPP] and the English Language Proficiency Assessments for California [ELPAC]); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results in ELA and Mathematics for All Students: Three Year Comparison

Grades Three, Eight and Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	2021–22 Percent Met or Exceeded	2022–23 Percent Met or Exceeded	2023–24 Percent Met or Exceeded
English Language Arts (where applicable to the grade level)	26%	34%	48%
Mathematics (grades 3-8 and 11)	20%	26%	28%

Note: Percentages are not to be added or averaged. Total may exceed 100 because students who meet or exceed both the ELA and math standards are counted twice.

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

CAASPP Results in ELA by Student Group for students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	104	100.00%	0.00%	48.08%
Female	50	50	100.00%	0.00%	52.00%
Male	54	54	100.00%	0.00%	44.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	103	103	100.00%	0.00%	47.87%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
Socioeconomically Disadvantaged	104	104	100.00%	0.00%	48.08%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%

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

Note: "Percent of students tested" includes students who participated in the test whether they received a score or not; however, the number of students who did not receive a score is not known and they are not included in the calculation. For the purpose of this calculation, students who received a score but did not participate in one section of the test are included in the "Number Tested" category.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	104	103	99.01%	1.49%	24.61%
Female	50	50	100.00%	0.00%	24.00%
Male	54	53	98.15%	1.85%	25.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	103	102	99.03%	1.47%	24.51%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
Socioeconomically Disadvantaged	104	103	99.01%	1.49%	24.61%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met or exceeded the standard on the CAA divided by the total number of students who participated in both assessments.

Note: "Percent of students tested" includes students who participated in the test whether they received a score or not; however, the number of students who did not receive a score is not known and they are not included in the calculation. For the purpose of this calculation, students who received a score but did not participate in one section of the test are included in the "Number Tested" category.

CAASPP Results in Science for All Students: Three Year Comparison

Grades Five, Eight and High School (School Year 2023–24)

Subject	2021–22 Percent Met or Exceeded	2022–23 Percent Met or Exceeded	2023–24 Percent Met or Exceeded
Science (grades 5, 8, and high school)	2.24%	12.70%	35.14%

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

Note: "Percent of students tested" includes students who participated in the test whether they received a score or not; however, the number of students who did not receive a score is not known and they are not included in the calculation. For the purpose of this calculation, students who received a score but did not participate in one section of the test are included in the "Number Tested" category.

CAASPP Results in Science by Student Group

Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	53	98.15%	1.85%	35.14%
Female	27	27	100.00%	0.00%	14.81%
Male	27	26	96.30%	3.70%	53.85%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%

	Total	Hispanic or Latino	Not Hispanic or Latino	Unknown
Pilipino	0	0	0%	0%
Hispanic or Latino	45	45	100.00%	100.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%
Two or More Races	0	0	0%	0%
White	0	0	0%	0%
English Learners	11	11	100.00%	0.00%
Foster Youth	0	0	0%	0%
Homeless	0	0	0%	0%
Military	0	0	0%	0%
Socioeconomically Disadvantaged	48	48	100.00%	100.00%
Students Receiving Migrant Services	0	0	0%	0%
Students with Disabilities	0	0	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2021-22)

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extension and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-22)

In-school or SPAN's ZOOM-ON-OFF Class Sessions 1 and 2 activities and opportunities are provided to engage and involve parents. Bridges Preparatory Academy provides families with opportunities to engage in decision-making through the following committees:

- English Language Advisory Committee (ELAC) (K, 8); Parent Advisory Committee (PAC) CAC ELT CORE/SSC/ELT - if applicable
  - Parent Advisory Committee (PAC) per Ed CC 52852(a)(1)
  - Community Advisory Committee (CAC)

The Community Schools Coordinator & Executive Director will ensure all parents, including those of Unhoused pupils (LP) and Students with Disabilities (SWD), have opportunities to participate in the school. Parents are encouraged to participate in parent gatherings such as Coffee with the Principal and Conversations with Staff on Open House, back-to-school night, and parent conferences.

Our staff will continue communicating with families using ParentSquare and providing updates on the school's website. Parents also have access to Aeries Parent Portal (PP) where they can track their child's attendance, behavior, and academic progress and communicate with teachers and staff.

The Community Schools Coordinator and Principal conduct outreach efforts to connect Bridges Preparatory Academy with community agencies and government agencies. Bridges Community Schools Partnership is aligned with the 4 Pillars of Community Schools, SPAN's approach, which ensures the need to address the academic, social-emotional, and mental health needs of our students and families.

Parents are also encouraged to participate in the Parent Teacher Home Visit Project (PTHVP) and other outreach and/or invent. The Principal/Corporate and Executive Director are dedicated to attending and pose when meeting with families and students to discuss academic concerns, attendance and positive resources when needed.

Our Parent Teacher Home Visit Project (PTHVP) and Bridges Parent Education Workshops through PEBSIP, which are instructional workshops that empower parents with quality education and community resources to help their children succeed in school and reach their full potential. In addition, Bridges Community Schools Partnership offers parenting classes and campaigns for families and caregivers that they need to be the effects of trauma and navigate childhood and adversity.

The Executive Director and Principal/Counselor facilitate and/or host Parent Workshops on the following parent requested topics:

- Bullying Prevention
- Suicide ideation/Suicide
- Restorative Practices
- Technological Safety
- Parent support
- Drug Prevention
- Understanding of adolescence
- Seyfoman trafficking
- Drug Prevention Education
- Impact of daily exposure to high school

All correspondence sent to families/guardians is provided in English and translated to Spanish, as anticipated/identified by our (primary) language survey and the "10% and above translation rule" criteria.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- Middle school dropout rates;
- Chronic absenteeism rates

Chronic Absenteeism by Student Group (School Year 2023-24)

Bridges Preparatory Academy has experienced a significant increase in chronic absenteeism this past year. The following actions are taking place to engage students and reverse a positive, safe, and engaging learning environment. As the MTSS Staff Team recipient, Bridges Preparatory Academy staff continue participating in comprehensive MTSS training to identify, provide tiered interventions and monitor student progress. BPA is committed to providing evidence based social-emotional support through a trauma-sensitive approach. BPA participates in LACOE's PBIS Community of Practice to develop and implement evidence-based practices and PBIS strategies. As a recipient of the CA Community Schools Partnership Grant our staff participates in restorative practices training.

Our educational model equips all students with a rigorous, standard-aligned college-preparatory curriculum while integrating Social-emotional learning to address the adverse childhood experiences (ACEs) they have faced. BPA continues implementing a "whole child approach" to education and implementing Kipsta Effects SEL Curriculum that delivers equity-driven, digital SEL, mental health, and behavioral supports. Kipsta Effects is a CASEL-designed program and National Dropout Prevention Center Program. This evidence-based program has shown improvement in student grades, higher empathy scores, and lower dropout rates, and is used as the school's PREMIER/TOOLS Community Schools Framework. By identifying the root causes of students' learning obstacles, teachers have more time to deliver appropriate interventions to each group individually. Kipsta Effects focuses on MTSS.

The Principal/Counselor and Social Worker lead SEL lessons and provide small group and one-on-one counseling services. The Executive Director (who is a Counselor) will collaborate with teachers, parents/students to design an Individualized Learning Plan (ILP) for each student.

All students are enrolled in an Advisory course that meets daily with Advisory Teachers (advisors) who will remain with the student for all three years while at BPA. The goal is for every student to have an Advisor to establish a strong positive relationship built on trust. Advisors will include biweekly one-on-one check-ins and a structured social-emotional learning program using Kipsta Effects.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	146	138	25	18.1%
Female	75	70	10	14.3%
Male	72	68	12	17.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	12	3	25.0%
Filipino	--	--	--	--
Hispanic or Latino	127	123	21	17.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	38	35	7	20.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	133	127	23	18.1%
Students Receiving Migrant Services	--	--	--	--
Students with Disabilities	23	22	4	18.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

- Pupil suspension rate;
- Pupil expulsion rate;
- Other local measures on the sense of safety

Suspensions and Expulsions

BPA is committed to providing evidence-based social-emotional support through a trauma-sensitive approach. To ensure the use of evidence-based practices and PBIS implementation, BPA participates in LACOE's PBIS Community of Practice to develop and implement PBIS Universal Tiered Fidelity Inventory. Our staff participates in restorative practices training.

Our educational model equips all students with a rigorous, standard-aligned college-preparatory curriculum while integrating Social-emotional learning to address the adverse childhood experiences (ACEs) they have faced. BPA continues implementing a "whole child approach" to education and implementing Kipsta Effects SEL Curriculum that delivers equity-driven, digital SEL, mental health, and behavioral supports. Kipsta Effects is a CASEL-designed program and National Dropout Prevention Center Program. This evidence-based program has improved student grades, higher empathy scores, and lower dropout rates, and is used as the school's PREMIER/TOOLS Community Schools Framework. By identifying the root causes of students' learning obstacles, teachers have more time to deliver appropriate interventions to each group individually. Kipsta Effects focuses on MTSS.

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All students are enrolled in an Advisory course that meets daily with Advisory Teachers (advisors) who will remain with the student for all three years while at BPA. The goal is for every student to have an Advisor to establish a strong positive relationship built on trust. Advisors will include biweekly one-on-one check-ins and a structured social-emotional learning program using Kipsta Effects.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00%	0.00%	1.37%	4.48%	5.74%	6.26%	3.17%	3.60%	3.39%
Expulsions	0.00%	0.67%	0.00%	0.00%	0.02%	0.02%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023-24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.37%	0%
Female	0.00%	0%
Male	2.78%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.78%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	2.63%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	1.5%	0%
Students Receiving Migrant Services	0%	0%
Students with Disabilities	0%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024-25)

Annually Bridges Preparatory Academy (BPA) adopts a School Safety Plan, to be reviewed and updated by March 1 of every year, which includes the identification of appropriate strategies and programs that will provide or maintain a high school and safe school policy and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(F):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious behavioral infractions
- Sexual harassment policy
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- the rules and procedures on school discipline applicable to students from kearing "gang-related apparel" if applicable
- procedures for the safe ingress and egress of pupils, parents, and employees to and from the Charter School
- Hate crime reporting procedures consistent with law
- the rules and procedures pertaining to the security of campus pursuant to Education Code Section 87105
- procedures for conducting tactical responses to criminal incidents
- procedures for informing a teacher who has a pupil in his or her class, or a pupil to whom he or she is assigned, if any pupil is being conducted or threatened to be conducted at the Charter School, or an activity sponsored by the Charter School, or on a school bus serving the Charter School.

BPA's Safety Plan shall be shared/participated with the staff, the faculty in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "First responder" training on its equipment.

Disaster procedures included in the Charter School Safety Plan address and include adaptations for students with disabilities in compliance with ADA requirements. To the extent an employee, student, parent, visitor, volunteer, or other person believes that a violation of the Charter School's Safety Plan has occurred, he or she shall report the incident to the Executive Director, and if the concern is material, the Executive Director shall direct the Charter School Safety Plan to be modified accordingly.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021-22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
1				
2				
3				
4				
5				
6	36.00			1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022-23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
1	22.00		1	
2	22.00		1	
3	22.00		1	
4	22.00		1	
5	22.00		1	
6	17.00	18	0	0
Other**	5.00	2	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023-24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
1	22.00		1	
2	22.00		1	
3	22.00		1	
4	22.00		1	
5	22.00		1	
6	23.00	16		
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021-22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classes(sections) fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022-23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	28.00	0	5	0
Mathematics	28.00	0	3	0
Science	28.00	0	3	0
Social Science	28.00	0	3	0

* Number of classes indicates how many classes(sections) fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023-24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	43.00		3	
Mathematics	44.00		3	
Science	44.00		3	
Social Science	44.00		3	

* Number of classes indicates how many classes(sections) fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023-24)

Title	Ratio
Pupils to Academic Counselor*	103.08

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

Student Support Services Staff (School Year 2023-24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	--
Library Media Services Staff (Paraprofessional)	--
Psychologist	--
Social Worker	--
Nurse	--
Speech Pathologist (Speech Language/Hearing Specialist)	--
Resource Specialist (non-teaching)	--
Other**	0.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021-22)

	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,593.21	$3,583.85	$6895.46	$70113.83
District	N/A	N/A	---	---
Percent Difference – School Site and District	N/A	N/A	-7.50%	---
State	N/A	N/A	$10770.62	---
Percent Difference – School Site and State	N/A	N/A	-7.50%	---

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

Types of Services Funded (Fiscal Year 2023-24)

MTSS: Addressing Academic Needs to Accelerate Learning

Bridges Preparatory Academy continues participating in LACOE's PBIS Community of Practice to strengthen schoolwide PBIS, school climate, and positive behavior to address the increase in chronic absenteeism rates.

The Executive Director and Principal provide instructional coaching, classroom observations, and feedback cycles for teachers on evidence-based pedagogical practices. In response to the educational partners, teachers and instructional staff requested professional participate in professional learning opportunities led by the Executive Director and Principal that focus on the following identified areas of need:

- Card Creek's Mindset
- Cengage ELD Adaptive: strategies to ELL Students
- Restorative Practices
- Restorative Practices: Los Angeles Institute of Restorative Practices (LARP)
- Writing across the curriculum
- Teaching Reading Fluency
- Seven Mindsets - Learning
- Cengage ELD Adaptive Curriculum
- Study Sync
- PBIS

Bridges Preparatory Academy continues participating in LACOE's PBIS Community of Practice to strengthen schoolwide PBIS, school climate, and positive behavior to address the increase in chronic absenteeism rates.

Measure	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	43	43	47