

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Bridgeport Elementary School
Address	23670 Newhall Ranch Road Santa Clarita, CA 91355
County-District-School (CDS) Code	19649986120257
Principal	Carin Fractor
District Name	Saugus Union Elementary School District
SPSA Revision Date	April 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Bridgeport Elementary School, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and physical needs of our students. As educators we constantly strive for excellence and collaborate to ensure our students experience a rigorous academic program aligned to the California State Standards that enables each and every child to achieve their fullest potential. Our school is home to approximately 840 students in grades TK-6 with very diverse backgrounds. We encourage our students to learn to be their B.E.S.T. (Be respectful, Encourage Kindness, Safety First, and Try your Hardest). We are confident that they will gain the skills, attitudes, and understanding necessary to be successful 21st century citizens.

School Profile

Bridgeport is home to over 840 students in grades TK-6. We have students from many different countries around the world. With over twenty different languages and cultures to celebrate, we embrace those qualities that we have in common, provide a foundation for learning from one another, and just as important, celebrate what makes us unique and special.

Bridgeport Elementary School is situated within a beautiful park setting located in the Santa Clarita Valley. Our campus is nestled within a residential community where parents and staff members converse regularly, teachers enjoy visits from former students, parents thrive on their involvement in their child's education, and the students enjoy coming to school. These qualities comprise the foundation of the school community at Bridgeport Elementary. We have created a school family of students, parents, staff, community members dedicated to providing a high-quality educational experience. At Bridgeport, clear standards for behavior and character promote self-discipline and student responsibility. The collegiality and professionalism among our staff members contributes to our positive school climate and student achievement.

Our teachers set clear learning objectives and hold high expectations for all students. They employ multi-disciplinary instruction to strengthen the connection of content knowledge and applications. Students are engaged in standards-based lessons and activities designed to stimulate critical thinking, creativity, communication and collaboration.

The goals of academic excellence, social responsibility and emotional well-being are promoted by the rich, nurturing, and challenging learning environment that is Bridgeport. These goals are aligned to the actions set forth in our Single Plan for Student Achievement and monitored by our administration and School Site Council.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school involved our Site Council, Leadership Team, ELAC, and staff in the planning process and annual review and update of the SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.1%	%	1	1	
African American	4.5%	5.4%	6.50%	42	47	56
Asian	19.1%	18.2%	15.89%	177	158	137
Filipino	6.8%	7.1%	1.74%	63	62	15
Hispanic/Latino	18.2%	19.0%	20.42%	169	165	176
Pacific Islander	0.2%	0.5%	6.26%	2	4	54
White	48.9%	46.6%	45.48%	454	405	392
Multiple/No Response	2.1%	0.7%	1.39%	19	6	12
Total Enrollment				928	870	862

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	143	135	130
Grade 1	104	122	120
Grade 2	103	99	119
Grade3	145	98	98
Grade 4	139	138	103
Grade 5	134	143	149
Grade 6	160	135	143
Total Enrollment	928	870	862

Conclusions based on this data:

1. Our overall student enrollment is steadily decreasing.
2. Our Hispanic/Latino, African American, and Pacific Islander student groups are increasing.
3. Our Asian student group is decreasing in number.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	103	101	103	11.1%	11.6%	11.9%
Fluent English Proficient	93	77	78	10.0%	8.9%	9.0%
Reclassified Fluent English Proficient	27	20	16	22.9%	19.4%	15.8%

Conclusions based on this data:

1. The percentage of our ELL student group is remaining around 11%.
2. The percentage of RFEP students is decreasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	147	100	99	146	100	99	146	100	99	99.3	100	100
Grade 4	143	140	101	140	140	100	140	140	100	97.9	100	99
Grade 5	135	140	144	135	138	143	135	138	143	100	98.6	99.3
Grade 6	162	138	150	161	137	145	161	137	145	99.4	99.3	96.7
All Grades	587	518	494	582	515	487	582	515	487	99.1	99.4	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2479.	2469.	2482.	49	44.00	50.51	25	26.00	24.24	21	20.00	15.15	5	10.00	10.10
Grade 4	2512.	2525.	2520.	46	51.43	48.00	24	20.00	28.00	20	17.14	16.00	11	11.43	8.00
Grade 5	2576.	2555.	2560.	50	42.03	44.06	30	31.88	32.17	16	14.49	14.69	5	11.59	9.09
Grade 6	2577.	2583.	2579.	32	38.69	36.55	39	37.23	37.93	22	16.79	16.55	7	7.30	8.97
All Grades	N/A	N/A	N/A	43	44.08	43.94	30	28.93	31.42	20	16.89	15.61	7	10.10	9.03

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	45	34.00	52.53	46	47.00	35.35	10	19.00	12.12	
Grade 4	41	46.43	40.00	46	45.00	49.00	13	8.57	11.00	
Grade 5	50	46.38	48.95	39	43.48	42.66	11	10.14	8.39	
Grade 6	32	42.34	45.52	50	46.72	39.31	17	10.95	15.17	
All Grades	41	42.91	46.82	46	45.44	41.48	13	11.65	11.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	43.00	38.38	47	45.00	48.48	10	12.00	13.13
Grade 4	40	46.43	42.00	50	43.57	50.00	10	10.00	8.00
Grade 5	51	50.00	52.45	39	38.41	35.66	10	11.59	11.89
Grade 6	47	47.45	48.28	42	43.07	38.62	11	9.49	13.10
All Grades	45	46.99	46.20	45	42.33	42.09	10	10.68	11.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	34.00	37.37	62	60.00	59.60	5	6.00	3.03
Grade 4	28	27.86	35.00	66	64.29	57.00	6	7.86	8.00
Grade 5	41	34.78	29.37	56	56.52	63.64	3	8.70	6.99
Grade 6	23	29.20	23.45	70	64.96	71.03	7	5.84	5.52
All Grades	31	31.26	30.39	64	61.55	63.66	5	7.18	5.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	40.00	46.46	53	52.00	39.39	8	8.00	14.14
Grade 4	36	50.00	46.00	54	40.00	44.00	10	10.00	10.00
Grade 5	67	45.65	48.25	30	41.30	39.86	4	13.04	11.89
Grade 6	47	49.64	55.17	49	43.07	36.55	4	7.30	8.28
All Grades	47	46.80	49.49	47	43.50	39.63	6	9.71	10.88

Conclusions based on this data:

1. Percentage of students "Below Standard" is either remaining constant or increasing depending on the domain overall for all grades 3-6.
2. A large percentage of our students remain in the "At/Near Standard" category in the Listening domain.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	147	100	99	146	100	99	146	100	99	99.3	100	100
Grade 4	142	140	101	139	140	100	139	140	100	97.9	100	99
Grade 5	135	140	144	135	138	143	135	138	143	100	98.6	99.3
Grade 6	162	138	150	161	137	148	161	137	148	99.4	99.3	98.7
All Grades	586	518	494	581	515	490	581	515	490	99.1	99.4	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2481.	2473.	2468.	38	34.00	30.30	38	39.00	41.41	16	20.00	15.15	7	7.00	13.13
Grade 4	2506.	2516.	2504.	30	32.14	24.00	28	40.71	38.00	33	20.71	30.00	9	6.43	8.00
Grade 5	2538.	2525.	2537.	27	28.99	36.36	30	21.01	13.99	33	31.88	35.66	11	18.12	13.99
Grade 6	2574.	2563.	2585.	35	27.74	39.86	26	27.74	30.41	29	35.04	16.89	10	9.49	12.84
All Grades	N/A	N/A	N/A	33	30.49	33.67	30	31.65	29.39	28	27.38	24.69	9	10.49	12.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	62	57.00	47.47	29	32.00	36.36	9	11.00	16.16
Grade 4	43	49.29	42.00	38	34.29	38.00	19	16.43	20.00
Grade 5	37	33.33	36.36	41	39.13	37.76	21	27.54	25.87
Grade 6	40	37.96	50.68	39	37.96	34.46	21	24.09	14.86
All Grades	46	43.50	44.08	37	36.12	36.53	18	20.39	19.39

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	39.00	44.44	44	52.00	43.43	10	9.00	12.12
Grade 4	35	35.71	34.00	48	49.29	52.00	17	15.00	14.00
Grade 5	30	28.26	34.27	51	46.38	48.25	19	25.36	17.48
Grade 6	36	29.93	41.22	51	54.01	42.57	13	16.06	16.22
All Grades	37	32.82	38.37	49	50.29	46.33	14	16.89	15.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	41.00	40.40	49	47.00	44.44	5	12.00	15.15
Grade 4	38	42.86	32.00	41	47.86	52.00	21	9.29	16.00
Grade 5	31	16.67	30.77	54	59.42	49.65	15	23.91	19.58
Grade 6	35	27.01	43.92	56	53.28	36.49	9	19.71	19.59
All Grades	38	31.26	36.94	50	52.23	45.10	12	16.50	17.96

Conclusions based on this data:

1. Almost 20% of our students did not meet grade level expectations according to CAASPP in the area of math.
2. In the domain of Concepts and Procedures, our larger group of students either seem to exceed the standard or fell below standard expectations as compared to the other domains.
3. Based on the CAASPP data in ELA and Mathematics, the teaching staff at Bridgeport will need to use formative assessments and increase the frequency of IABs in order to ensure students are prepared to demonstrate their understanding of math concepts with respect to the rigor of the standards.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1467.3	1457.0	1491.5	22
Grade 1	1514.6	1504.5	1524.1	20
Grade 2	1552.1	1545.1	1558.6	14
Grade 3	1544.3	1541.7	1546.4	12
Grade 4	*	*	*	*
Grade 5	1576.7	1563.2	1589.5	12
Grade 6	*	*	*	*
All Grades				93

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	12	54.55	*	*	*	*	*	*	22
Grade 1	15	75.00	*	*			*	*	20
Grade 2	13	92.86	*	*					14
Grade 3	*	*	*	*					12
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					12
Grade 6			*	*	*	*	*	*	*
All Grades	59	63.44	24	25.81	*	*	*	*	93

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	11	50.00	*	*	*	*	22
Grade 1	17	85.00	*	*	*	*	*	*	20
Grade 2	12	85.71	*	*					14
Grade 3	*	*	*	*					12
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*					12
Grade 6	*	*	*	*			*	*	*
All Grades	63	67.74	24	25.81	*	*	*	*	93

Written Language									
Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	13	59.09	*	*	*	*	*	*	22
Grade 1	15	75.00			*	*	*	*	20
Grade 2	*	*	*	*					14
Grade 3	*	*	*	*	*	*			12
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			12
Grade 6					*	*	*	*	*
All Grades	48	51.61	25	26.88	12	12.90	*	*	93

Listening Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	15	68.18	*	*			22
Grade 1	19	95.00	*	*			20
Grade 2	13	92.86	*	*			14
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			12
Grade 6			*	*	*	*	*
All Grades	68	73.12	24	25.81	*	*	93

Speaking Domain							
Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	14	63.64	*	*	22
Grade 1	14	70.00	*	*	*	*	20
Grade 2	11	78.57	*	*			14
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			12
Grade 6	*	*			*	*	*
All Grades	62	66.67	26	27.96	*	*	93

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	54.55	*	*	*	*	22
Grade 1	15	75.00	*	*	*	*	20
Grade 2	12	85.71	*	*			14
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			12
Grade 6					*	*	*
All Grades	50	53.76	34	36.56	*	*	93

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	72.73	*	*	*	*	22
Grade 1	12	60.00	*	*	*	*	20
Grade 2	*	*	*	*			14
Grade 3	*	*	*	*			12
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			12
Grade 6			*	*	*	*	*
All Grades	54	58.06	32	34.41	*	*	93

Conclusions based on this data:

1. Many of our English Learners scored in the Well Developed areas in the reading, listening, and written language domains.
2. We do not have a statistically significant number to look at data in Levels 1 and 2.
3. As this is the first year of ELPAC, our staff has examined the types of questions and rigor asked on the assessment and we have refined our integrated and designated English Language Development time to meet these specific needs.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
862	13.7%	11.9%	0.1%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	11.9%
Foster Youth	1	0.1%
Homeless	9	1.0%
Socioeconomically Disadvantaged	118	13.7%
Students with Disabilities	61	7.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	56	6.5%
Asian	137	15.9%
Filipino	15	1.7%
Hispanic	176	20.4%
Two or More Races	20	2.3%
Pacific Islander	54	6.3%
White	392	45.5%

Conclusions based on this data:

1. Based on this data, we have at least 200 students who require additional supports and systems to counteract the barriers that often come with being a language learner, economically disadvantaged, homeless, or being in foster care.
2. While 45% of our student population is considered, white we still have a diverse population from a variety of student groups.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Our chronic absenteeism in area we need to target and address.
2. While we made some gains in the area of math, we will need improvement in this academic area.
3. English Language Arts is an area of strength for Bridgeport students.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 53 points above standard Maintained 2.4 points 466 students	<p>English Learners</p>  Blue 50.4 points above standard Maintained -2.6 points 75 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<p>Socioeconomically Disadvantaged</p>  Blue 18 points above standard Increased 23 points 58 students	<p>Students with Disabilities</p>  Orange 31.6 points below standard Declined -7.2 points 47 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 14.6 points above standard Declined -9.5 points 30 students	 No Performance Color 0 Students	 Blue 91.8 points above standard Maintained 1.1 points 88 students	 Blue 85.5 points above standard Increased 9 points 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 24.6 points above standard Increased 11.5 points 90 students	 No Performance Color 75.3 points above standard Increased 23 points 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Blue 48.6 points above standard Maintained 0.4 points 208 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3.4 points above standard Maintained 0.1 points 29 students	79.9 points above standard Maintained -1.7 points 46 students	50.3 points above standard Increased 4.3 points 371 students

Conclusions based on this data:

1. Our Students with Disabilities declined in their academic progress in ELA by 7 points and they are already below the standard.
2. Our Economically Disadvantaged students made gains in the area of ELA by increasing 20 points and staying above the state standard.
3. Our African American students declined in their academic progress by 9.5 points and are 14.6 points above the state average.

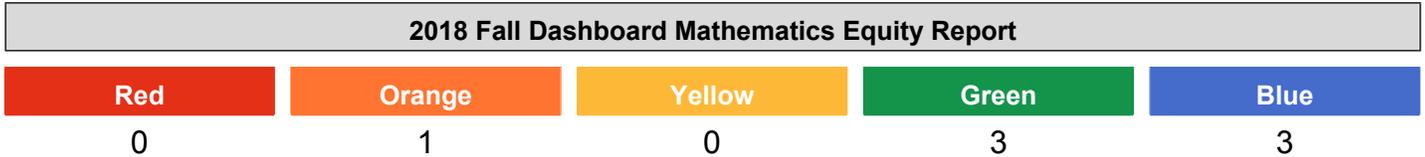
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>25.1 points above standard</p> <p>Increased 6 points</p> <p>466 students</p>	<p>English Learners</p>  <p>Blue</p> <p>36.2 points above standard</p> <p>Increased 11.3 points</p> <p>75 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>10 points below standard</p> <p>Increased</p> <p>24.2 points</p> <p>58 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>44.2 points below standard</p> <p>Declined -12.1 points</p> <p>47 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 13 points below standard Declined -9.7 points 30 students	 No Performance Color 0 Students	 Blue 80.3 points above standard Increased 12.2 points 88 students	 Blue 53.3 points above standard Increased 9.6 points 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 10.5 points below standard Increased 3.1 points 90 students	 No Performance Color 15.2 points above standard Increased 10.5 points 11 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 19.9 points above standard Increased 7.5 points 208 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 points above standard Increased 15.8 points 29 students	58.5 points above standard Increased 10.6 points 46 students	19.4 points above standard Increased 5.1 points 371 students

Conclusions based on this data:

1. Our RFEF students increased twice as much as our English Only students and they are 58.5 points above the standard while our English Only students are 19.4 points above the standard.
2. Our Economically Disadvantaged students increased 24.2 points and are now 10 points below the standard.
3. Our African American and Students with Disabilities declined in their points (9.7 and 12.1 respectively).

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
93	63.4%	25.8%	5.4%	5.4%

Conclusions based on this data:

1. A majority of our students scored a Level 4 on the ELPAC assessment.
2. We have about 10% of our English Learners who will require additional language development to increase their academic and functional language skills to become English Proficient.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

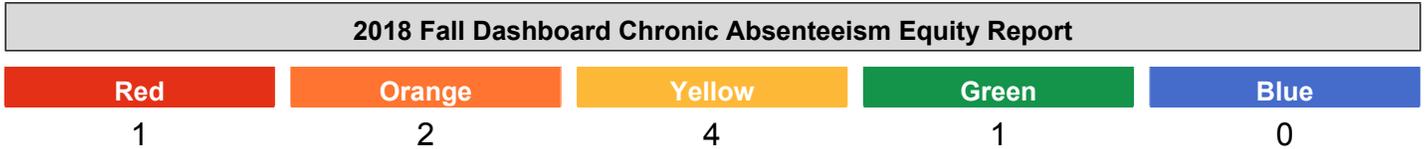
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 6.1% chronically absent Increased 1.5% 907 students	 Orange 7.3% chronically absent Increased 2.5% 109 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 Yellow 10.2% chronically absent Declined 1.6% 137 students	 Yellow 6.2% chronically absent Maintained 0.4% 81 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 4.8% chronically absent Increased 0.9% 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Yellow 3.1% chronically absent Increased 1.3% 159 students	 Green 4.5% chronically absent Declined 3.5% 66 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.9% chronically absent Increased 3.7% 184 students	 No Performance Color 0% chronically absent Maintained 0% 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 5.9% chronically absent Increased 1.4% 406 students

Conclusions based on this data:

1. About 10% of our Hispanic student population is chronically absent as compared to about 6% of our White student population.
2. 7.3% of our English Learners are chronically absent.
3. 6.2% of Students with Disabilities are chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

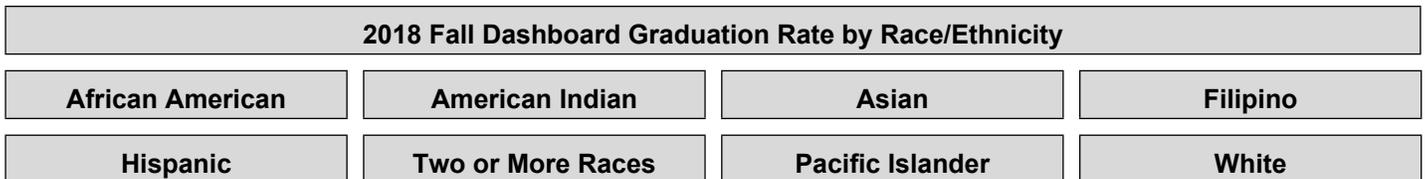
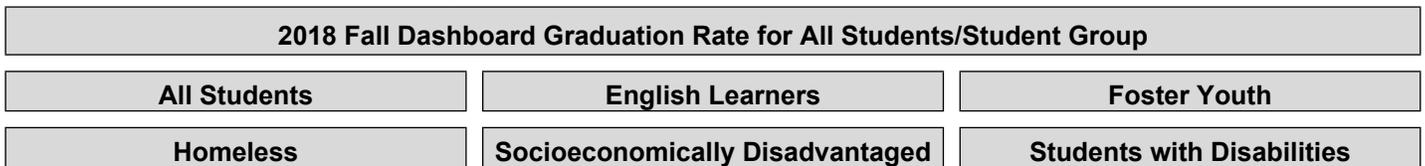
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

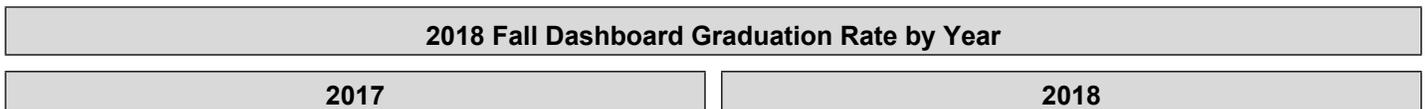
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

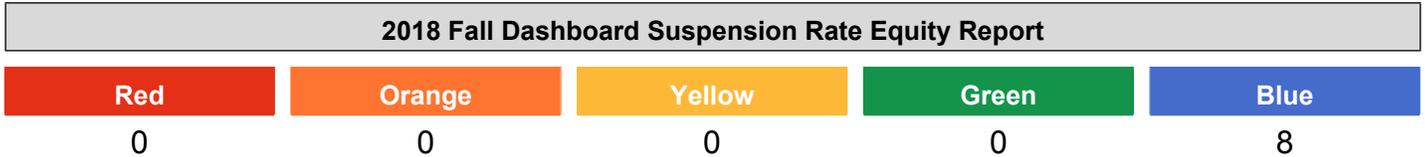
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0% suspended at least once Maintained 0% 919 students	<p>English Learners</p>  Blue 0% suspended at least once Maintained 0% 111 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 10 students	<p>Socioeconomically Disadvantaged</p>  Blue 0% suspended at least once Maintained 0% 137 students	<p>Students with Disabilities</p>  Blue 0% suspended at least once Maintained 0% 82 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least once Maintained 0% 62 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 162 students	 Blue 0% suspended at least once Maintained 0% 68 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 186 students	 No Performance Color 0% suspended at least once Maintained 0% 25 students	 No Performance Color Less than 11 Students - Data 5 students	 Blue 0% suspended at least once Maintained 0% 411 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.2% suspended at least once	0% suspended at least once	0% suspended at least once

Conclusions based on this data:

1. We did not suspend any students this year.
2. We have implemented restorative practices and have continued our implementation of the PBIS framework.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

STUDENT ACHIEVEMENT

Goal Statement

Increase percentage of students meeting/exceeding standards on 2019 CAASPP in ELA and Math by 5%.
 Increase percentage of students in Grade 5 meeting all six criteria on the Physical Fitness Test from 55% to 60%.
 Increase English level proficiency of students by one ELPAC level.
 Provide instruction in the Visual and Performing Arts standards to the students.
 Increase student access and use of technology as it pertains to their grade level.
 Provide instruction in Social Studies based upon the California State Standards.
 Provide differentiated instruction for students with IEPs or designated GATE students to meet their needs.

LCAP Goal

To increase student achievement in all core academic areas by June 2020.

Basis for this Goal

CAST Data - Science
 Physical Fitness Test
 Common Assessment Data
 Math, ELA Benchmark Data
 ADEPT Data
 School Site Council Survey
 CAASPP results
 ELPAC data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Improve student outcomes in ELA (CAASPP)	75% of students are at or above standard as measured by the CAASPP ELA summative test.	Increase by 5% the number of students who score at or above standard on the CAASPP ELA test in grades 3-6.
Improve student outcomes in Math (CAASPP)	63% of students are at or above standard as measured by the CAASPP Math summative test.	Increase by 5% the number of students who score at or above standard on the CAASPP Math test in grades 3-6.
Improve in mastery of NGSS standards (CAST)	Will gather baseline this year with 2018-2019 CAST results.	Improvement in mastery of NGSS standards.
Implement PE 200 min. per every 10 days for an increase in grade 5 PE state testing (Physical Fitness State Test)	Over 50% of the students have met PE state standards as measured by the CA state test in grade 5.	Increase by 5% the number of students overall who have met PE standards in grade 5.

Metric/Indicator	Baseline	Expected Outcome
Close the achievement gap in ELA for EL students (CAASPP)	50% of English Learners met or exceeded standards on CAASPP ELA.	Increase by 5% the number of English Learners who meet or exceed standards on CAASPP ELA test.
Close the achievement gap in Math for EL students (CAASPP)	44% of English Learners met or exceeded standards on CAASPP Math.	Increase by 5% the number of English Learners who meet or exceed standards on CAASPP Math test.
Close the achievement gap in ELA for students categorized as Low Socio-Economic status.	59% of Low SES students met or exceeded standards on CAASPP ELA.	Increase by 5% the number of Low SES students who meet or exceed standards on CAASPP ELA test.
Close the achievement gap in Math for students categorized as Low Socio-Economic status.	42% of Low SES students met or exceeded standards on CAASPP Math.	Increase by 5% the number of Low SES students who meet or exceed standards on CAASPP Math test.

Planned Strategies/Activities

Strategy/Activity 1

English Language Arts (ELA) and Math

All kindergarten through 6th grade teachers will review the beginning-of-the-year assessment data during planning time and in the fall with the site administrator to address their concerns, goals, and requests for their students.

All TK/Kindergarten through 6th grade teachers will provide intervention for struggling students using systematic flexible small group differentiated instruction; 2 instructional assistants will be working with grade levels to support their Tier II intervention time.

Provide each grade level the option to have a half day of collaboration time to refine/plan instruction following the morning of their grade level Learning Walk.

Provide targeted intervention for our unduplicated count students, students struggling to meet grade level standards, and students who receive special education services.

The site administrator will establish library schedules for all student access.

Teachers will use common assessments in Math to drive instruction and support students in their learning progression toward mastery of grade level math standards.

English Language Learners

Provide teacher-release time to administer and score ELPAC for our initial/annual assessments in order to collect data to guide targeted instruction.

Provide daily systematic designated ELD instruction for our English Language Learners at their proficiency level.

Continue tracking EL students' progress in reading fluency and reading lexile levels with the use of the Reading Counts program.

Low SES, English Language Learners

Provide collaborative planning time during the school day for grade level teams to analyze data, prioritize teaching standards, and design lessons to ensure that our unduplicated count students are making progress toward mastery of grade level standards focused on our English learners and Low SES students to help close the achievement gap.

All teachers will participate in focused learning walks in the areas of closing the achievement gap for our English Learners and Low SES students and raising the achievement level for all students.

Students to be Served by this Strategy/Activity

All students, English learners, Low SES students

Timeline

April 2019-April 2020

Person(s) Responsible

District
Site administrators
Teaching staff
Interventionists
Resource Specialists

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	grade level collaboration time during the school day (Intentional Planning)-substitute release time
Amount	5,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Interventionists for Tier II support
Amount	1500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Read Live program for Tier III support
Amount	2000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for ELPAC annual and summative testing
Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute for general education teacher to participate in IEP meetings
Source	None Specified
Budget Reference	None Specified
Source	None Specified

Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

Provide additional grade levels with access to STEMscopes (5a) and support with after-school staff development and collaboration time to implement STEMscopes to support instruction of NGSS standards.

Students to be Served by this Strategy/Activity

All students

Timeline

April 2019-April 2020

Person(s) Responsible

Site administrators
Teaching staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	STEMscopes for grades 2-6
Amount	300
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Extra Pay for professional development for STEMscopes for teachers new to STEMscopes.
Amount	0
Source	None Specified
Budget Reference	None Specified

Amount	0
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student and Parent Engagement

Goal Statement

Increase students' sense of safety and school connectedness
Increase student attendance
Decrease student truancy rate
Increase meaningful communication with parents and all stakeholders
Continue to seek parent input in decision making
Promote greater participation from parents of students in EL, Special Education and other under-represented groups
Further PBIS implementation.

LCAP Goal

Increase Student and Parent Engagement

Basis for this Goal

Data from student surveys
Student attendance data
School Site Council Survey data
Attendance records from parent meetings
Volunteer sign-in sheets (Raptor)
Electronic accounting of emails, websites, etc.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
TFI score for Tier I of PBIS implementation.	As of 2/2019, our TFI for Tier I was 43%.	As of 2/2020, we should increase to 70% for Tier I.

Planned Strategies/Activities

Strategy/Activity 1

Student Engagement

Students will complete a survey about their connectedness and sense of safety at school.
School wide assemblies which have student driven components will be held.
Teachers will instruct students in conflict resolution strategies, using the PBIS matrix of expected behaviors.
Teachers will complete a PBIS site inventory survey online and come up with an individual class matrices of expected behaviors.
Teachers will cooperate across grade levels to create cross-age buddy activities for their respective students.
Students will have opportunities to participate in leadership opportunities through Green Team, Peer Mentors, Student Council, Valet, Helping Hands, etc)
Students in Grades 3 - 6 will follow the democratic election process through participation in Student Council elections.

Students and staff will participate in a monthly BEST assembly ceremony to foster a sense of community and connected-ness.
 Students will participate in Student Council-led Spirit Days to foster a sense of community and connected-ness.
 A counselor will be available to students who have psychological/social/emotional needs to address their needs.
 Teachers will document strategies in intervention for behavioral and academic needs of students, using the tiered SST process.
 The formal SST teacher members and site administrator will convene on specific dates to review SST documentation to determine next steps.
 The site administrator and PTA will provide assemblies to promote positive character and student camaraderie.
 Teachers, PTA, and the site administrator will recognize student achievement at the Awards Assemblies three times a year.
 Teachers and parents will participate in conferences two times per year.
 Continue GATE student workshop program.
 Extra duty, extra pay hours for teacher developing and leading GATE workshops.
 Purchase Math Olympiad program.
 Extra duty, extra pay hours (10) for Math Olympiad teacher coordinator.

Parent Engagement

Continue weekly online communication to parents and community through the Bridgeport Breeze using Parent Square.
 Continue weekly online communication to families about family events from PTA's online newsletter.
 Utilize Twitter to showcase to the school community the many events happening at school.
 Increase awareness about District ELAC, DELAC, PAC meetings.
 Provide parent information nights for the Gifted and Talented Education Program.
 Meet with parents of ELLs 4 times a year during ELAC meetings.
 Hold SART and DART meetings to address truancy concerns.
 Hold annual/initial/amendment IEP meetings with all members present and have general education teacher available to answer questions for parents

Students to be Served by this Strategy/Activity

All students

Timeline

April 2019-April 2020

Person(s) Responsible

Administration

Office Staff

Teachers

Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GATE Funding - Math Olympiad teacher extra duty, extra pay
Amount	300
Source	LCFF - Base

Budget Reference	4000-4999: Books And Supplies
Description	GATE Funding - Math Olympiad
Amount	500
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GATE Funding - GATE Enrichment teacher extra duty-extra pay
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	Other
Budget Reference	None Specified
Source	Other
Budget Reference	None Specified
Source	Other
Budget Reference	None Specified
Source	Other

Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

Provide a clean, safe learning environment for all students at Bridgeport.

LCAP Goal

Maintain a clean and safe learning environment, and promote student citizenship and leadership.

Basis for this Goal

School site council survey
PTA survey
ELAC survey
Suspension data
PBIS Program data
Discipline report data
Student connectedness Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Tiered Fidelity Inventory Score	As of 2/2019, our TFI score was at 43%.	Increase to TFI of 70% by 2/220.

Planned Strategies/Activities

Strategy/Activity 1

Implement Tier II of School-Wide Positive Behavioral Interventions and Supports (PBIS) with fidelity as measured by the Tiered Fidelity Inventory self-assessment.

Provide substitutes for one PBIS-trained coach to attend three District trainings annually.

Provide extra-duty, extra-pay for one PBIS coach and PBIS certificated team members to meet and plan implementation on a monthly basis (1 hour/month).

Provide extra-duty, extra-pay for PBIS-trained classified employees to attend monthly PBIS team meetings to support implementation.

Provide additional pay for all six Campus Supervisors to participate in PBIS review workshops with Admin.

Utilize the Behavior Modification Referral (BMR) form to collect and analyze school-wide behavior data.

Continue KISS leaders to promote school values.

Continue school social skills counseling.

Students to be Served by this Strategy/Activity

All students

Timeline

April 2019-April 2020

Person(s) Responsible

Admin

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty extra pay for PBIS team
Amount	400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for Campus Supervisors meetings 5x a year to support PBIS implementation
Amount	200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty extra pay for campus supervisor to meet with PBIS time monthly

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Increase percentage of students meeting/exceeding standards on 2019 CAASPP in ELA and Math by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Increase by 5% the number of students who score at or above standard on the CAASPP ELA test in grades 3-6.	
CAASPP	Increase by 5% the number of students who score at or above standard on the CAASPP Math test in grades 3-6.	
CAST	Improvement in mastery of NGSS standards.	
PE STATE TEST	Increase by 3% the number of students overall who have met PE standards in grade 5.	
CAASPP	Increase by 5% the number of English Learners who meet or exceed standards on CAASPP ELA test.	
CAASPP	Increase by 5% the number of English Learners who meet or exceed standards on CAASPP Math test.	
CAASPP	Increase by 5% the number of Low SES students who meet or exceed standards on CAASPP ELA test.	
CAASPP	Increase by 5% the number of Low SES students who meet or exceed standards on CAASPP Math test.	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English Language Arts (ELA) and Math</p> <p>All kindergarten through 6th grade teachers will review the beginning-of-the-year assessment data during planning time and</p>		<p>Grade Level planning during school day - substitute release time</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>LCFF - Supplemental 10,000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>in the spring with the site administrator to address their concerns, goals, and requests for their students.</p> <p>All TK/Kindergarten through 6th grade teachers will provide intervention for struggling students using systematic flexible small group differentiated instruction; 2 instructional assistants will be working with grade levels to support their Tier II intervention time. Provide each grade level the option to have a half day of collaboration time to refine/plan instruction following the morning of their grade level Learning Walk.</p> <p>Provide targeted intervention for our unduplicated count students, students struggling to meet grade level standards, and students who receive special education services.</p> <p>The site administrator will establish library schedules for all student access.</p> <p>Teachers will use common assessments in Math to drive instruction and support students in their learning progression toward mastery of grade level math standards.</p> <p>English Language Learners</p> <p>Provide teacher-release time to administer and score ELPAC for our initial/annual assessments in order to collect data to guide targeted instruction.</p>		<p>Interventionists to support Tier II 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5,000</p> <p>Read Live Program for Tier III 4000-4999: Books And Supplies LCFF - Supplemental 1,500</p> <p>Substitute Release Time for ELPAC testing 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000</p> <p>General Education teacher for IEP participation 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide daily systematic designated ELD instruction for our English Language Learners at their proficiency level. Continue tracking EL students' progress in reading fluency and reading lexile levels with the use of the Reading Counts program.</p> <p>Low SES, English Language Learners</p> <p>Provide collaborative planning time during the school day for grade level teams to analyze data, prioritize teaching standards, and design lessons to ensure that our unduplicated count students are making progress toward mastery of grade level standards focused on our English learners and Low SES students to help close the achievement gap. All teachers will participate in focused learning walks in the areas of closing the achievement gap for our English Learners and Low SES students and raising the achievement level for all students.</p>			
<p>Provide additional grade levels with access to STEMscopes</p> <p>Provide support with after-school staff development and collaboration time to implement STEMscopes to support instruction of NGSS standards for teachers new to STEMscopes.</p>		<p>STEMscopes curriculum for grades 2-6 4000-4999: Books And Supplies LCFF - Base 3,000</p> <p>Extra Duty, Extra Pay for PD on STEMscopes 1000-1999: Certificated Personnel Salaries LCFF - Base 300</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Bridgeport will focus on strategies to increase student and parent engagement and increase student attendance as measured by student ADA.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Engagement</p> <p>Students will complete a survey about their connectedness and sense of safety at school. School wide assemblies which have student driven components will be held. Teachers will instruct students in conflict resolution strategies, using the PBIS matrix of expected behaviors. Teachers will complete a PBIS site inventory survey online and come up with an individual class matrices of expected behaviors. Teachers will cooperate across grade levels to create cross-age buddy activities for their respective students. Students will have oportntles to participate in leadership opportunities through Green Team, Peer Mentors, Student Council, Valet, Helping Hands, etc) Students in Grades 3 - 6 will follow the democratic election process through</p>		<p>GATE Funding - Math Olympiad Teacher extra duty extra pay 1000-1999: Certificated Personnel Salaries LCFF - Base 300</p> <p>GATE Funding - Math Olympiad program 4000-4999: Books And Supplies LCFF - Base 300</p> <p>GATE Funding - GATE Enrichment teacher extra duty extra pay 1000-1999: Certificated Personnel Salaries LCFF - Base 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>participation in Student Council elections. Students and staff will participate in a monthly BEST assembly ceremony to foster a sense of community and connected-ness. Students will participate in Student Council-led Spirit Days to foster a sense of community and connected-ness. A counselor will be available to students who have psychological/social/emotional needs to address their needs. Teachers will document strategies in intervention for behavioral and academic needs of students, using the tiered SST process. The formal SST teacher members and site administrator will convene on specific dates to review SST documentation to determine next steps. The site administrator and PTA will provide assemblies to promote positive character and student camaraderie. Teachers, PTA, and the site administrator will recognize student achievement at the Awards Assemblies three times a year. Teachers and parents will participate in conferences two times per year. Continue GATE student workshop program. Extra duty, extra pay hours for teacher developing and leading GATE workshops. Purchase Math Olympiad program.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Extra duty, extra pay hours (10) for Math Olympiad teacher coordinator.</p> <p>Parent Engagement</p> <p>Continue weekly online communication to parents and community through the Bridgeport Breeze using Parent Square.</p> <p>Continue weekly online communication to families about family events from PTA's online newsletter.</p> <p>Utilize Twitter to showcase to the school community the many events happening at school.</p> <p>Increase awareness about District ELAC, DELAC, PAC meetings.</p> <p>Provide parent information nights for the Gifted and Talented Education Program.</p> <p>Meet with parents of ELLs 4 times a year during ELAC meetings.</p> <p>Hold SART and DART meetings to address truancy concerns.</p> <p>Hold annual/initial/amendment IEP meetings with all members present and have general education teacher available to answer questions for parents</p>			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Provide a clean, safe learning environment for all students at Bridgeport.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implement Tier II of School-Wide Positive Behavioral Interventions and Supports (PBIS) with fidelity as measured by the Tiered Fidelity Inventory self-assessment.</p> <p>Provide substitutes for one PBIS-trained coach to attend three District trainings annually.</p> <p>Provide extra-duty, extra-pay for one PBIS coach and PBIS certificated team members to meet and plan implementation on a monthly basis (1 hour/month).</p> <p>Provide extra-duty, extra-pay for PBIS-trained classified employees to attend monthly PBIS team meetings to support implementation.</p> <p>Provide additional pay for all six Campus Supervisors to participate in PBIS review workshops with Admin.</p>		<p>Extra duty extra pay for PBIS team 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500</p> <p>Extra day for Campus Supervisors to meet 5x a year to support PBIS implementation 2000-2999: Classified Personnel Salaries LCFF - Supplemental 400</p> <p>Extra pay for Campus Supervisor to attend PBIS monthly meeting. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 200</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Utilize the Behavior Modification Referral (BMR) form to collect and analyze school-wide behavior data.</p> <p>Continue KISS leaders to promote school values.</p> <p>Continue school social skills counseling.</p>			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	25,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	4,400.00
LCFF - Supplemental	20,600.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	14,600.00
2000-2999: Classified Personnel Salaries	5,600.00
4000-4999: Books And Supplies	4,800.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,100.00
4000-4999: Books And Supplies	LCFF - Base	3,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	13,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
None Specified	None Specified	0.00

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Carin Fractor	Principal
Lori Oster	Other School Staff
Michelle Buttitta	Classroom Teacher
Lea Kogan	Classroom Teacher
Claire Raft	Classroom Teacher
Joslyn Siminski	Parent or Community Member
MD Haque	Parent or Community Member
Michelle Long	Parent or Community Member
Leila Espinoza	Parent or Community Member
Amanda Tekinceer	Parent or Community Member
Michelle Velikorodnyy (non-voting)	Other School Staff

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.

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

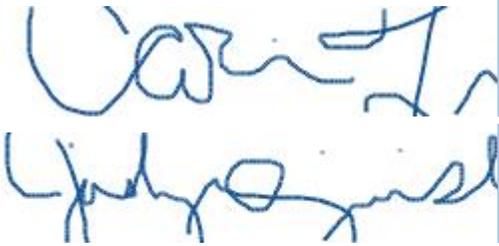
Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 4-25-19.

Attested:



Principal, Carin Fractor on 4-25-19

SSC Chairperson, Joci Siminski on 4-25-19