Bridges Preparatory Academy
2022-23 School Accountability Report Card
Reported Using Data from the 2022-23 School Year
California Department of Education

Address: 450 South Sunset Ave
Covina, CA 91723-3204
Principal: Alejandro Gomez, Executive Director
District: Charter
Grade Span: K-8

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

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

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 the school and comparison of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and English learner data).

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 and schools are meeting the needs of California students and schools. Specifically, it contains information about the performance of LEAs, schools, and student groups on a variety of state and local measures in order 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 generally 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 limited hours of availability, the amount of time a visitor may spend on the Internet (depending or availability), the type of Internet programs available on a workstation, and the ability to print documents.

About This School

Alejandro Gomez, Executive Director
Principal, Bridges Preparatory Academy

Meet the Staff

Contact
Bridges Preparatory Academy
450 South Sunset Ave
Covina, CA 91723-3204

Phone: (626) 967-8384
Email: agomez@bridgesprep.org

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)	
District Name	Los Angeles County Office of Education
Phone Number	(562) 922-6111
Superintendent	Dwaine Meeks
Email Address	dwaine.meeks@lacoe.edu
Website	www.lacoe.edu

School Contact Information (School Year 2023–24)	
School Name	Bridges Preparatory Academy
Street	450 South Sunset Ave
City, State, Zip	Covina, CA, 91723-3204
Phone Number	(626) 967-8384
Principal	Alejandro Gomez, Executive Director
Email Address	agomez@bridgesprep.org
Website	www.bridgesprep.org
County-District-School (CDS) Code	19101930137746

Last updated: 12/20/2023

School Description and Mission Statement (School Year 2023–24)

Bridges Preparatory Academy (BPA) provides a rigorous college preparatory education program. Bridges Preparatory Academy's mission is to prepare 6th grade students for success in and after the university we are with academic rigor, character, integrity, 100% Effort Attitude, 1% While, 100% Students with Disabilities, 20% English Learners, 1% Homeless, and 90% Socioeconomically Disadvantaged.

Bridges Preparatory Academy's goal is to cultivate middle school students who are prepared to succeed in college and who are committed to giving back to their communities. Our educational model focuses on high expectations, character growth, and a skills-focused curriculum that ensures our students are prepared for the rigorous academic demands of college.

As a small charter, BPA can tailor our curriculum, as well as our instructional approaches to meet our students' needs. Our curriculum is aligned to the Common Core State Standards and is supplemented with Project Based Learning units. We have implemented a STEM focus, including a partnership with Project Lead the Way, and we are excited about our partnership with Science Leadership Academy (SLA) to bring in additional STEM resources and expertise to our school community.

Our school culture, which is based on a strong and consistent implementation of Positive Behavioral Interventions and Supports (PBIS), is a critical component of our school model. We believe that our students need a safe, nurturing environment in order to be able to focus on their academic growth. We have implemented a Restorative Justice approach to discipline, which provides students with opportunities to reflect on their behavior and its impact on others, and to repair the harm done to others and our school community. Our students are expected to demonstrate our school-wide expectations of being respectful, responsible, and safe. We also believe that our students need a safe, nurturing environment in order to be able to focus on their academic growth. We have implemented a Restorative Justice approach to discipline, which provides students with opportunities to reflect on their behavior and its impact on others, and to repair the harm done to others and our school community. Our students are expected to demonstrate our school-wide expectations of being respectful, responsible, and safe.

Bridges Preparatory Academy's commitment to our students and our community extends beyond our students' academic growth. We are committed to building a collaborative, complimentary, and sustainable community around BPA. All leadership decisions are made collaboratively with our teachers, parents/guardians, and community members. We have formed a Parent Teacher Organization (PTO), a Parent Teacher Leadership Council (PTLC), a Parent Teacher Student Association (PTSA), a Parent Teacher Association (PTA), and the LCAP Advisory Project to provide professional learning and coaching for our teachers. BPA will provide opportunities for our students and our community members to participate in leadership roles and to develop the knowledge and skills to partnership with schools and communities to ensure that our students achieve their full potential.

Last updated: 12/20/2023

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Grade 6	90
Grade 7	92
Grade 8	92
Total Enrollment	184

Last updated: 12/20/2023

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	16.00%
Filipino	0.00%
Hispanic or Latino	76.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	7.60%

A. Conditions of Learning

State Priority: Basic

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

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

Last updated: 12/20/2023

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully Credentialed for Subject and Student Population	21	91.30%	2,571.75	93.77%	229,599.50	83.12%
Intern Credential Holders Properly Assigned			12.15	0.44%	4,025.00	1.52%
Teachers Working Outside their Credentialed Assignments ("Teacher Misassignments")			42.00	1.53%	11,745.25	4.25%
Teachers with Credentials Assigned Out of Field ("Out-of-Field")			139.00	06.27%	13,110.40	4.75%
Unknowns(Incomplete)			20.20	0.87%	16604.30	5.98%
Total Teaching Positions			2,745.10	100.00%	276,724.15	100.00%

Bridges Preparatory Academy was established and opened in the 2021-22 school year.

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full time; one half-time position represents 0.5 FTE and one teacher teaching a full-time load in a departmentalized setting would be counted as 1.0 FTE. Credentials that are pending or expired are not included in this table. Teachers teaching outside their subject area of competence (with a credential or permit) are not included in this table. Teachers teaching in the subject area for which they are authorized by a waiver or assignment are included in this table.

Last updated: 12/20/2023

Teachers Without Credentials and Misassignments ("unauthorized teachers") (school year 2022–23)

Authorization/Assignment	2020-21 Number	2021-22 Number
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

Last updated: 12/20/2023

Credentialed Teachers Assigned Out-of-Field ("unauthorized teachers") (school year 2022–23)

Indicator	2020-21 Number	2021-22 Number
Credentialed Teachers Authorized to Teach a Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 12/20/2023

Class Assignments

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

Bridges Preparatory Academy was established and opened in the 2021-22 school year.

Note: Data for this table is based on the Fall 1 Data Collection, specifically the Teacher Assignment file, and is aligned to https://www.cde.ca.gov/ds/sp/cst/staffdevelp.html.

Last updated: 10/23/2023

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Type and condition of textbooks and other materials were collected January 2023.

All students have access to standards-aligned curricular and instructional materials.

Subject	Textbooks and Other Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA, EngageNyc	Yes	0
Math	CA1, Illustrative Mathematics Curriculum	Yes	0
Mathematics	Envision Mathematics, Big Ideas Math	Yes	0
Science	Science Details Science (Earth, Life & Physical Science)	Yes	0
History-Social Science	Compass Rediscover Geographic (Ancient Civilizations, World History, U.S. History)	Yes	0
Foreign Language	Not applicable		0%
Health	Health: Sex Education	Yes	0
Visual and Performing Arts	Not applicable		0
Science Lab Equipment (Grades 9-12)	N/A	NO	0

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

Last updated: 12/20/2023

School Facility Conditions and Planned Improvements

Bridges Preparatory Academy is housed in the school site we rent, and clean at all times. The custodian has established cleaning standards outlined and recommended by the State and County Department of Health.

Foster Youth	0	0.0	0%
Homeless	0	0.0	0%
Military	0	0.0	0%
Socioeconomically Disadvantaged	38	38	100.0%
Students Receiving Migrant Education Services	0	0.0	0%
Students with Disabilities	1	1	100.0%

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.

Last updated: 5/12/24

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 2022–23)
Percentage of Students Participating in each of the Five Fitness Components

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	0%	0%	0%	0%	0%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required 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.

Last updated: 5/12/24

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 2022–23)

At Bridges Preparatory Academy, parent input in decision-making will take place through the following:
English Language Advisory Committee (ELAC), DELAC, & SSC Parent Advisory Committee (SL) PAC (A DC 5200(b)(2)–)
If applicable:
Parent Advisory Committee (PAC) (an CA EC 51092(a)(7))
Community Schools Steering Committee

Translation of materials and interpreter services are made available upon request.

The Community Schools Coordinator & Executive Director ensure all parents including those of Unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to engage as partners in their child's education through ongoing, two-way communication. Parents are invited to SSC, ELAC, Coffee with the Principal, Open House, back to school night, and parent conferences.
Our staff communicates with families using Parent Square and provides updates on the school's website. Parents will also be provided with access to PowerSchool Parent Portal where they can track their child's attendance, academic progress and communicate with teachers/staff.

The Community Schools Coordinator conducts outreach efforts to connect Bridges Preparatory Academy with community agencies and organizations that support BPA's Community Schools Initiative in alignment to the 4 Pillars of Community Schools, MTSS Tiers 1 and 2 to address the academic, social-emotional, and mental health needs of our students, and support families and our educators/staff. The CSC leads Parent workshop and conducts home visits for at risk students who are truants and develop an attendance plan with the family and student.

Through our Community Schools initiative BPA provides Parent Education Workshops through PEBSWF, which are instructional workshops that provide our parents with quality education and community resources to help their child succeed in school and reach their full potential. In addition, Restorfit has been implemented and is designed to give parents and caregivers the tools and insights they need to buffer the effects of trauma and navigate challenge and adversity.

All correspondence sent to families/guardians is provided in English and translated to Spanish, or the anticipated/preferred by our primary language, including parent meetings, the "ISTs and above translation weeks" criteria.

The Executive Director and Counselor facilitates and/or leads Parent Workshops on the following topics:
- Academic (literacy/math)
- Social-emotional learning
- Restorative practices
- Parent workshop
- Other topics as requested
- Understanding ELP
- Sex trafficking
- Suicide prevention – for 8th grade parents, impact of daily attendance/truancy on student outcomes

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State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	148	140	0	0.0%
Female	85	79	0	0.0%
Male	64	61	0	0.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	0	0	0	0.0%
Black or African American	33	29	0	0.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	115	110	0	0.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	0	0	0	0.0%
English Learners	35	33	0	0.0%
Foster Youth	4	3	0	0.0%
Homeless	4	4	0	0.0%
Socioeconomically Disadvantaged	135	127	0	0.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	21	21	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.

Last updated: 5/12/24

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	12%	4.48%	3.74%	0.20%	3.67%	3.60%
Expulsions	0.00%	0.00%	0.67%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

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.

Last updated: 5/12/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.67%
Female	0.00%	0.00%
Male	0.00%	1.56%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.87%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.74%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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.

Last updated: 5/12/24

School Safety Plan (School Year 2023–24)

Bridges Preparatory Academy reviews, updates, and adopts the Comprehensive School Safety Plan on an annual basis which is then presented to the governing board by March 1st to approve.

Bridges Preparatory Academy's Comprehensive School Safety Plan engages its staff in a systematic planning process to ensure students and staff have a safe environment in which to learn and work free from threats to their safety and disasters, hate crimes, violence, active assaults/shooters, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.
Bridges Preparatory Academy adheres to the California Department of Education (CDE) Safe Schools Planning, a compliance tool for School Safety Plans.
Bridges Preparatory Academy's Comprehensive School Safety Plan complies with the following and includes the following components:
- Comprehensive safety planning committee lays specific responsibilities for their school EC 32281(a)
- All staff undergo annual training
  - Assessment of the status of school crime on crimes at school-related functions.
  - Child abuse and neglect reporting procedures.
  - Disaster procedures, routine and emergency plans, and crisis response plan with adaptations for pupils with disabilities.
  - Earthquake emergency procedures
  - Fire Drills
  - Hate crime/bullying disaster plans for the following situations which may include but are not limited to bomb threat, terrorism/manufacture materials, earthquake, flood, power failure/blackout, mid-air/accidental weapon/explosive/Molotov, explosion, gas/fumes
  - Suspension/expulsion policies and procedures.
  - Procedures to notify teachers of dangerous students.
  - Sexual harassment policy EC 231.5 and Uniform complaint/hate crime reporting procedures and policies.
  - Schoolwide dress code of it exists, that includes prohibition of gang-related apparel
  - Procedures for safe ingress and egress of students, parents/guardians, and school employees to and from school site.
  - Maintenance of a safe and orderly environment conducive to learning at the school.
  - Rules and procedures on school discipline.
  - Hate crime reporting procedures and policies.

Each classroom is equipped with an emergency backpack, that contains a first aid kit, snacks, classroom student roster, emergency contact information, and other supplies. The school has a supply of food and water, and shelter for all students and staff in the event of an emergency. The evacuation plan is clearly posted on the wall of every classroom.

Last updated: 5/12/24

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 2020–21) (HIGH SCHOOL)

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 classrooms 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 (Elementary) (School Year 2021–22) (HIGH SCHOOL)

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 classrooms 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 (Elementary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	0	5	0
Mathematics	26.00	0	3	0
Science	26.00	0	3	0
Social Science	26.00	0	3	0

* Number of classes indicates how many classrooms 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.

Last updated: 5/12/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	136

* 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.

Last updated: 5/12/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.20
Library Media Teacher (Librarian)	—
Library Media Services Staff (Paraprofessional)	—
Psychologist	—
Social Worker	—
Nurse	—
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.

Last updated: 5/12/24

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17116.78	$8664.45	$8252.13	$77630.70
District	N/A	N/A	N/A	—
Percent Difference – School Site and District	N/A	N/A	—	—
State	N/A	N/A	$7656.82	—
Percent Difference – School Site and State	N/A	N/A	8.10%	—

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

Last updated: 18/24

Types of Services Funded (Fiscal Year 2022–23)

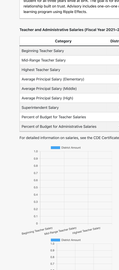
Bridges Preparatory Academy provides all students in a rigorous standards-aligned curriculum. All students are enrolled in core academic subjects including electives. Math Enrichment (8th grade), Creative Writing (7th grade), and Film and Propaganda (8th grade).
As the recipient of the MTSS SLIMS Grant, Bridges, Preparatory Academy staff continues to participate in comprehensive MTSS training to identify, provide tiered interventions and monitor student progress. BPA is committed to providing comprehensive support to students and families through the implementation of the 4 Pillars of Community Schools (CS). Community of Practice, restorative practices, trauma-informed practices, and PBIS schoolwide. As a recipient of the CA Community Schools Partnership Grant our staff will participate in training on restorative practices.
Our curriculum models equity of students with a rigorous, standard-aligned college preparatory curriculum, while integrating Social-emotional learning to address the achieve childhood experiences (ACEs) they have faced. BPA continues to provide Tier 1 and Tier 2 interventions in Reading Foundational Skills, Reading Fluency, Reading Comprehension, Math, Writing, drives, digital SEL, mental health and behavioral supports. Bigala Effects is a CASEL-designated program and Restorfit Dropout Prevention Center Program. This evidence-based program has shown improvement in student grades, higher empathy scores, and lower discipline rates, and will be used as the tool for Tier 1 PREVENTIOUS Community Schools Framework. By identifying the root causes of students' learning obstacles, teachers have more time to deliver appropriate instruction and students have more time to learn and grow.
The Counselor leads SEL lessons and provides small group and one-on-one counseling services.
The Executive Director (who is a Counselor) collaborates with teachers, parents/guardians to design an Individualized Learning Plan (ILP) for each student.
All students are enrolled in an Advisory course that meets daily with the Advisory Teachers (advisors) that remain with the student for all three years while at BPA. The goal is for every student to have an Advisor and establish a strong student-teacher relationship built on trust. Advisory includes one-on-one check-ins towards as well as a structured social-emotional learning program using Bigala Effects.

Last updated: 5/12/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.



Last updated: 5/12/24

Professional Development

Our teachers participate in 8 days of intensive Summer Professional Development to prepare for the 2023-24 academic school year, and an additional 3 non-instructional days during the academic year. Teachers also participate in weekly Professional Development and/or staff development.
Our teachers participate in ongoing professional coaching, observations, and feedback for all teachers and on effective evidence-based pedagogical strategies, BPA teachers and Director participate in professional development and coaching from the UCLA Math Project & UCLA Writing Project.
Professional development is facilitated by the Executive Director, and the areas of focus for 2023-24 school year include:
- Mindset – Carol Dweck
- Trauma Informed classroom adaption, strategies, & co-teaching
- Restorative Practices: LASP
- Writing across the curriculum
- PBIS: LACOE Staff
- Bigala Effects SEL
- Restorfit Dropout coaching
- The Writing Revolution
- Picture Word Inductive model for ELs
- Mindset for teachers
- Parent engagement strategies

As a recipient of the Phase 3 MTSS Grant the Administrator/Instructional Leadership Team will continue to participate in comprehensive MTSS training, in order to design a schoolwide MTSS training model and coaching for the 2023-24 school year, that integrates the various components and elements of our MTSS in combination with other initiatives, to ensure alignment, seamless integration and fidelity to implementation, schoolwide.
To support teacher effectiveness and credential clearance, BPA will fund tuition reimbursement.

Note: The number of school days dedicated to Staff Development and Continuous Improvement includes summer professional development, and minimum days during the academic year.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	52	49	56

Last updated: 5/12/24