

The Single Plan for Student Achievement

School: Bridge Street Elementary School
CDS Code: 51-71464-6053367
District: Yuba City Unified School District
Principal: Louise McKray
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Bridge Street Elementary School's Vision and Mission Statements

Bridge Street School Mission Statement:

At Bridge Street School, we provide our students with the necessary skills to be confident, knowledgeable, responsible, and productive citizens in a diverse, ever-changing world.

School-Wide Expectations:

- Come to school to learn, and allow others to learn
- Be on time, be prepared, and work to the best of your ability
- Be respectful, courteous, and helpful to others
- Resolve conflicts peacefully
- Be responsible for your own words and behavior
- Respect your school and its property

School Profile

Bridge Street Elementary School, home of the Bulldogs, sits on six acres in the center of Yuba City, and serves over 500 students in junior kindergarten - fifth grades. The school was built in 1975 to serve students living in the midtown section of Yuba City. Bridge Street School remains rich in tradition, and fosters a culture built on effort, academic success, and community relationships. A State preschool co-exists on our campus, providing morning and afternoon instruction. Junior kindergarten and kindergarten instruction takes place in the morning; following winter break, 30 minutes of additional instruction occurs in kindergarten in order to provide opportunities for intervention and extended learning. A structured English immersion class is provided in first grade to assist students in successful acquisition of the English language. The class is comprised mainly of CELDT Levels 1 and 2. The Quality Education Instruction Act (QEIA) in place at Bridge Street School provides for the reduction in class sizes, resulting in a 20:1 student-teacher ratio in kindergarten - third, and 23:1 in the fourth and fifth grade levels. The QEIA Grant has served Bridge Street School well for over seven years, and may sunset at the end of the 2014-15 school year.

Teachers utilize first-best instructional strategies in all teaching. Objectives are posted daily in English Language Arts and Math to communicate essential learning within the lesson. English Language Development and Language Enrichment instruction occurs daily for 45 minutes, providing strategic components of instruction in the area of English language development and language acquisition, development, and proficiency. An Instructional Coach provides the teaching staff with support in lesson planning, instructional calibration, lesson modeling, data access and analysis. Library and computer lab time provide skills and enrichment to fiction and non-fictional reading, and prepares them with important keyboarding and technology application skills. The computer lab is open every morning before school, providing a setting to access intervention and motivation programs. Computer classes are scheduled within the instructional day. With limited instructional time, the library remains open during recess, allowing students access to checking out and returning books. A focus on technology at Bridge Street School provides each class with a SMART board, document camera, four to five student computers and use of student responders. A Physical Education Specialist provides instruction in physical education skills, team cooperation, healthy lifestyles, and sportsmanship. Response to Intervention (RtI) instruction is provided within the general education program during universal access time. General and special education staff support strategic and intensive interventions in Language Arts and mathematics occur through push-in, pull out, and consult services. Students with Individualized Education Plans and goals in math are served through the pull-out model in the Learning Center.

Our 3 -Year Average, Academic Performance Index (API) Report, provided through the California Department of Education (CDE) is delineated in greater detail in the Data Analysis component of our Single School Plan. The data reflects an upward trend in both English Language Arts and Mathematics with all subgroups. Our 3-Year Average, encompassing the years of 2011, 2012 and 2013, is 802.

At Bridge Street School, students are recognized and awarded for their outstanding effort, accomplishments, and growth in character, attendance, academic achievement, and athletics. This celebration occurs through awards ceremonies and special events scheduled throughout the year. Students in 5th grade participate in the annual Shady Creek Outdoor Science Camp, where they participate in team building, hands-on science and environmental studies. Music is provided for students in 3rd grade, and band and strings lessons are provided for 4th and 5th students. Field trips provide extended learning into the community and beyond, linking learning to history, government, agriculture, science, and fine arts grade-level standards. A focus on positive character traits occurs

monthly, including: responsibility, confidence, citizenship, fairness/respect, caring, communication, greatness, and trust. A full-time counselor provides service to students in the area of social/emotional support, conflict resolution, anti-bullying strategies, and social dialogue/interaction. The Bridge Street After School and Safety Program (ASES) serves over 130 students in the areas of enrichment, intervention, homework support, and recreation. The Sutter County Smiles Dental Program sets up service in their mobile van at Bridge Street as well as other schools in YCUSD, and serves students on as-needed, rotating basis through the year.

Our School Site Council, QEIA team, and English Language Advisory Council meet four to six times annually to focus on academic improvement and achievement. The Quality Education Investment Act (QEIA) Team is part of our School Site Council. A school site parent representative attends District English Language Advisory Committee (DELAC) meetings and reports information back to the English Language Advisory Council.

It is essential we prepare our students with skills such as communication, trouble shooting, decision making, leadership, and problem solving. As we look to the future of Bridge Street School, we focus on bridging the rich traditions established from long ago, coupled with preparing our students for a successful future both in our local community and in the world beyond.

Comprehensive Needs Assessment Components

Areas of Analysis

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

Over the last three years, Bridge Street School has experience overall growth in the measured areas of English Language Arts and Math. Our school wide Academic Performance Index was 790 in 2011, 797 in 2012, and 819 in 2013. Our three year average is 802. Significant subgroups for Bridge Street School include: Socioeconomically Disadvantaged (100%), Hispanic/Latino (85%) and English Learners (64%). The remaining subgroups, although not measured as significant, are considered equally important in areas of growth and student success. Schools in California are measured for their efficacy with similar sub populations. Bridge Street School has ranked 10/10 in similar school populations for the last three years.

Bridge Street School will continue the critical work with teacher participation in the ELA and Math Inquiry Teams, where we utilize the knowledge base of teachers in all areas of instructional strategies, data analysis, and forward planning with common practices. Our Sacramento County Office of Education coaching support will continue in the area of ELA, assisting teachers in extracting curricular components as they connect to Common Core implementation and standards. Response to Intervention was fine-tuned in the 2013-14 school year, and will continue to support students in the area of foundational language and reading learning skills. Our instructional coach will support all curricular implementation, along with the new math adoption, Go Math, in grades K-2.

Title III of the Elementary and Secondary Education Act provides supplemental funding to local educational agencies to implement language instruction educational programs designed to help English Learners attain English Language proficiency and meet the State's academic and content standards. The California English Language Development Test serves as the assessment to determine language proficiency. The CELDT is currently being conducted for the 2014-15 school year. Bridge Street School is assessing 235 students, whose predominant first language is Spanish. During the 2013-2014 school year, eighteen students qualified for reclassification to fluent speakers, readers, and writers. Our CELDT level Intermediate remains the group of extreme focus, as it contains the greatest percentage of English Learners. The Reading and Listening subtests continue to be our sub area of need. We will actively review the benchmark assessments to identify areas of forward planning in ELD. Following is a three-year average comparison of CELDT with Yuba City Unified District schools, in Title III Accountability:

EL students gaining one or more CELDT proficiency levels from 2012-2013:	Bridge Street = 65.8%	YCUSD = 63.4%
Students attaining English proficiency on the CELDT (in less than 5 years):	Bridge Street = 24.0%	YCUSD = 27.8%
Students attaining English proficiency on the CELDT (in 5 years or more):	Bridge Street = 53.1%	YCUSD = 51.5 %

English Language Development instruction occurs daily for 45 minutes, with the full components of the Template in CELDT level 1's, 2's, and low 3's. Students scoring in the high 3's, 4's, and 5's will continue to receive greater integration of Treasures materials during the last 15 minutes of the 45-minute period of ELD. Monitoring will continue to occur throughout the year with action plans noted for students who are performing at CELDT levels 1, 2, and 3 for multiple years.

The ELA Adequate Yearly Progress percentages for the three school years of 2010/11 – 2012/13 reflect consistency of English Language Arts proficiency in the 50th percentile, and mathematics proficiency in the 60th percentile ranking. English Language Arts continues to be our area of greatest challenge. The teachers, Sacramento County Office of Education specialist, instructional coach, ELA Inquiry Team and administrative team and work closely in aligning the new Common Core Standards with the District- adopted curriculum, Treasures. A closer look at common practices within consistency of administering formative assessments will occur this school year, featuring more open-ended questions where students are required to provide their reasoning.

Due to the absence of SBAC data, as it was field tested, following is a three-year progress report of the Adequate Yearly Progress of students at Bridge Street School from 2010/2011 – 2011/2012:

Socio Disadvantaged	ELA	55*	57*	56	Mathematics	58	63*	64*
Hispanic	ELA	51*	55*	54	Mathematics	56	60*	64*
English Lang Learner	ELA	53*	54	51	Mathematics	60	60	62*
White	ELA	63	63	66	Mathematics	60	73	69
Students w/Disab.	ELA	22	28	44	Mathematics	26	32	42

*Met Safe Harbor Requirements

Conclusions from Parent, Teacher and Student Input

The School Site Council met and reviewed grade-level, school, district-wide, and state-level data throughout the year and at the beginning of the new school year. The 2013 State based Academic Performance Index rose while the minimum proficiency for Adequate Yearly Progress also increased in English language Arts, yet not in mathematics. Our School Site Council understands that the stakes are high, and it is important to focus on all core areas of instruction. As the focus spotlights English Learners (64%) and Hispanic (75%) students, those students also fall in other numerically significant and nonsignificant subgroups, which may include Special Education, Socioeconomically Disadvantaged, and the always measured Schoolwide subgroup. The Principal, Academic Program Coordinator and Instructional Coach will continue to support teachers in moving student performance forward at Bridge Street School. The School Site Council realizes that decisions for staffing need to be made on the basis of need, and as a result, Bridge Street continues to support a full time Academic Program Coordinator (APC), to support success in all academic areas of Common Core standards. The Instructional Coach and Intervention teacher will be provided through YCUSD funding.

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Informal and formal surveys conducted through the school year included a Needs Assessment Staff Survey, a Professional Learning Community Survey, Counseling Needs Survey, the After-School Program Survey, the California Healthy Kids survey, the DELAC survey, the Parent Volunteer Survey, and the Professional Development Staff Survey. Results from the surveys are as follows:

Needs Assessment Staff Survey - Teachers expressed interest in learning more about the technology components within the District adopted core curriculum. All staff have opportunities to participate in school committees that contribute to academic, behavior, and social/emotional needs. Meetings are open and posted on the school calendar.

Professional Learning Community Survey - Teachers' greatest area of need focused on implementation of Common Core standards in conjunction with instruction through adopted curriculum

After School Program Survey - Students were most interested in expanding the enrichment (e.g. drama) and sports programs at school. A formalized soccer program has been budgeted for the 2014-15 year

Counseling Needs Survey - Staff reported support requests from the counselor in the areas of: friendship groups, low level participation, difficulty dealing with situations at home, inattention, character education, and how to ask for help regarding home or school problems

California Healthy Kids Survey - Results are provided as a District

DELAC Survey - Parents expressed an interest in learning more about homework. As a result, the Library will remain open on Mondays from 4:00-5:00pm, where students and parents can receive assistance from school staff in general homework. Parent education sessions during ELAC will continue in the area of math games, the new K-2 math adoption, and in Common Core Standards

Parent Volunteer Survey - Parents are most interested in helping in their child's classroom. An emphasis will be placed on maintaining this level of mainly kindergarten support, and encouraging parent participation through the grade levels.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations occur on a weekly basis in both formal and informal settings. Excellence in teaching and learning strategies are utilized in all grade levels. Classroom observations include first-best teaching practices, lesson study, student participation through covert and overt activities, calibration with Common Core standards, congruency of lesson activities with objectives, closure activities, and pacing. Limited instructional time mandates clear and overt objectives, teaching to the lesson objective, scaffolding instruction, pacing, and focus on academic vocabulary. Planning for lessons is an essential for success to ensure standards are taught to the level of mastery required for grade-level learning. Diagnostic walks observe curricular components, instructional objectives, and active participation. Feedback is provided to reinforce and strengthen excellence in teaching and learning.

Teachers support and enhance their knowledge base through learning walks in ELD, ELA, and math. Substitutes are provided for learning walks. Teachers provide leadership expertise in the area of curriculum, participation, closure, and question stems. Debriefing occurs following lesson walks, providing time for reflection and clarification.

This adult learning practice will continue as we implement Common Core standards, the new K-2 math adoption (Go Math), our current ELA adoption (Treasures), and ELD. The feedback that resulted in classroom observations assists teachers in acquiring leadership skills, working interdependently, and increasing the efficacy of their craft. Classroom observations result in increased dialogue within and along grade levels. The ELA and Math Inquiry Teams utilize the information to share across grade levels, working toward identifying standards of practice, and focus areas of curriculum and instruction within grade levels as based on the California of Education ELA/ELD, and Mathematics Frameworks.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Not meeting performance goals

Unit, summative, benchmark, and topic assessment data are evaluated and used to guide all further planning and teaching. This data is made possible through CDE reports, CELDT data, English Learner benchmark assessment results, and Illuminate reports in core curricular areas created throughout the school year. Student, class, grade level, and school goals are identified through use of District and state assessment results. Planning occurs during academic conferencing, and in staff meeting. Collegial planning and data review enhances the mutual accountability for results.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Not meeting performance goals

Bridge Street School uses the YCUSD assessment and monitoring protocol to provide regular and timely data and feedback to students and teachers. Student achievement data from assessments is used to inform teachers and support staff on student placement, diagnosis, progress, and effectiveness of instruction. Staff meetings and academic conferences contain data review activities monitoring student progress on curriculum-embedded assessments. Review of upcoming assessments allows teachers to identify the skills and standards of focus. Planning documents include Common Core standards, District-adopted curriculum, upcoming assessment, pacing calendar, and instructional support. Outcomes from data review identify areas of need for universal access, potential Response to Intervention support, potential gaps of instruction, and identification of necessary mastery of foundational skills.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Meeting performance goals

At present, 100% of teachers assigned to Bridge Street School for the 2014-15 school year are considered Highly Qualified in terms of teacher compliance. One opening currently exists, the Intervention Teacher, which will be funded through District funding.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meeting performance goals

There is a sufficient number of teachers, fully credentialed in the subject area taught, and certified as appropriate. Teacher professional development has taken place for the District-adopted curriculum, Treasures ELA, and envision math. The K-2 new math adoption, Go Math, has trainings offered for teachers prior to school beginning. On-site Go-Math training will be provided in the fall for grade levels K-2.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meeting performance goals

All returning teachers have received Common Core Standards training in integrating Common Core Standards during the 2012/13 and 2013/14 school years. Ongoing training will continue to occur. Training was provided by Sacramento County Office of Education curriculum specialists, the instructional coach, and administration. Continued focus on CCSS will occur in academic conferencing, district meetings, on-site training, and staff meetings.

Academic conferences are held every six-nine weeks to review Reading-Language Arts, English learner benchmarks, review math data, and preview upcoming units and topics. Teachers, instructional coach, academic program coordinator, and principal actively participate in academic conferences.

The Sacramento County Office of Education will continue to provide support for teachers on a plan in the area of Reading - Language Arts and mathematics professional development. There are approximately six days scheduled with the SCOE ELA Coach at Bridge Street, and five days scheduled with the SCOE Math Coach. They work with grade level teams, the instructional coach, academic program coordinator, and principal. Excellence in teaching and learning is provided through on-site support from the principal, academic program coordinator, and teacher learning walks. Technology support is provided through our technology aide, teachers-training-teachers setting, and support from YCUSD Information Systems. Physical education modeling is provided through our physical education specialist for two fifty-minute periods per week. Each teacher is provided with a 50-minute weekly prep.

Teacher leaders participate in the ELA and math Inquiry Teams, technology areas, and student positive behavior management. Teacher-led demonstration lessons provide additional exemplary models whereby staff can share ideas and best strategies.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meeting performance goals

Professional development will continue to occur during staff meetings. Professional learning will focus on lesson content, planning, pacing, and instructional delivery of District-adopted materials, including the ancillary materials available to differentiate instruction for ELs and SWDs, advanced/benchmark and struggling strategic learners. All teachers on site have been provided support in the excellence in teaching and learning principles. New teachers will be provided with such training. Teacher-led demonstration lessons provide opportunities for teacher leaders to share effective strategies with teachers in their grade level and throughout the school. Training through YCUSD and our academic program coordinator will continue to occur for teachers in the area of the template for English Language Development, as well as daily teaching strategies throughout all core instruction. ELD planning sessions are provided by the District, and on site, based on CELDT language levels. The ongoing refinement of the ELD Template coupled with inclusion of Treasures in particular areas of the Template will provide a stronger set of strategies and structure for ELD instruction.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meeting performance goals

Weekly collaboration has been a regular culture feature of Bridge Street School for many years. Teachers met in grade level groups weekly, for a period of 60-90 minutes, to plan upcoming instruction, share best teaching strategies, and analyze data. This arrangement requires a 75% approval vote from affected staff to continue, which did not occur in the Spring of 2014. However, four grade levels continue to meet on a weekly basis to plan instruction, and two grade levels meet every other week.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All YCUSD curricula and instructional materials are aligned to State content standards and to the ESEA content and performance standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All YCUSD schools adhere to the recommended instructional minutes for English/Language Arts (ELA) and Mathematics as outlined in the California RLA and Mathematics Frameworks and the Essential Program Components (EPC). Bridge Street School completed the EPC survey with staff. Results confirmed adherence to the district standard for instructional minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

YCUSD provides common pacing schedules for Kindergarten through grade 8th ELA and Mathematics. All pacing calendars adhere to the recommended instructional minutes. At the K-5 level, 45- 60 minutes of daily English Language Enrichment provides the opportunity for data-driven intervention or enrichment. At the 6th-12th level, intervention support is built into the master schedule. Bridge Street School completed the EPC survey with staff. Results confirmed implementation of and adherence to the District's common pacing calendars and opportunities for intervention support.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The YCUSD Adoption Process ensures that all instructional materials are standards-based, State-approved, and local Governing Board adopted and that these adopted curricula meet the needs of all learners. Bridge Street School has fully implemented District adopted curricula in all content areas.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curricula and intervention materials used in YCUSD are SBE-adopted, standards-aligned, and local Governing Board adopted. YCUSD high school students have access to standards-aligned courses in all content areas. Bridge Street School completed the EPC survey with staff. Results confirmed that all curricula and materials are district adopted and students have access to standards-aligned courses in all content areas.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Differentiated teacher resources and student materials, which are provided within the core program materials, are used for both small group instruction and individual support Bridge Street School provides both within the school day and after school Reading/Language Arts and Mathematics interventions.

All YCUSD sites have a District funded (LCFF) intervention teacher.

14. Research-based educational practices to raise student achievement

All teachers at Bridge Street School are fully credentialed and highly qualified for their assignment.

All teachers at Bridge Street School use research-based instructional practices including the following:

- Setting content objectives and language objectives
- Visual representations and graphic organizers
- Overt and covert participation strategies

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meeting performance goals

Bridge Street and the Yuba City Unified School District provide a variety of resources to assist students which include:

- Response to Intervention support
- Intervention Teacher
- Academic Program Coordinator
- Instructional Coach
- Sacramento County Office of Education Coach in ELA
- After School Education and Safety Program, including academic intervention
- School-based counselor
- Attendance Interventionist
- Nursing services (1 day/week)
- Referrals to county agencies (e.g. Mental Health, Victim Witness, VICTOR, etc.)
- Community Service Organization Partnerships (Rotary, Kiwanis, Soroptomist, Clubs)
- River Valley Key Club (After School Program partnership)
- GREAT Program (4th grade) focusing on anti-gangs, positive social skills
- K-5 training in conflict resolution, anti-bullying, positive social skills
- School Resource Officer services (on-call level)
- Kiwanis Club (attendance incentives)
- RVHS Key Club (After School Program)
- Yuba City Rotary/Middle Mountain Foundation (Sutter Buttes hike)
- Yuba Sutter Recology
- Sutter Medical Foundation-Fit Quest (Shady Creek)
- Lion's Club (eye glasses)
- Med-I-Cal Mini Grants
- YCEF Mini Grants
- State Preschool Program
- Junior Kindergarten
- Dental Van services
- Direct services for parent involvement activities including translation/interpretation, ELAC/School Site Council, and Parent Involvement Policy components. All activities include child care.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

As this is an elementary school, this would not apply to a rating

The School Site Council met and reviewed grade-level, school, district-wide, and state-level data at the beginning and throughout the year. Our School Site Council and English Language Advisory Council assist in the building and approval of the Single School Plan. As the focus spotlights English Learners and Hispanic students; however, includes all students in the goal setting and data review. Goals are determined on the needs and outcomes of student data.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meeting performance goals

All classroom teachers are provided English language arts, mathematics, and ELD template strategies coaching through the District trainings, support from SCOE content specialists, the on-site instructional coach, academic program coordinator, and principal. Categorical funds provide both direct and indirect service to underperforming students. Our Librarian and Technology Aide support regular use of the media center services for students and staff. Materials and supplies provide curricular activities within the core adopted programs. An intervention teacher provides instruction in skill-gap areas of foundational reading skills. Data tracking of Response to Intervention provides records for services offered, delivered, and includes pre and post data. This tracking benefits students in their future grade levels and in providing further services as deemed necessary.

18. Fiscal support (EPC)

Meeting performance goals

Fiscal support is identified once the school goals are determined. Categorical funding provides direct and indirect service to students. Direct services include services provided by an intervention teacher. Indirect services, such as the academic program coordinator and instructional coach, focus on the supports and resources that provide training, refinement, and academic success. The Local Control Accountability Plan and funding provides services throughout the district, e.g. school counselor, who works with students individually, in small groups, and in grade levels to increase the social and emotional success of students, resulting in more positive and productive school experiences. The QEIA funding has been a positive addition in contributing to the success of our students. The completion of this grant cycle and the depletion of its funding will pose its challenges in the fiscal and class-size elements.

Conclusions from Analysis of Instructional Programs

The staff and School Site Council reviewed the following performance data: AYP, API, CELDT, RLA unit tests, Math benchmarks, and mid-year RLA and Math results. Our State testing data is demonstrating an upward trend, with more students becoming proficient in Reading/Language Arts. Our school goals will identify strengths in teaching and learning and needed areas of growth. It will also address the areas of weakness in order to strengthen the current programs' practices including:

- Focus on first-best instruction in all core areas
- Fidelity to curriculum and sufficient instructional minutes
- English Language Development Template taught 45 minutes daily
- Intervention, assessment, and monitoring provided for strategic students, with use of District-adopted curriculum, during universal access time, in Reading-Language Arts and Math
- Intervention, assessment, and monitoring provided for intensive students, with use of District-adopted curriculum, through general education and special education teacher support during English Language Development and English Language Enrichment
- Continued focus on excellence in teaching and learning (formulating an objective, teaching to the objective, active participation)

- Implementation of technology within the classroom setting and school to most effectively teach lessons and communicate information in teaching and learning
- Support from the Academic Program Coordinator and Instructional Coach, working directly with teachers and providing grade-level articulation sessions in both Reading-language Arts and English Language Development
- Intervention provided both during the day and in the After School Education and Safety Program for students performing below grade level in core academic areas
- Commitment to professional learning; learning through peers, and sharing of best practices
- Continued recognition of student achievement and improvement in all areas

Description of Barriers and Related School Goals

Bridge Street faces the following community barriers to improvements in student achievement:

- Significant percentage of English language learners
- High percentage of students with poverty challenges
- Limited levels of parent education and English-speaking skills
- Insufficient amount of daily instructional minutes to teach all core subject areas and provide enrichment
- A minimal time of two afternoons to meet with all class parents and communicate information on student performance
- Lack of regular attendance of five-year old students in junior kindergarten and kindergarten
- Lack of busing
- Limited parent involvement in areas of classroom and school support

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	246	235	236	35	40	29	4	3	2	10	7	9
Growth API	790	797	819	812	853	855						
Base API	789	788	796	825	812	853						
Target	5	5	4									
Growth	1	9	23									
Met Target	No	Yes	Yes									

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	187	176	184	169	160	170	245	235	236	42	40	36
Growth API	777	783	811	793	787	804	793	797	819	569	598	675
Base API	773	774	782	782	793	785	789	790	796	561	562	599
Target	5	5	5	5	5	5	5	5	4			
Growth	4	9	29	11	-6	19	4	7	23			
Met Target	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes			

Conclusions based on this data:

- All significant subgroups met and exceeded the 2013 Academic Performance Index (API) targets
- All significant subgroups of Hispanic, English Learners, and Socioeconomically Disadvantaged increased their API score from 2012 to 2013 as follows:
Hispanic: increase of 29 points, English Learners: increase of 19 points, Socioeconomically Disadvantaged: increase of 23 points
- Not noted as significant subgroups, but equally important in achieving success:
Students with Disabilities: increase of 37 points, White: increase of 41 points
Schools in California are measured for their efficacy with similar sub populations. Since 2010, Bridge Street School has been ranked 10/10, the highest ranking possible in comparing like schools as based on demographics.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	135	133	132	22	25	19	--	--		--	--	
Percent At or Above Proficient	54.9	56.6	55.9	62.9	62.5	65.5	--	--	--	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	96	96	100	90	86	87	135	133	132	7	11	16
Percent At or Above Proficient	51.3	54.5	54.3	53.3	53.8	51.2	55.1	56.6	55.9	16.7	27.5	44.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	Yes	No	Yes	No	No	Yes	Yes	No	--	--	--

Conclusions based on this data:

1. Student performance in English Language Arts continues to perform in the low to mid-50th percentile range, noting a slight dip from 2012 to 2013 in the Hispanic, English Learners, and Socioeconomically Disadvantaged subgroups. However, over the course of the past four years, an increase has occurred in all groups, as noted: Socioeconomically Disadvantaged: increase of 9% proficiency, Hispanic: increase of 10% proficiency, English Language Learner: increase of 4% proficiency, White: increase of 8% proficiency, Students with Disabilities: increase of 22% proficiency
2. Our English Learner subpopulation made the smallest percentage of growth. When comparing this data to the Title III Accountability Report, 25 % of English Learner students achieved CELDT proficiency (target being 22.8%). Our English Learners need the greatest intensity of attention and focus.
3. The above data will be brought forth to the ELA Inquiry Team, comprised of teachers, instructional coach, SCOE curriculum specialist, academic program coordinator, and principal, where further study and discussion will occur in creating an action plan to address how to increase the proficiency levels of all subgroups and students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	143	147	151	21	29	20	--	--		--	--	
Percent At or Above Proficient	58.1	62.6	64.0	60.0	72.5	69.0	--	--	--	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	Yes	--	--	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	105	104	117	101	96	106	143	147	151	11	13	15
Percent At or Above Proficient	56.1	59.1	63.6	59.8	60.0	62.4	58.4	62.6	64.0	26.2	32.5	41.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	Yes	Yes	No	No	Yes	No	Yes	Yes	--	--	--

Conclusions based on this data:

- All significant subgroups met 2013 Mathematics performed in the 60th percentile and made growth in comparison from 2012 to 2013.
Performance increases reflect the following:
Hispanic: increase of 4.5%
English Learners: increase of 2.4%
Socioeconomically Disadvantaged: increase of 1.4%
Students with Disabilities: increase of 9.2%
- The Math Inquiry Team will be looking closely at grade level data to overlay the eight mathematical practices with current curriculum and ancillary materials in envision, and with Go Math in grades K-2.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					4	67	1	17	1	17	6
1	1	1	25	37	18	26	15	22	9	13	68
2	2	4	11	21	30	57	7	13	3	6	53
3	7	15	14	29	18	38	7	15	2	4	48
4			13	45	14	48	2	7			29
5	8	26	8	26	12	39	2	6	1	3	31
Total	18	8	71	30	96	41	34	14	16	7	235

Conclusions based on this data:

1. The greatest population of students are CELDT level III, Intermediate, with 96 students, a total of 41%.
The subtests of Listening, Speaking, Reading and Writing reflect Listening and Reading scoring as lowest.
CELDT calibrations, protocols and mandates are provided in on-site trainings yearly.
2. Teachers have been strategically assigned to ELD instruction, where the majority have taught a specific level for three or more years.
Teachers are trained yearly in ELD refinement, instruction, and available resources.
The ELD Benchmark is administered twice yearly, on a semester basis.
Groupings are fluid and instruction parallels growth of students.
Teacher learning walks occurred to share successful strategies, calibrate and refine instruction.
3. The English Learner population at Bridge Street School is slowly increasing in all grade levels. Our current percentage of English Learners at Bridge Street is nearly 64%.
A greater focus on the new ELD Standards, the ELD template, inclusion of SDAIE strategies in direct instruction, effective strategies in intervention, focus on academic vocabulary are all areas that need to be studied further, at greater detail, in Inquiry meetings, staff meetings, academic conferences, and with District support.
The Title III students are of center focus, and all have action plans as based on their area of skill gap.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	211	222	235
Percent with Prior Year Data	99.5%	100.0%	100.0%
Number in Cohort	210	222	235
Number Met	147	151	140
Percent Met	70.0%	68.0%	59.6%
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	252	32	273	37	274	32
Number Met	59	16	63	22	70	16
Percent Met	23.4%	50.0%	23.1%	59.5%	25.5%	50.0%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. The English Learner population at Bridge Street increased by 25 students from 2011-12 to 2013-14. District targets were met in 2014 AMAO 1 (59%), AMAO 2 (22.8%), and AMAO 3 (49%). A drop of 10.4% has occurred in AMAO1, students gaining one or more proficiency levels in CELDT.
2. The predominant number of English Learners is our CELDT 3, Intermediate level, with 96 students (41%). The greatest number of CELDT level 3 students are enrolled in 3rd grade (18 students), 3rd grade (30 students) and 4th grade (18 students).
3. The above data will be brought forth to the ELA Inquiry Team, comprised of teachers, instructional coach, SCOE curriculum specialist, academic program coordinator, and principal, where further study and discussion will occur in creating an action plan to address how to increase the proficiency levels of English Learners in ELA.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	2,403	2,329	2,393
Percent with Prior Year Data	99.8	100.0	100.0
Number in Cohort	2,397	2,329	2,392
Number Met	1,588	1,401	1,525
Percent Met	66.2	60.2	63.8
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,012	820	2,043	768	1,986	817
Number Met	535	426	551	391	592	422
Percent Met	26.6	52.0	27.0	50.9	29.8	51.7
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Academic Achievement
LEA GOAL:
Strategic Goal #1: Provide a rigorous and comprehensive program to ensure success for ALL students as they transition to graduation and beyond and are college and career ready, through high quality classroom instruction and support.
SCHOOL GOAL #1:
Increase academic achievement of all students in English Language Arts, mathematics, and literacy
Issue Statement:
Bridge Street School data reflects a greater achievement level in mathematics, as compared to English Language Arts. The subgroups of English Learners and Hispanic students are our greatest percentage of learners (Hispanic-85%, English Learners-64%). Proficiency in mathematics reflects students performing in the 60th percentile, yet proficiency in English Language Arts reflects performance in the 50th percentile. The needs of the English Learners continue as our focus group, as based on evidence from data. Teaching and learning performance needs to prepare students for success in middle school, in preparation for sufficient skill acquisition when entering high school level.
Goal Objective
Students will increase their level of proficiency in English Language Arts as measured on district-adopted curriculum embedded assessments and establishment of a baseline in SBAC Students will increase their level of proficiency in mathematics as measured on district-adopted curriculum embedded assessments and establishment of a baseline in SBAC Students designated as English Learners will increase their level of proficiency as measured by the CELDT, increase redesignation rate, and decrease the numbers of long-term English Learners (5 years or greater)
Student Groups Participating in this Goal
All students
Performance Gains Expected For These Student Groups
Performance gains are congruent with YCUSD Strategic Goal #2: Performance gain for English Language Arts - minimum of 2% Performance gain for mathematics - 2% Performance gain for English Learners - increase redesignation rate by a minimum of 1% Performance gain for long term English Learners (5 years or greater) - decrease by a minimum of 2%

Means of Evaluating Progress Toward this Goal

Evaluation of California English Language Development Test (CELDT) Data
Evaluation of AYP Report
Curriculum-based embedded assessments
ELD Benchmarks
Title III Progress Monitoring action plans
Yearly review of SBAC outcomes in grades 3-5

Group Data Needed to Measure Academic Gains

Annual California English Language Development Test (CELDT) results
YCUUSD curriculum-embedded assessments
SBAC assessment

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						
<p>ACADEMIC CORE STRATEGIES: English Language Arts and mathematics performance strategies: Common Core standards will become prominent in classroom lessons, anchoring discussions and decisions on the following:</p> <ul style="list-style-type: none"> • Three key shifts in ELA - complex text and academic language, knowledge through informational text, locating evidence through fiction and non-fiction text • Three key shifts in mathematics - focus, coherence, and rigor, as well as the eight standards of practice and highlights of major work in each grade level in mathematics • The newly YCUSD adopted Mathematics curriculum for grades K-2, Go Math • Newly adopted CDE frameworks in ELA, mathematics, and ELD <p>English Language Development performance strategies:</p> <ul style="list-style-type: none"> • Adherence to the ELD standards and professional learning with emphasis on individual EL needs as based on assessments, student performance, and diagnostics <p>A Structured English Immersion Class will continue in first grade, serving CELDT level 1 and 2 students as based on the CELDT and the ADEPT Test administered in kindergarten.</p> <p>Tier I services for students will be provided in the general education setting through universal access time and differentiation of instruction. Ancillary pieces of curriculum will be utilized to meet these needs in both core areas of instruction. The instructional coach will focus on Tier I instruction when working with teachers. Response to Intervention (RtI) services will be determined through data results, and Tier II services in ELA will be provided through an intervention teacher, with support from resource specialists, during universal access (for EL students) and language enrichment (non EL students). Tier III, intensive supports will be provided through resource specialists. On-level and strategic needs in math will be served in the general education setting, and intensive needs will be served through resource specialists.</p> <p>STAFF DEVELOPMENT STRATEGIES: Staff development will occur in our new K-2 Go Math program, Common Core instructional strategies, Treasures Reading, and the refined English Language Development Template, including components from Treasures that are applicable to the Template. The newly adopted ELA and math frameworks will be a resource for learning and refining instruction. The ongoing refinement of the English Language Development Template, as based on the new ELD standards, will provide a stronger resource for teachers of English Learners and in the English Language Development instruction taught 45 minutes daily in grades 1-5 and 15-20 minutes in Kindergarten. Professional Development will be provided by District staff, Sacramento County Office of Education Reading Specialist/Coach, site instructional coach, academic program coordinator, and principal. Teachers will be assigned ELD levels as based on their experience and expertise level. Teachers need to be fully credentialed in their subject area being taught. We are currently 100% compliant in this area, which is also a criteria of our QEIA Grant. Teachers will be able to share effective teaching, differentiation, universal access, and intervention strategies with each other through the following settings: staff meetings, academic conferences, learning walks, lesson coaching, and co-teaching sessions. The ELA and Math Inquiry Teams will continue to meet and share knowledge, research, data outcomes, and develop standards of practice. This team is comprised of a teacher from each grade level, the instructional coach, academic program coordinator, and principal.</p> <p>DAILY SCHEDULE, ASSESSMENT STRATEGIES ELD Template will be structured throughout the day in a wave format to accommodate special education staff support in Response to Intervention. Materials, resources, and technology will be provided for Template time. CELDT testing will be conducted at the beginning of the school year. Teachers will test their own students. Students will be regrouped in November, and formal results will be sent to parents in January.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff development will occur and continue in the following areas: <ul style="list-style-type: none"> • Common Core Standards • ELD Standards • Treasures Reading • Go-Math (K-2) • enVision Math (3-5) • Gateways, Triumph (intensive level curriculum) • Excellence in Instruction • Technology • Strategies for EL students • Analyzing data • Lesson modeling • Learning walks • Professional development in ELA & mathematics 	8/13/14 - 6/5/15	YCUSD PD Sessions Instructional Coach Principal Aca Prog Coord Teachers Para Aide Intervention Tea SCOE Coach Technology Aide	Academic Prog Coach (50%)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	61,513.00
			SCOE Coaching in ELA	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,500.00
			SCOE Coaching in MA	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All necessary resources, materials, and technology will be provided for core program's daily instruction, universal access, and instructional conferencing	8/13/14 - 6/5/15	YCUSD Prof Dev Instructional Coach Principal Aca Prog Coord Teachers Intervention Tea SCOE Coach Technology Aide	Technology Aide (50%)	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,000.00
			Materials/Supplies/Resources/Technology	4000-4999: Books And Supplies	LCFF - Supplemental	23,084.00
			Internet	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	1,456.00
			Academic Conferences, instructional supports, e.g. learning walks	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,054.00
			World Book On Line	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	670.00
			Materials/Supplies/Resources/Technology	4000-4999: Books And Supplies	Title I Part A: Allocation	21,072.00
			Printing Costs	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8,000.00
			Printing Costs	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	12,000.00
			Copier/Printer/fax/lease/maint	5000-5999: Services And Other Operating Expenditures	Quality Education Investment Act (QEIA)	18,000.00
			Materials/supplies	4000-4999: Books And Supplies	Quality Education Investment Act (QEIA)	35,503.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>The following actions will occur for English Learners:</p> <p>Structured English Immersion class will be provided in first grade</p> <p>ELD instruction taught daily: 15-20 min in K, 45 min in 1st-5th</p> <p>ELD provided in wave format, providing intervention in RtI levels</p> <p>ELD progress will be monitored on a trimester basis through benchmarks</p> <p>ELD instruction will be adjusted as based on student progress</p> <p>Action plans developed and monitored for students not making progress</p> <p>Students will be provided with all needed materials, supplies, support, and technology for academic success within ELD time</p> <p>ELD Coordinator will coordinate CELDT</p> <p>Teachers will administer CELDT to students in September and October</p> <p>Informal CELDT results will be shared with parents, translators will be provided</p> <p>Placement adjustments in ELD to be made based on assessment results and growth</p> <p>Students eligible for reclassification will be identified, celebrated</p>	8/13/14 - 6/5/15	<p>YCUSD Staff</p> <p>Instructional Coach</p> <p>Aca Prog Coord</p> <p>Principal</p> <p>Teachers</p> <p>Intervention Tea</p> <p>SEI Meetings</p> <p>CELDT Coordinator</p> <p>Parents</p> <p>ELAC</p> <p>School Site Council</p>	<p>CELDT Testing</p> <p>Academic Prog Coach (50%)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I Part A: Allocation</p>	<p>5,614.00</p> <p>61,513.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will be fully credentialed to instruct in their current assignment, also a criteria of QEIA</p> <p>Teacher-experience index is equal to or greater than YCUSD average; a criteria of QEIA</p> <p>API increase; a criteria of QEIA</p>	8/13/14 - 6/5/15	YCUSD Staff Instructional Coach Aca Prog Coord Principal Teachers Intervention Tea QEIA Grant School Site Council	Credentialed Teachers (5)	1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	333,195.00
<p>Excellence in teaching and learning continues with common core lesson objectives posted, and inclusion of active participation strategies</p>	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Principal Teachers Intervention Tea				
<p>ELA and Math Inquiry Teams meet to continue work in standards of practice, review CCSS, data, and share information with grade level colleagues</p>	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Instructional Coach Principal Teachers				
<p>Opportunities for teachers and coaches to train teachers through learning walks, whisper coaching, modeling of lessons, and co-teaching</p>	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Intervention Tea Principal Teachers SCOE Coach				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coordination of pacing guide, assessment protocols and schedule; printing and sharing of data, all necessary resources and materials for instruction	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Principal Intervention Tea Teachers Clerical Support				
Students will receive services as determined on their level of skill and need. Instructional strategies and materials will be provided to support student progress of identified students with specific skill gaps	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Principal Teachers Intervention Tea Clerical Support				
After school intervention will be offered to students with strategic needs in the primary priority area of reading fundamentals, fluency, and comprehension. Secondary priority will be in the area of mathematics. Training for teachers will be provided along with all necessary materials and resources	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Principal Intervention Tea Teachers After School Prog	After School Academic Intervention	1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Library resources will provide resources in the area of non-fiction and expository text on-line encyclopedia access, and magazine subscriptions.</p> <p>Technology software will provide skill-based, incentive and intervention opportunities for intensive through challenge level categories in reading, language and keyboarding.</p> <p>Access to the library will occur in the day and after-school program</p> <p>Computer lab will be open every morning before school; weekly computer lab sessions will be scheduled</p>	8/13/14 - 6/5/15	Instructional Coach Aca Prog Coord Principal Teachers After School Prog Library Clerk Tech Aide	Library Clerk	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	18,622.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication With Staff, Students, Families, and Community
LEA GOAL:
Strategic Goal #2: Provide continuous methods of communication to sustain ongoing connection with and involvement of parents, staff and community with a clear focus on improving student achievement
SCHOOL GOAL #2:
Provide continuous methods of communication that sustain ongoing connection with and involvement of parents, staff and community with a clear focus on improving student achievement
Issue Statement:
<p>There are opportunities to become involved in supporting Bridge Street School and students. Barriers of lack of parent education, non-English speaking families and potentially negatives childhood experiences in school contribute to a challenge when building our partnership in school volunteering. Our community relationships and partnerships are strong, and in many areas, contribute to the school in a parent aspect. We have a strong but small cohort of parents who are committed to offering their time and energy in the classroom and general school setting. We continually try new ideas and strategies to build this base, and this year, will focus on our core group of new kindergarten students. This effort is to begin a strong relationship which will continue as a stair step pattern through the grade levels. This year we will be faced with the challenge of conducting parent conferences on a very limited basis, with two days agreed upon as a staff. Some staff plan to access the entire week to meet with parents after school, to ensure sufficient meeting time to cover the common core report card and sharing of data on student progress.</p> <p>Communication with staff occurs through Morning Messages, staff meetings, committee meetings, academic conferencing, and instructional support.</p>
Goal Objective
<p>Communication with staff will occur weekly in Morning Messages, through staff meetings, school committee participation, email and individual meetings</p> <p>Bridge Street School will utilize all available modes of communication and technology to share information with parents on student progress, current events, and encourage parent partnerships</p> <p>The Bridge Street School website will be kept current and maintained through staff members</p>
Student Groups Participating in this Goal
All students, staff, school families, and community service organizations

Performance Gains Expected For These Student Groups

An increase in parent involvement is expected to be visible as demonstrated through volunteering and attendance at school functions
 A sustained method of communicating with teachers with student success as the goal
 A sustained partnership with community service organizations to provide supports with student success as the goal

Means of Evaluating Progress Toward this Goal

- Attendance at English Language Advisory Council meetings
- Attendance at School Site Council meetings
- Attendance at school functions

Group Data Needed to Measure Academic Gains

Number of participants at school functions
 Parent volunteer numbers
 Staff participation in meetings, committees, responding as requested through emails and Morning Messages

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						
<p>COMMUNICATION WITH STAFF An established system of communication will occur with staff. This includes staff meetings, weekly Morning Messages that share positive aspects of observed instruction, upcoming committee meetings, staff meeting agendas, coaching tips, a current and upcoming calendar of events, etc.</p> <p>COMMUNICATION WITH FAMILIES A variety of communication modalities is used to convey and garner information from parents, and always provided in both English and Spanish: informal meetings, formal meetings, monthly newsletters, special event flyers phone conversations with translators provided if needed, auto dialer, our school website, Communication Notes, Individual Student Learning Plans, student agendas (4th/5th), parent conferences, report cards, ELAC and Site Council meetings, and school functions.</p> <p>COMMUNICATION WITH COMMUNITY Community awareness of Bridge Street School occurs through our ongoing relationship with community service organizations, partnering schools in YCUSD, functions that occur as a District (e.g. 5th grade track meet) and businesses that support our school wide events.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue with current school committees (eg. ELA and Math Inquiry Teams, Positive Behavior Committee, Safety Team, Site Council, Report Card Committee, Literacy Night Team, etc.)</p> <p>Conduct needs assessment with staff to determine any additional levels of school participation and interest</p>	8/13/14 - 6/5/15	Principal Aca Prog Coord Instructional Coach Teachers Library Clerk Classified Staff After School Prog				
<p>Report all current information out to attendees at ELAC and Site Council meetings</p> <p>Provide daycare at SSC/ELAC Meetings</p> <p>Provide all materials and supplies for parent involvement functions</p>	8/13/14 - 6/5/15	Principal Aca Prog Coord Counselor Teachers English Language Advisory Council School Site Council Clerical Support	Daycare provided for meetings materials/supplies	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Title I Part A: Allocation Title I Part A: Allocation	1,000.00 2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Maintain level and support of hardware in computer lab and classrooms</p> <p>Maintain a current and informative website, and explore social media as a venue for increased communication</p> <p>Provide support to teachers who are interested in hosting their classroom or grade level website</p> <p>Open computer lab every morning prior to school</p> <p>Schedule weekly classroom visits to computer lab</p>	8/13/14 - 6/5/15	Principal Aca Prog Coord Instructional Coach Counselor Library Clerk Teachers Tech Aide After School Prog	Tech Aide	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	9,000.00
Send mail as needed for home/school communication	8/13/14 - 6/5/15	Clerical support	Mailings	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	495.00
Provide student agendas and homework folders for home/school connection and communication	8/13/14 - 6/5/15	Clerical Support Teachers Principal Aca Prog Coord Counselor After School Prog	Student agendas, Homework folders	5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,000.00
Provide all necessary resources and materials to communicate with staff, families and community	8/13/14 - 6/5/15	Principal Academic Prog Coord Instructional Coach Teachers Clerical support Technology Aide Library Clerk After School Program	Materials/Resources/Supplies/Tech	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
			Materials/Resources/Supplies/Tech	4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community of Learners
LEA GOAL:
Strategic Goal #3: Students will be provided with safe, modernized facilities, and student-centered support systems that promote the physical and cognitive development of all students.
SCHOOL GOAL #3:
Students will come to school experiencing a clean and modernized facility. They will participate in activities promoting physical and cognitive development, and be recognized for their efforts and/or accomplishments in academic, attendance, behavior, physical education, student leadership, and community support.
Issue Statement:
Children enter Bridge Street School with a variety of background experiences. Our culture at Bridge Street School is to recognize, promote, and build a strong capacity for learning, endurance, resilience, and goal setting in both the day setting and after-school programs. We can accomplish this through a variety of programs, services, and student opportunities, as outlined in the goal objective. A barrier to incorporating these activities in the normal course of the instructional day is our limited number of instructional minutes. Our assessment data reflects the need to maintain our framework instructional minute guidelines in all core areas. Some opportunities are able to be provided in the after school program; however, the grant affords this opportunity to a limited number of students.
Goal Objective
Bridge Street School students will be provided with safe, clean, maintained, modernized facilities. Appropriate and relevant technology will be provided throughout the school campus. Students will feel safe and be recognized for growth in academic, attendance, positive behavior, character, and physical education. Recognition will occur in assemblies, morning flag salute, presentation of certificates and medals, honor lunches, and promotion. Student interventions will be put in place to decrease the number of suspensions from school. Students will be offered a variety of enrichment and extra-curricular activities to promote a well-rounded child, e.g. music, arts, science, social studies.
Student Groups Participating in this Goal
All students
Performance Gains Expected For These Student Groups
A decrease of 2% in suspension rates An increase of social, emotional counseling support for at risk students An increase of 5% in students who feel safe at school

Means of Evaluating Progress Toward this Goal

Review of suspension data, by subgroup and yearly comparisons
Student surveys focused on emotional and physical well being at school
Williams Act report noting well maintained, clean facilities
Student Study Team charting of students receiving on-site and/or community support services

Group Data Needed to Measure Academic Gains

Williams Act facility report
Monthly suspension reports
Student Council meeting minutes
California Healthy Kids Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Strategies:						
<p>FACILITIES, SUPERVISION Our custodial team works collaboratively to provide a very clean campus and setting for our students to learn, feel safe, and be nurtured. The campus is maintained to a high degree, and all staff consider the facility as their own when it comes to cleanliness and energy conservation. Current technology includes up-to-date computers for staff, students, in labs and in classrooms. Document cameras and smart boards provide an additional venue for student engagement and learning. The site is a closed campus during instructional time, and entrance/egress routes are monitored through staff supervision, enhancing the component of safety component of our campus. In addition, yard duty staff are trained in safety and provide supervision during before school, mid morning recess, and lunch.</p> <p>POSITIVE RECOGNITION Students are celebrated for growth at Bridge Street, and at many levels. This includes attendance, academic growth, physical education growth, sportsmanship, school leadership, and community support. These opportunities can occur in the day program and/or the after-school program. School wide expectations are in place to provide models and recognize appropriate behaviors.</p> <p>SOCIAL AND EMOTIONAL SUPPORT A full time counselor provides school based counseling support as well as acts as a liaison with community agencies. This partnership strengthens the school-family connection, while also addressing student emotional needs and removing barriers to learning. Our school psychologist supports these same efforts, but on a once-weekly schedule. Anti-bullying assemblies are provided through our school counselor, as well as appropriate peer dialog, social skills groups, and methods of conflict resolution. Decreases in off campus suspensions will be addressed through behavioral strategies, and alternative methods of positive discipline. Our increase in attendance will be supported through the work of our attendance interventionist, who makes home visits, draws up agreements with students, and recognize positive attendance at all levels.</p> <p>ENRICHMENT AND EXTRA CURRICULAR ACTIVITIES Opportunities for involvement include the after-school program, field trips focusing on educational studies and careers, fine arts, conservation and environmental studies (Shady Creek), civic responsibilities, agriculture, and geography, and enrichment activities of music, band, strings, GATE.</p> <p>COMMUNICATION WITH STAFF Staff development and critical areas of information are shared in staff meetings, academic conferences, and in committee settings. General information is conveyed through Monday morning messages, a routine and weekly publication to staff noting coming events, and information to be shared relevant to the week. Staff check mailboxes and email twice daily; upon arrival and exit. This protocol is a part of our system, to keep all staff abreast of current and upcoming information.</p>						
Clean, modernized facilities	8/13/14 - 6/5/15	Principal Aca Prog Coord Custodial Team Sutter County- (Williams Act)	District-funded positions			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Recognition	8/13/14 - 6/5/15	Principal Clerical Support Attendance Interventionist After School Prog Student Council	Materials/supplies	4000-4999: Books And Supplies	Title I Part A: Allocation	5,000.00
Clerical support for awards ceremonies, recognition, newsletters, community partnerships, student council events, parent events Materials and supplies for Community of Learners activities	8/13/14 - 6/5/15	Principal Aca Prog Coord Teachers Attendance Interv Technology Aide Student Council Clerical Support After School Prog	Clerical Support Materials/supplies Materials/supplies	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Part A: Allocation Title I Part A: Allocation LCFF - Supplemental	4,500.00 5,000.00 5,000.00
Opportunities for student involvement in extra curricular activities, enrichment, leadership, community support, Shady Creek	8/13/14 - 6/5/15	Principal Aca Prog Coord After School Prog Teachers Clerical Support Student Council District Staff	Shady Creek	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	10,000.00
Office Specialist	8/13/14 - 6/5/15	Office Specialist	Office Specialist	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	21,007.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase student attendance while decreasing student suspensions from school</p> <p>In-School Suspension to increase attendance</p> <p>Incentives for attendance motivation</p>	8/13/2014 - 6/5/15	Principal Aca Prog Coord Counselor Attendance Interv Clerical Support	<p>In-School Suspension</p> <p>Attendance Interventionist</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Allocation</p> <p>Quality Education Investment Act (QEIA)</p>	<p>2,500.00</p> <p>47,661.00</p>
<p>School safety and supervision on campus</p> <p>Yard Duty, Safety Team training meetings</p>	8/13/14 - 6/5/15	Principal Aca Prog Coord Counselor Attendance Interv Clerical Support Yard Duty Sups	Training sessions throughout year in yard duty supervision and with Safety Team	2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	1,500.00
ASES After School Program salaries, meetings (coordinator, supervisors, custodian)	8/13/14 - 6/5/15	Principal Aca Program Coord Counselor After School Prog	salaries, meetings, reserve	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	87,204.00
ASES After School Program activities	8/13/14-6/5/15	Principal After School Prog Custodian	materials/supplies	4000-4999: Books And Supplies	After School and Education Safety (ASES)	4712.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	185,379.00	0.00
LCFF - Supplemental	138,721.00	0.00
After School and Education Safety	96,916.00	0.00
Quality Education Investment Act	434,359.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School and Education Safety (ASES)	96,916.00
LCFF - Supplemental	138,721.00
Quality Education Investment Act (QEIA)	434,359.00
Title I Part A: Allocation	185,379.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	476,889.00
2000-2999: Classified Personnel Salaries	201,994.00
4000-4999: Books And Supplies	111,371.00
5000-5999: Services And Other Operating Expenditures	22,621.00
5800: Professional/Consulting Services And Operating	42,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	5,000.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	87,204.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	4,712.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	77,181.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	33,084.00
5000-5999: Services And Other Operating	LCFF - Supplemental	1,456.00
5800: Professional/Consulting Services And	LCFF - Supplemental	18,000.00
1000-1999: Certificated Personnel Salaries	Quality Education Investment Act (QEIA)	333,195.00
2000-2999: Classified Personnel Salaries	Quality Education Investment Act (QEIA)	47,661.00
4000-4999: Books And Supplies	Quality Education Investment Act (QEIA)	35,503.00
5000-5999: Services And Other Operating	Quality Education Investment Act (QEIA)	18,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	61,513.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	58,129.00
4000-4999: Books And Supplies	Title I Part A: Allocation	38,072.00
5000-5999: Services And Other Operating	Title I Part A: Allocation	3,165.00
5800: Professional/Consulting Services And	Title I Part A: Allocation	24,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	636,796.00
Goal 2	24,495.00
Goal 3	194,084.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jack Gout	[]	[X]	[]	[]	[]
Lisa Elliott	[]	[X]	[]	[]	[]
Sandee Kennedy	[]	[X]	[]	[]	[]
Jenny Farman	[]	[]	[X]	[]	[]
Louise McKray	[X]	[]	[]	[]	[]
Olga Cruz	[]	[]	[]	[X]	[]
Sara Llamas	[]	[]	[]	[X]	[]
Blanca Villapando	[]	[]	[]	[X]	[]
Helen Luttrell	[]	[]	[]	[X]	[]
Bharpoor Aujla	[]	[]	[]	[X]	[]
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

- | | |
|--|--|
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> English Learner Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Special Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary) | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Other committees established by the school or district (list): | <hr style="border: 0.5px solid black;"/> Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 09/25/2014.

Attested:

Louise McKray		
Typed Name of School Principal	Signature of School Principal	Date

Jack Gout		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date