

## 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.

<b>School Name</b>	Bridgeport Elementary School
<b>Address</b>	23670 Newhall Ranch Road Santa Clarita, CA 91355
<b>County-District-School (CDS) Code</b>	19649986120257
<b>Principal</b>	Kimberly Humphries
<b>District Name</b>	Saugus Union School District
<b>SPSA Revision Date</b>	
<b>Schoolsite Council (SSC) Approval Date</b>	June 6, 2023
<b>Local Board Approval Date</b>	

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.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- School Vision and Mission ..... 5
- School Profile ..... 5
- Educational Partner Involvement ..... 5
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 9
  - ELPAC Results ..... 13
  - Student Population ..... 17
  - Overall Performance ..... 19
  - Academic Performance ..... 21
  - Academic Engagement ..... 27
  - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
  - Goal 1 ..... 32
  - Goal 2..... 35
  - Goal 3..... 39
  - Goal 4..... 42
  - Goal 5..... 45
- Annual Review and Update ..... 48
  - Goal 1 ..... 48
  - Goal 2..... 50
  - Goal 3..... 53
  - Goal 4..... 55
  - Goal 5..... 57
- Budget Summary and Consolidation ..... 59
  - Budget Summary ..... 59
  - Allocations by Funding Source..... 59
  - Expenditures by Funding Source ..... 60
  - Expenditures by Budget Reference ..... 61
  - Expenditures by Budget Reference and Funding Source ..... 62
- School Site Council Membership ..... 63
- Recommendations and Assurances ..... 64
- Addendum..... 65
  - Instructions: Linked Table of Contents ..... 65

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....68  
Appendix B: Select State and Federal Programs.....70

# School Vision and Mission

At Bridgeport Elementary, our mission is to provide ALL learners with an enriching education in an environment where everyone feels safe, valued, and loved. 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 750 students in grades TK-6 with very diverse backgrounds. We encourage our students to learn to be their B.E.S.T. (Believe in Yourself, Empathy for All, Safety First, and Take Responsibility). We are confident that they will gain the skills, attitudes, and empathy necessary to be successful 21st century citizens.

## School Profile

Bridgeport is home to roughly 800 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 at Bridgeport Elementary School. 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.

School Demographics (based on 22/23 Data):

Total	819
Asian: 103/819	12.6%
Black or African American: 47/819	5.7%
Filipino: 86/819	10.5%
Hispanic or Latino: 245/819	29.9%
Native Hawaiian or Pacific Islander: 2/819	0.2%
Two or more races: 56/819	6.8%
White: 263/819	32.1 %
English Learners: 63/819	7.7%
Foster Youth: 11/819	1.3%
Homeless: 6/819	0.7%
Socioeconomically Disadvantaged: 190/819	23.2%
Students with Disabilities: 139/819	17%

## Educational Partner 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 involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, SWIS, Connectedness Surveys, etc. are shared with staff and families and other educational partners on a regular basis.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	113	138
Grade 1	76	85	100
Grade 2	62	116	101
Grade3	74	105	117
Grade 4	72	107	108
Grade 5	70	112	123
Grade 6	82	99	116
<b>Total Enrollment</b>	496	737	803

### Conclusions based on this data:

1. Our enrollment continues to increase after the COVID pandemic.
2. Our K enrollment reflects the growth in our K and TK programs.
3. Our overall enrollment is on an upward trend, possibly due to new construction in the Magic Mountain area.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	70	76	7.90%	9.5%	9.5%
Fluent English Proficient (FEP)	50	70	77	10.10%	9.5%	9.6%
Reclassified Fluent English Proficient (RFEP)	15			38.5%		

### Conclusions based on this data:

1. Our percentage of English Learners stayed constant in the 21-22 and 22-23 school years.
2. Our percentage of Fluent English Proficient students stayed constant in the 21-22 and 22-23 school years.



# 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	101		0	99		0	99		0.0	98.0	
Grade 4	68	112		0	111		0	111		0.0	99.1	
Grade 5	73	109		0	108		0	108		0.0	99.1	
Grade 6	84	99		0	98		0	98		0.0	99.0	
All Grades	300	421		0	416		0	416		0.0	98.8	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2480.			49.49			22.22			16.16			12.12	
Grade 4		2514.			44.14			27.03			18.02			10.81	
Grade 5		2542.			37.04			33.33			13.89			15.74	
Grade 6		2586.			31.63			45.92			13.27			9.18	
All Grades	N/A	N/A	N/A		40.63			31.97			15.38			12.02	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.39			52.53			8.08	
Grade 4		38.74			54.95			6.31	
Grade 5		36.11			53.70			10.19	
Grade 6		38.78			51.02			10.20	
All Grades		38.22			53.13			8.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.37			49.49			13.13	
Grade 4		27.93			61.26			10.81	
Grade 5		28.70			56.48			14.81	
Grade 6		24.49			62.24			13.27	
All Grades		29.57			57.45			12.98	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.28			62.63			9.09	
Grade 4		17.12			75.68			7.21	
Grade 5		22.22			69.44			8.33	
Grade 6		34.69			63.27			2.04	
All Grades		25.24			68.03			6.73	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.34			55.56			10.10	
Grade 4		22.52			69.37			8.11	
Grade 5		31.48			59.26			9.26	
Grade 6		36.73			61.22			2.04	
All Grades		31.01			61.54			7.45	

**Conclusions based on this data:**

1. In 21-22 Bridgeport had 98.8% of its students taking the summative CAASPP.
2. Overall, approximately 72% of our students scored at or above grade level in ELA.
3. Our students' biggest weakness is in Writing with 12.98% performing below grade level.

# 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	101		0	99		0	99		0.0	98.0	
Grade 4	68	112		0	112		0	112		0.0	100.0	
Grade 5	73	109		0	108		0	108		0.0	99.1	
Grade 6	84	99		0	98		0	98		0.0	99.0	
All Grades	300	421		0	417		0	417		0.0	99.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2488.			45.45			34.34			14.14			6.06	
Grade 4		2510.			35.71			31.25			19.64			13.39	
Grade 5		2539.			33.33			22.22			29.63			14.81	
Grade 6		2574.			38.78			28.57			15.31			17.35	
All Grades	N/A	N/A	N/A		38.13			29.02			19.90			12.95	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		60.61			35.35			4.04	
Grade 4		37.50			50.89			11.61	
Grade 5		32.41			50.93			16.67	
Grade 6		36.73			45.92			17.35	
All Grades		41.49			46.04			12.47	

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.48			42.42			9.09	
Grade 4		32.14			48.21			19.64	
Grade 5		32.41			54.63			12.96	
Grade 6		29.59			52.04			18.37	
All Grades		35.49			49.40			15.11	

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.41			47.47			11.11	
Grade 4		37.50			50.00			12.50	
Grade 5		27.78			61.11			11.11	
Grade 6		29.59			56.12			14.29	
All Grades		34.05			53.72			12.23	

**Conclusions based on this data:**

1. Students struggled more with the math than the ELA Section of the CAASPP.
2. Our students struggle most in the area of Problem Solving & Modeling/Data Analysis.
3. Overall, 67% of our students scored at or above grade level in Math.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		10	7	
<b>1</b>	*	*		*	*		*	*		9	8	
<b>2</b>	*	*		*	*		*	*		5	10	
<b>3</b>	*	*		*	*		*	*		6	6	
<b>4</b>	*	1526.1		*	1520.3		*	1531.3		8	12	
<b>5</b>	*	1535.4		*	1539.4		*	1531.0		*	11	
<b>6</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>										44	57	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	*		*	*		*	*		*	*		*	*	
<b>1</b>	*	*		*	*		*	*		*	*		*	*	
<b>2</b>	*	*		*	*		*	*		*	*		*	*	
<b>3</b>	*	*		*	*		*	*		*	*		*	*	
<b>4</b>	*	33.33		*	25.00		*	33.33		*	8.33		*	12	
<b>5</b>	*	27.27		*	27.27		*	36.36		*	9.09		*	11	
<b>6</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	27.27	28.07		40.91	33.33		11.36	26.32		20.45	12.28		44	57	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	50.00		*	25.00		*	16.67		*	8.33		*	12	
5	*	36.36		*	54.55		*	0.00		*	9.09		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	40.91	43.86		31.82	35.09		6.82	8.77		20.45	12.28		44	57	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	25.00		*	25.00		*	33.33		*	16.67		*	12	
5	*	27.27		*	9.09		*	45.45		*	18.18		*	11	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	22.73	21.05		27.27	29.82		22.73	35.09		27.27	14.04		44	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	66.67		*	25.00		*	8.33		*	12	
5	*	18.18		*	72.73		*	9.09		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	45.45	42.11		34.09	43.86		20.45	14.04		44	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	33.33		*	58.33		*	8.33		*	12	
5	*	72.73		*	18.18		*	9.09		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	31.82	47.37		45.45	42.11		22.73	10.53		44	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	33.33		*	33.33		*	33.33		*	12	
5	*	27.27		*	45.45		*	27.27		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	29.55	26.32		40.91	49.12		29.55	24.56		44	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	25.00		*	58.33		*	16.67		*	12	
5	*	36.36		*	27.27		*	36.36		*	11	
6	*	*		*	*		*	*		*	*	
All Grades	22.73	31.58		52.27	56.14		25.00	12.28		44	57	

**Conclusions based on this data:**

**1.**



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>737</b>	<b>21.3</b>	<b>9.5</b>	<b>0.3</b>
Total Number of Students enrolled in Bridgeport Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	9.5
Foster Youth	2	0.3
Homeless	2	0.3
Socioeconomically Disadvantaged	157	21.3
Students with Disabilities	105	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	6.8
American Indian		
Asian	105	14.2
Filipino	54	7.3
Hispanic	203	27.5
Two or More Races	45	6.1
Pacific Islander	2	0.3
White	271	36.8

**Conclusions based on this data:**

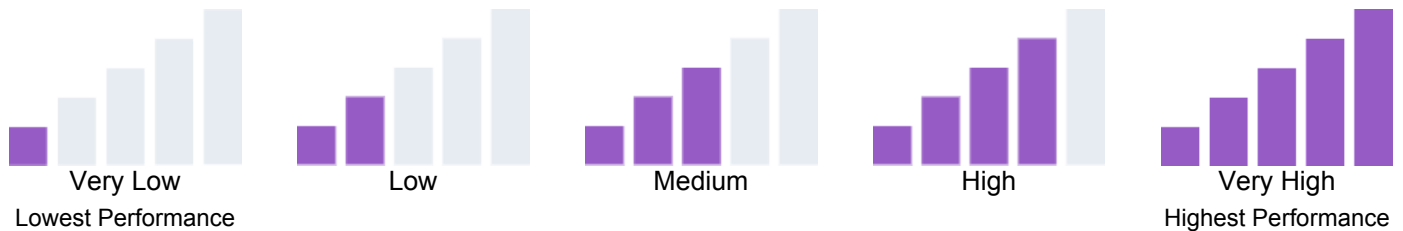
1. We have about 45% percent of our students who require additional supports and systems to counteract the barriers that often come with being a language learner, economically disadvantaged, homeless, or being in foster care.
2. Our largest race/ethnicity is Asian, which makes up 14% of our enrollment.
3. The majority of our students are minorities, over 60%.

# School and Student Performance Data

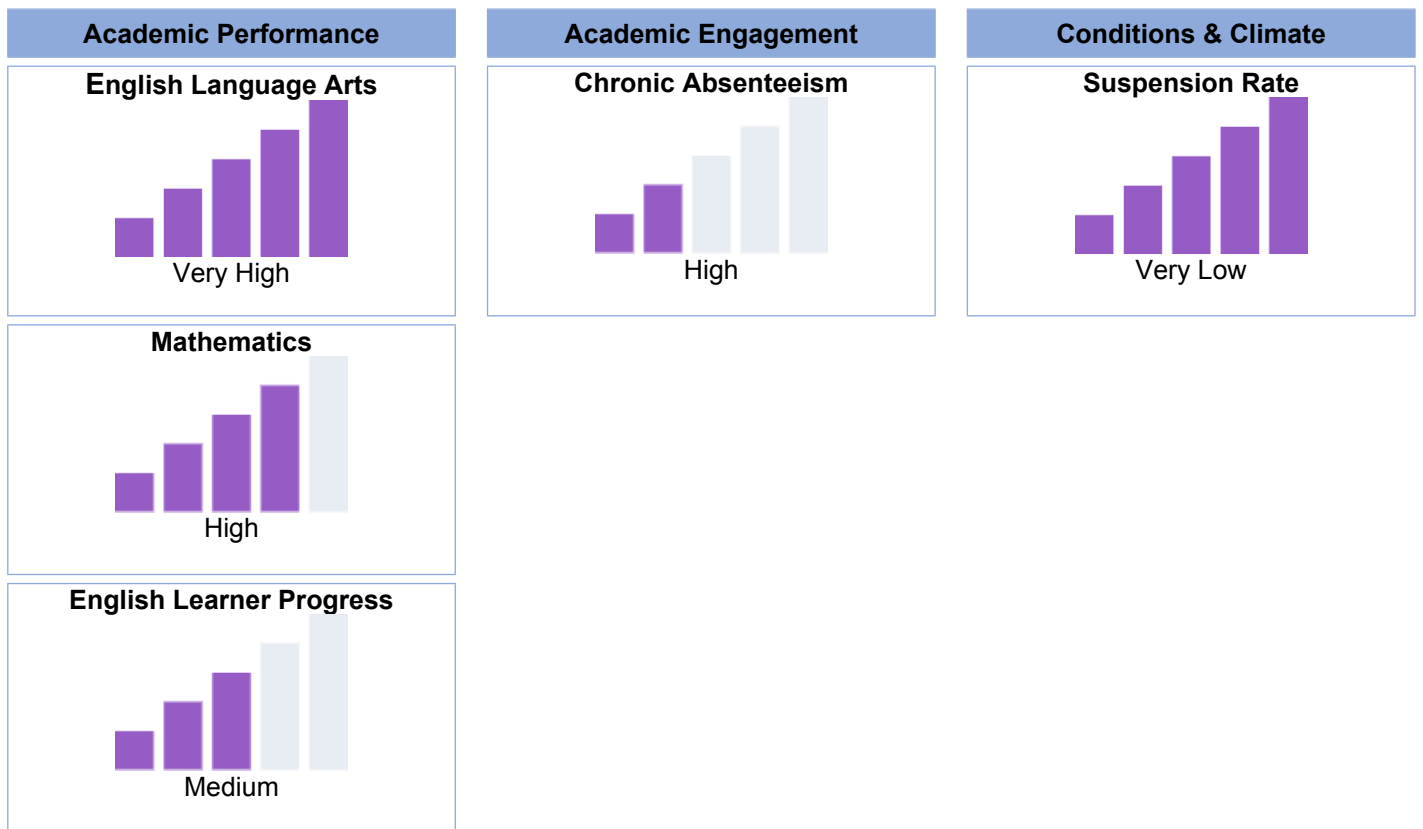
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Chronic Absenteeism is our biggest area of need.
2. Our EL student's acquisition of the English Language based on the ELPAC fell in the medium range. There were EL students who made little to no progress.

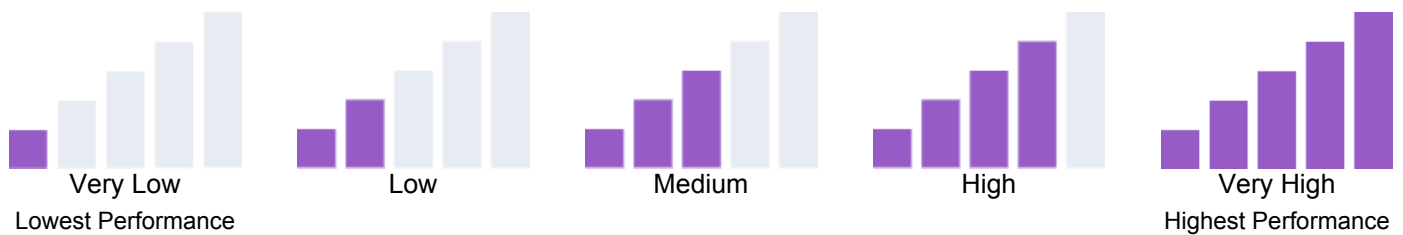
- 
- 
3. Our Math and ELA achievement fell within the High to Very High range indicating students are making good progress in these areas overall.

# School and Student Performance Data

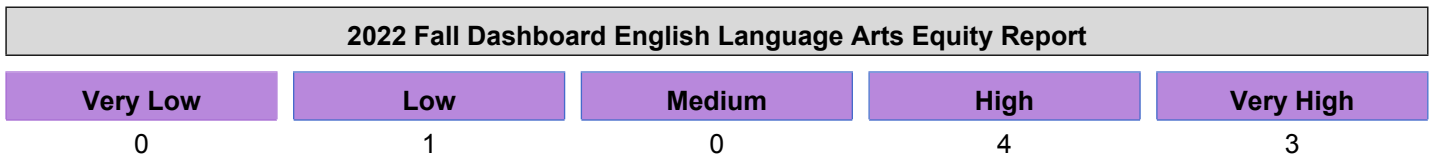
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

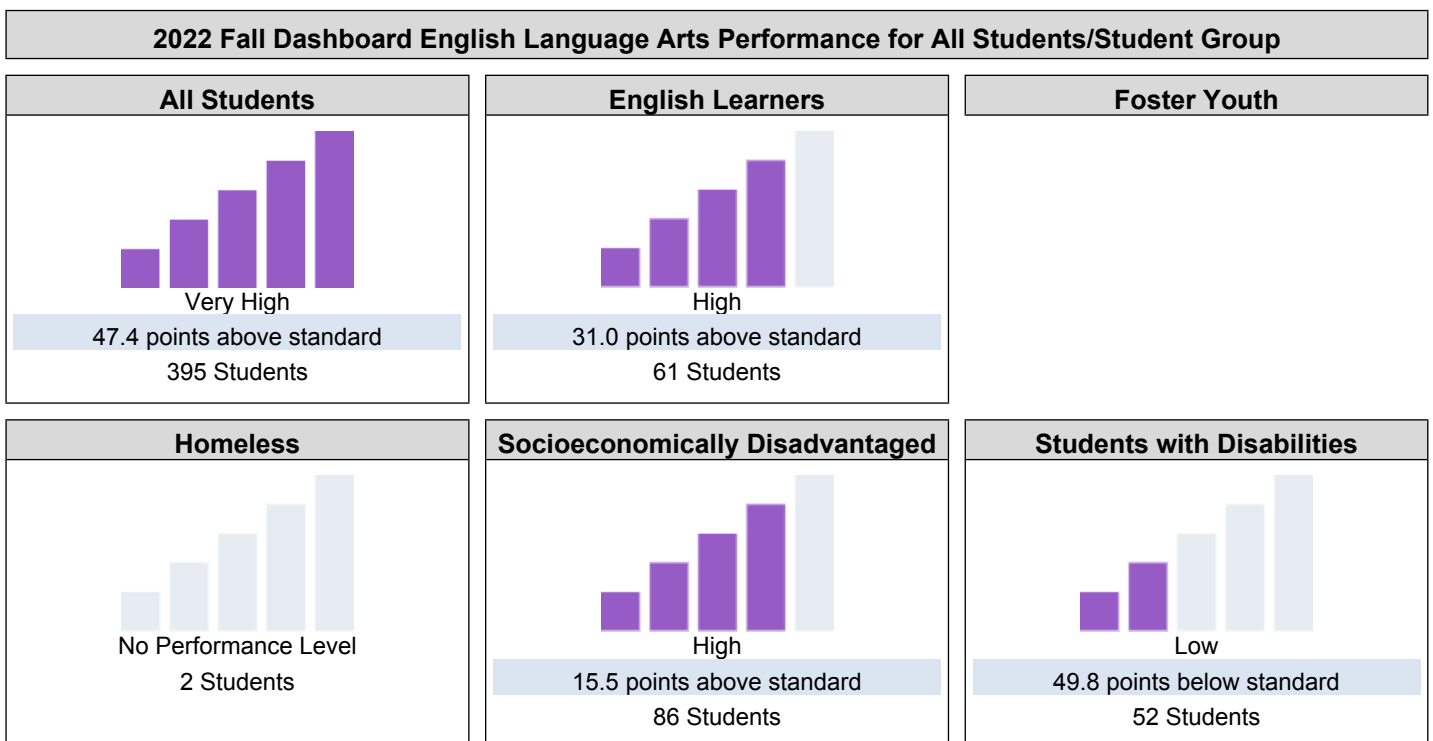
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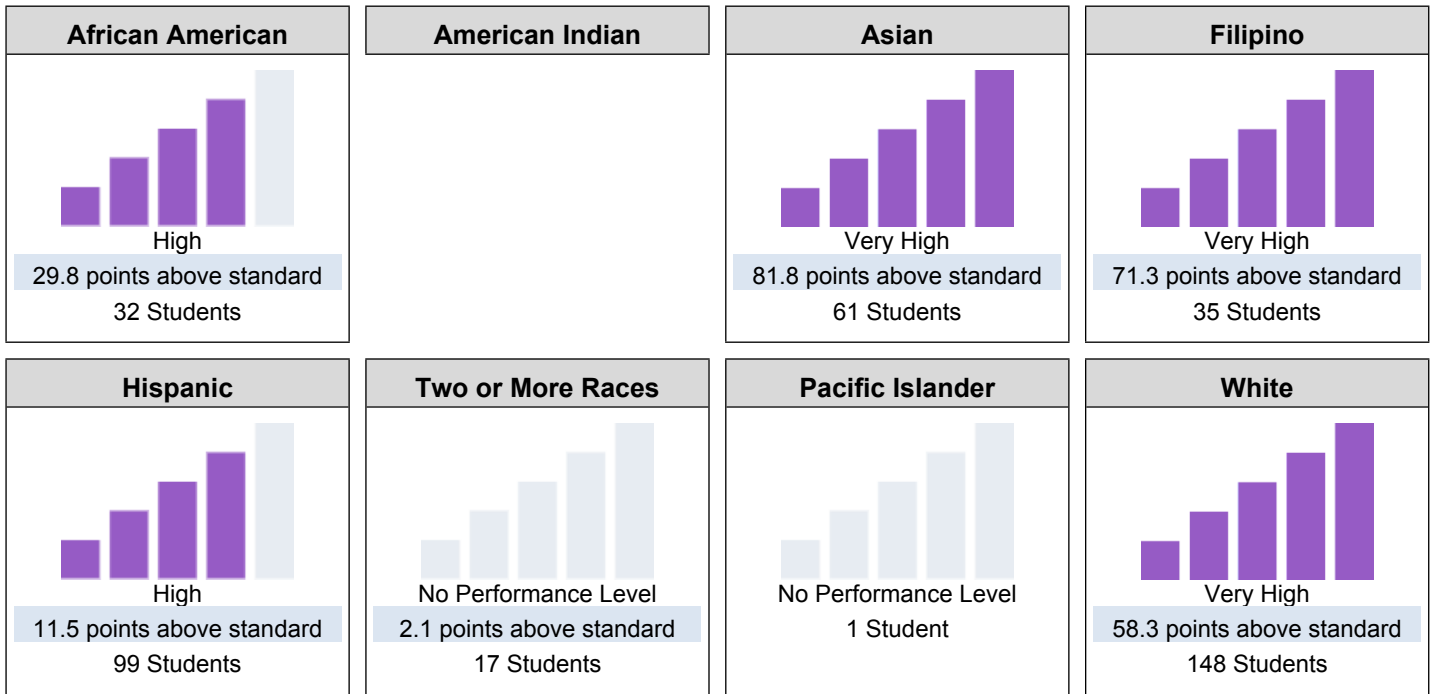
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="text-align: center;">47.3 points below standard</p> <p style="text-align: center;">23 Students</p>	<p style="text-align: center;">78.4 points above standard</p> <p style="text-align: center;">38 Students</p>	<p style="text-align: center;">47.0 points above standard</p> <p style="text-align: center;">316 Students</p>

### Conclusions based on this data:

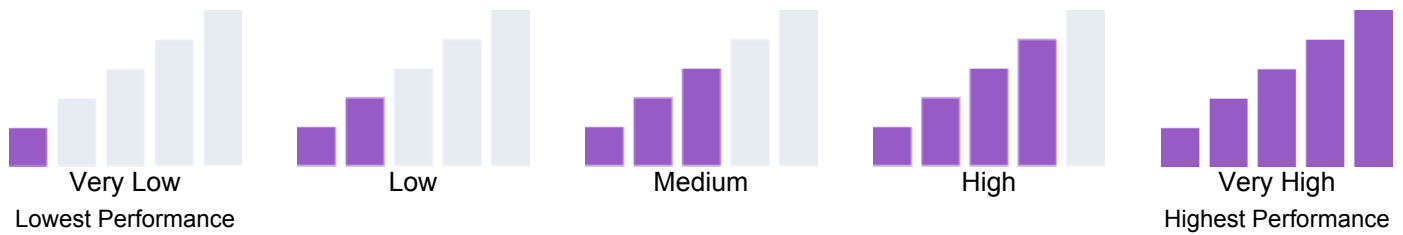
1. Bridgeport ranks as Very High in its ELA performance for All Students.
2. Our Students with Disabilities perform "Low" in ELA performance.
3. Overall, all of our subgroups perform either High or Very High.

# School and Student Performance Data

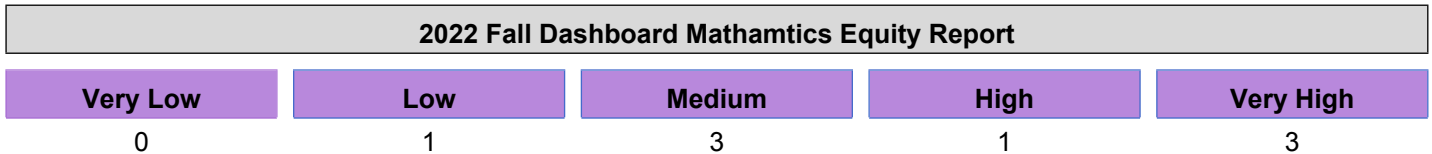
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

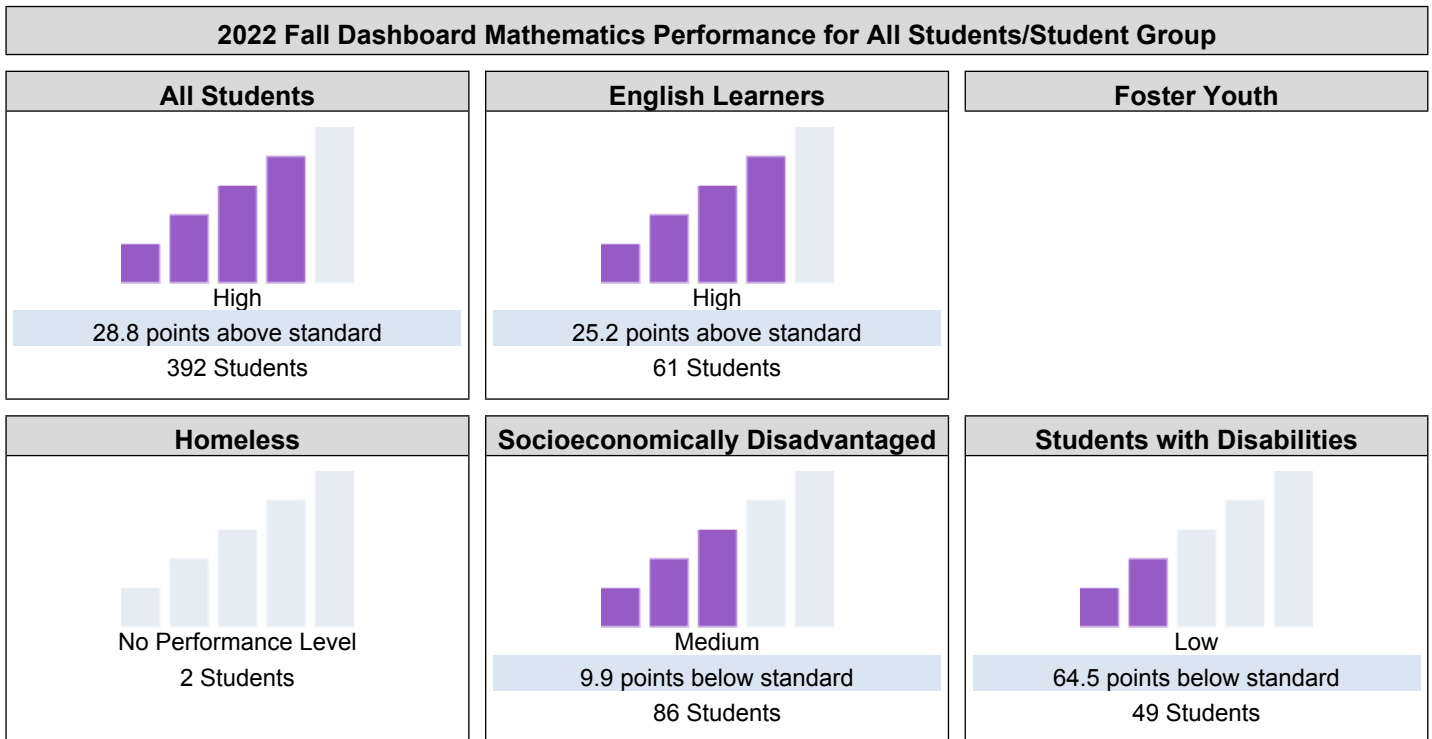
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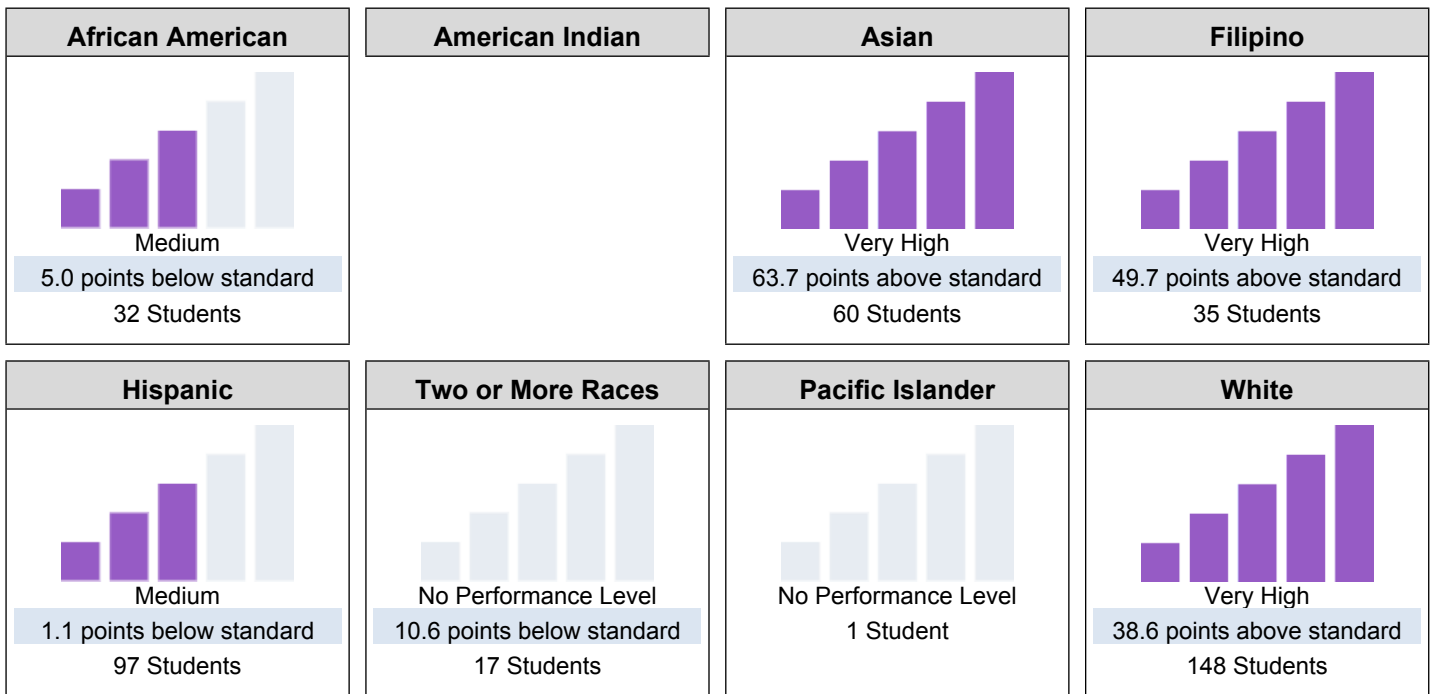
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>30.5 points below standard 23 Students</p>	<p>58.8 points above standard 38 Students</p>	<p>26.1 points above standard 313 Students</p>

### Conclusions based on this data:

1. Overall, our students scored High for Math academic performance.
2. Our English Learners performed High in the area of Math performance, the same as All Students. Our reclassified students performed the best overall (58.8 points above standard).
3. Our socioeconomically disadvantaged students have Medium performance, 9.9 points below standard, and our students with disabilities scored scored low in the area of math (64.5 points below).



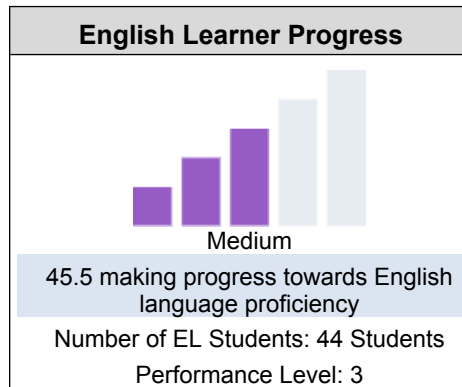
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
34.1%	20.5%	2.3%	43.2%

#### Conclusions based on this data:

1. We had 43% of students who progressed at least one ELPI level.
2. 34.1% of our students decreased in an ELPI level.
3. 2.3% of our ELs maintained their ELPI Level 4 which may imply that they are ready to reclassify.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

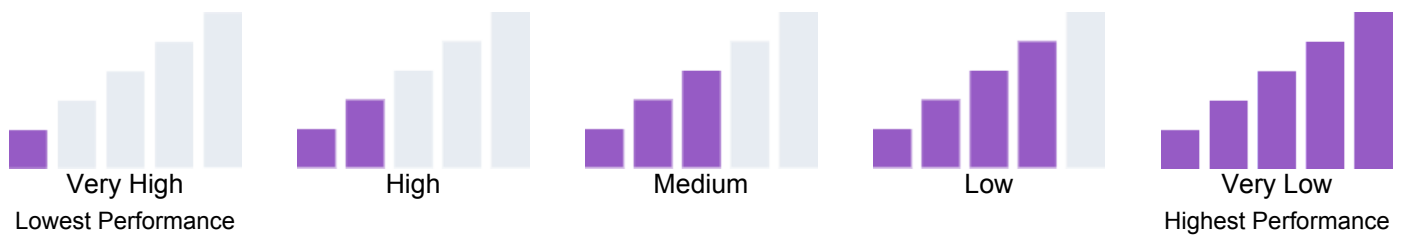
1. n/a

# School and Student Performance Data

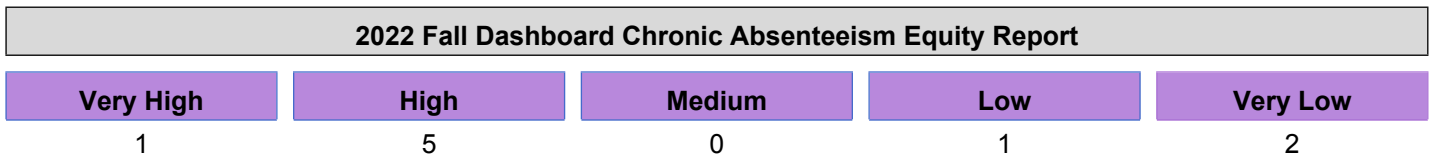
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

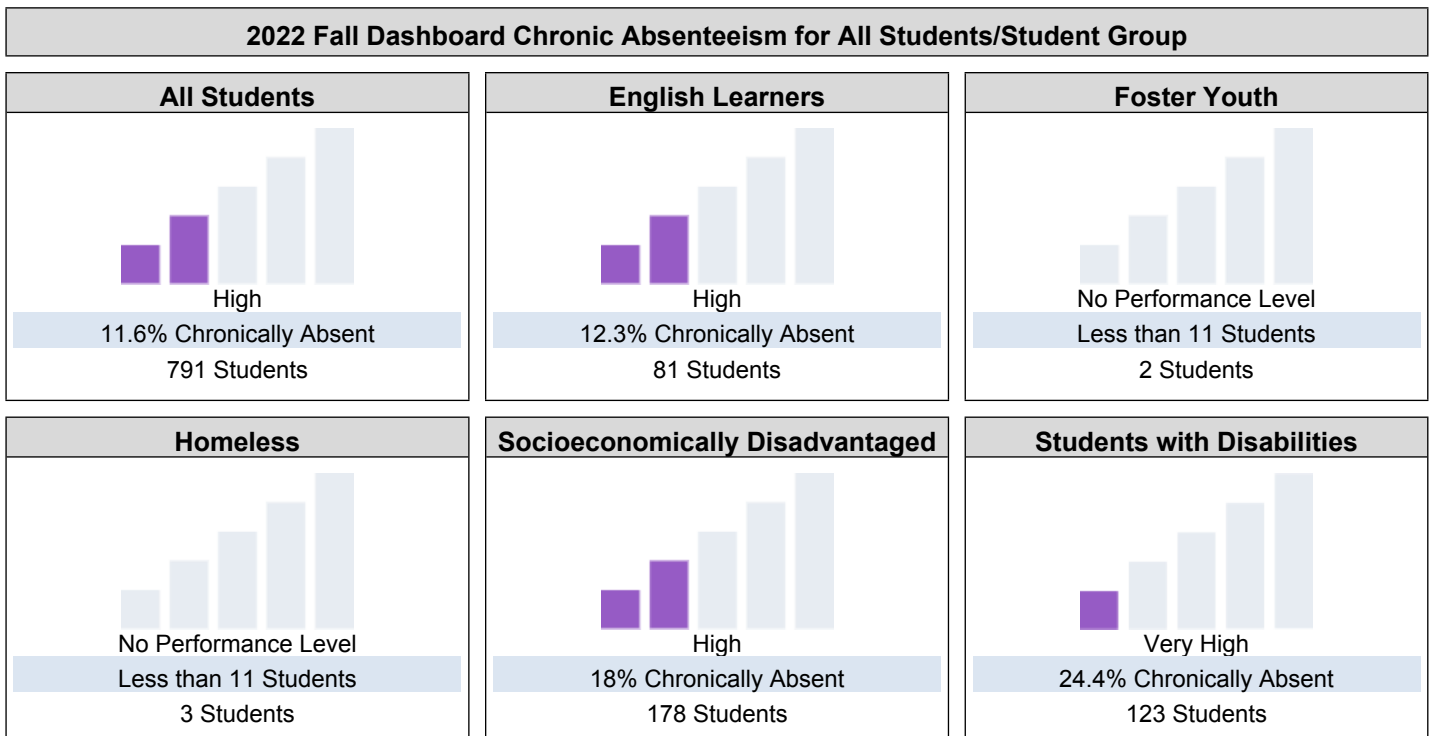
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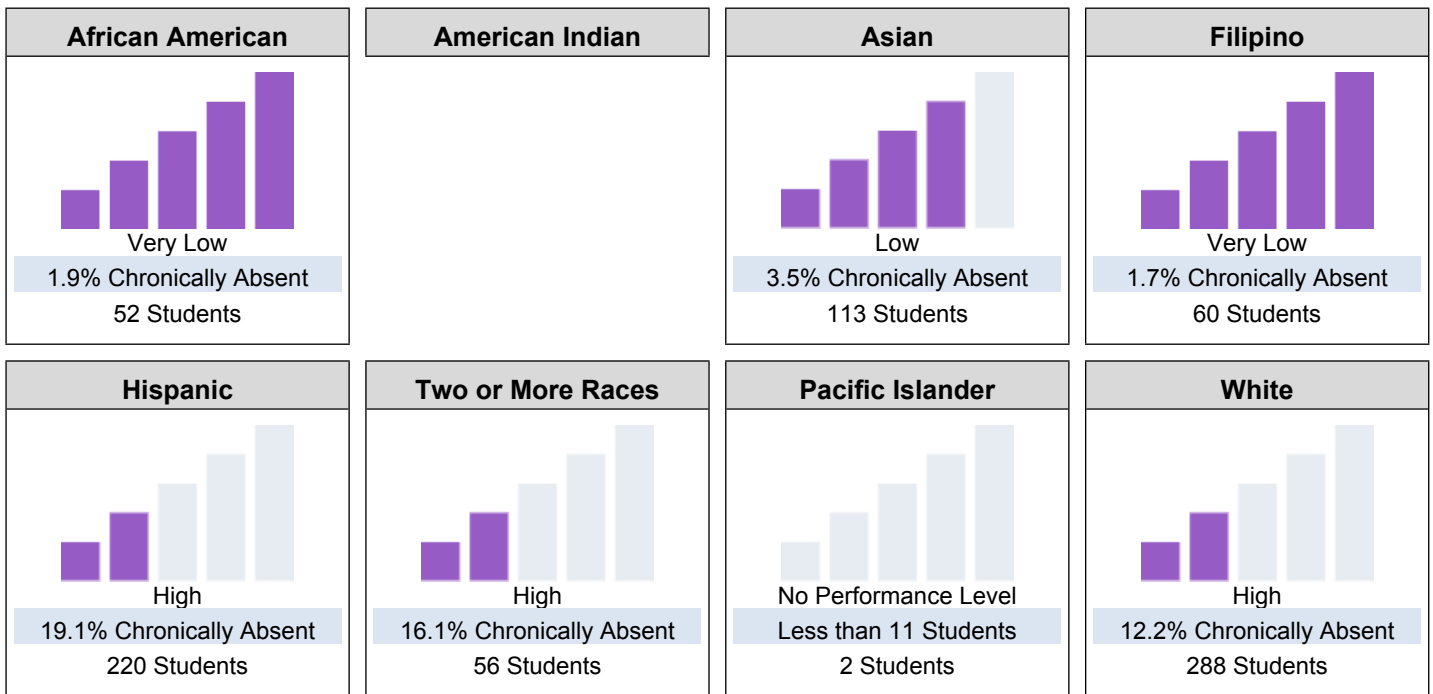
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. 24.4% of our Students with Disabilities are chronically absent, our largest sub-group who needs to improve on attendance.
2. Our African American and Filipino students have the best attendance rates.
3. Overall, our school has a chronic absenteeism rate is 11.6, making us ranked "Very High".

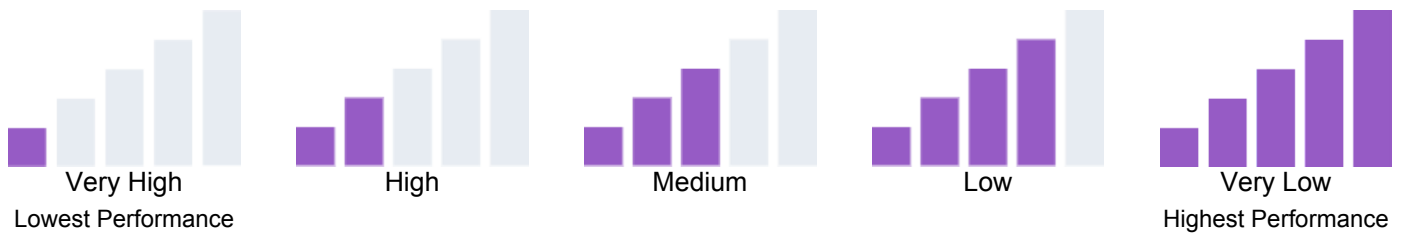


# School and Student Performance Data

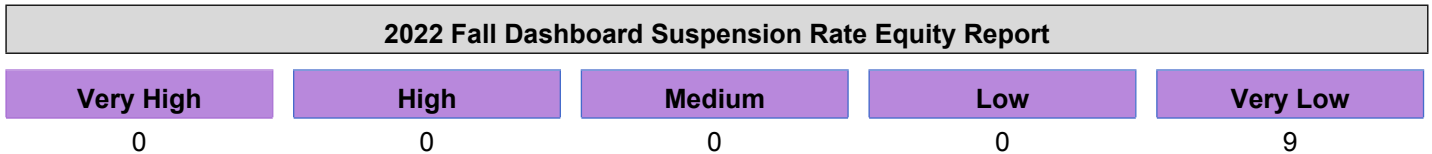
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

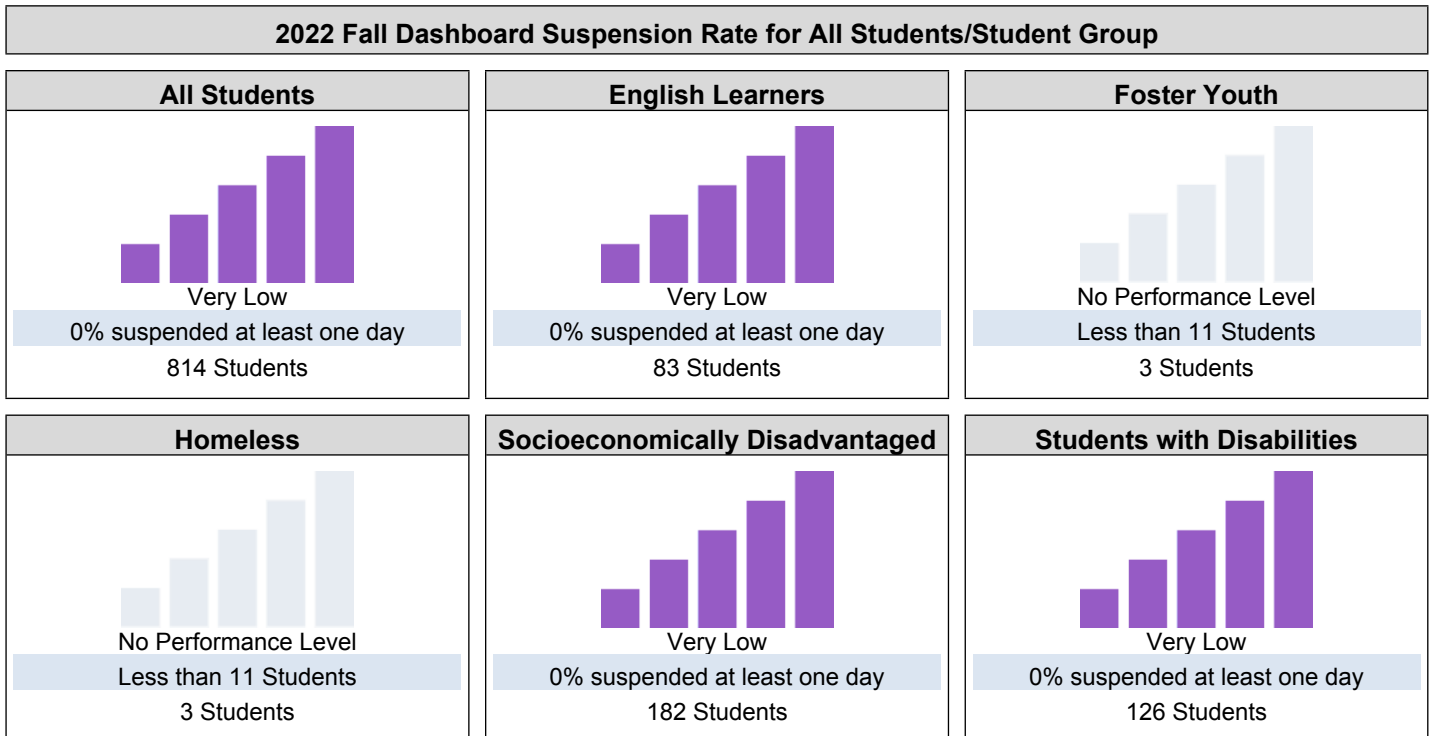
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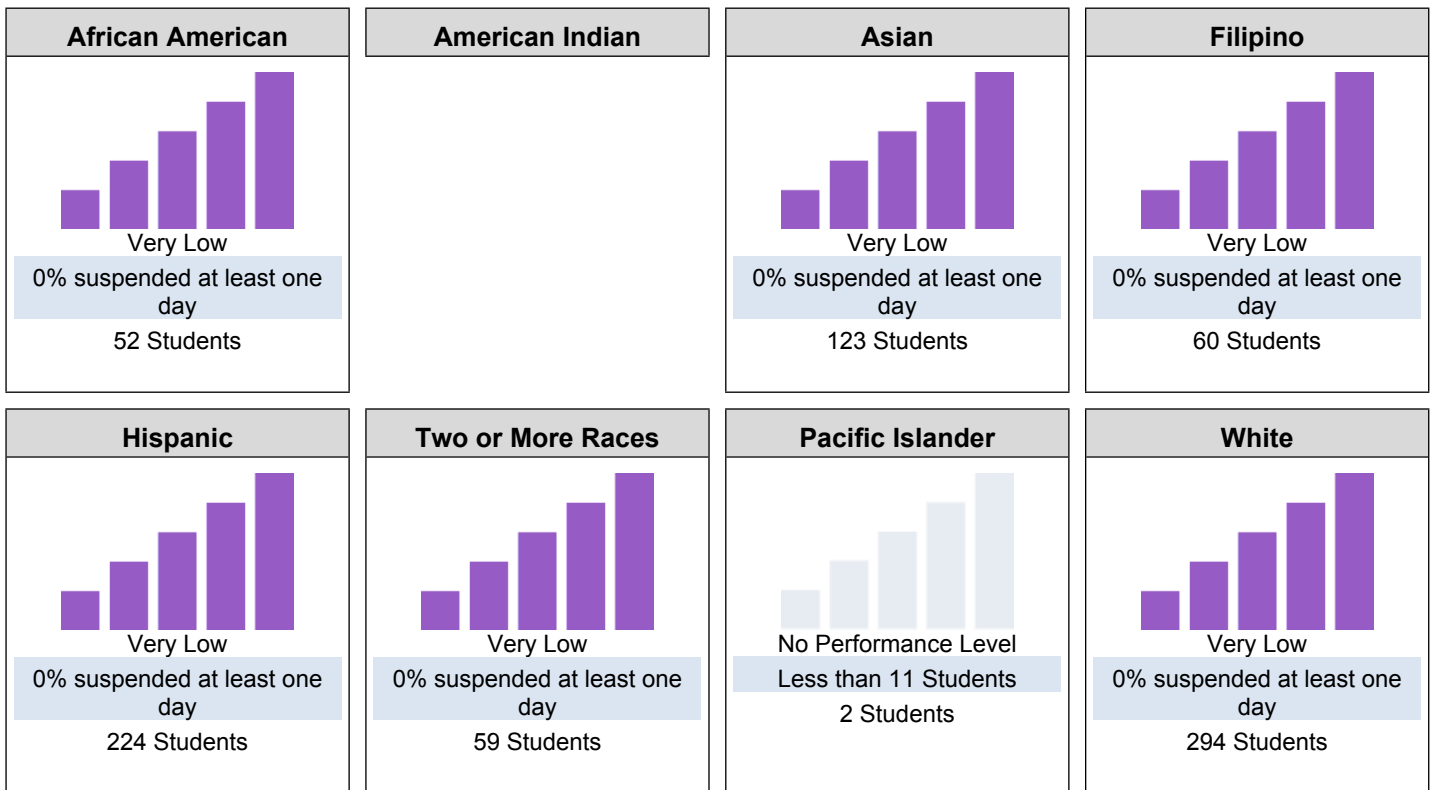
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. No students were suspended in 21-22.
2. All sub-groups show the same data, implying that the same behavior interventions are used across the sub-groups.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Parental Engagement & Core Services

### Goal Statement

By June 2024, Parent engagement and feelings of connectedness to the school will increase by 5% or more from the previous year as indicated by the end of the year parent survey.

### LCAP Goal

Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

### Basis for this Goal

\*Based on our comprehensive needs assessment, we need to increase ways to ensure our stakeholders have a voice in decisions made at the school.

Parent Square reach numbers

Parent/Teacher Conferences attendance numbers

Attendance at parent meetings, PTA, ELAC, and SSC meetings

Student attendance data

School Climate Survey data

Volunteer sign-in sheets (Raptor)

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey April 2023 - Our school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	Strongly Agree/Agree = 90% (85% previously)	By 4/2024 - Strongly Agree/Agree = 95%
Parent Survey April 2023 - Our school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	Strongly Agree/Agree = 75% (76% previously)	By 4/2024 - Strongly Agree/Agree = 85%
Parent Survey April 2023 - Our students see their family's culture represented in the school and the academic content taught	Strongly Agree/Agree = 70% (55% previously)	By 4/2024 - Strongly Agree/Agree = 80%

### Planned Strategies/Activities



## Strategy/Activity 1

Increase parent communication via:

Teacher Weekly/Monthly Communication via Parent Square  
Bridgeport Breeze weekly communication via Parent Square  
Parent Surveys  
Positive Parent Phone Calls Home  
Student School Board Meeting Recognitions  
BEST Student Award Recognitions

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2023 - May 2024

### Person(s) Responsible

District  
Site administrators  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	100
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies to support communication i.e. positive postcards to send home

## Strategy/Activity 2

Parent meetings to increase engagement and voice in decision making at school:

TOSA Parent Presentations (i.e. Math games, Literacy)  
Site Council Meeting Participation  
ELAC Meeting Participation  
PTA Participation  
Monthly Parent Engagement/Town Hall Meetings centered around school goals

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2023 - May 2024

### Person(s) Responsible

Administration  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies & Refreshments for parent meetings

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Engagement & Wellness

### Goal Statement

By June 2024, we will increase our student engagement as measured by a 5% decrease in chronic absenteeism overall and a 10% decrease for EL students, Students with Disabilities, and Socioeconomically Disadvantaged.

### LCAP Goal

Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

### Basis for this Goal

April 2023 LCAP survey data  
 Student Attendance data  
 SWIS school discipline data  
 TFI PBIS Data  
 SEL Implementation data

\*Based on our needs assessment our data showed students with disabilities, EL students, and socioeconomically disadvantaged students have a higher percentage of absences than the general population of students. IN addition there is a high percentage of students who do not have positive feelings about school and feel bullying is an issue and concern.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
TFI score for Tier I of PBIS implementation.	As of 5/2023, TFI for Tier 1 - 97%/ Tier II - 25%	As of 5/2024, TFI Tier II - 50%
Student Chronic Absenteeism Rate per dashboard	11.6% overall; EL students - 12.3% Students w/ Disabilities - 24.4% Socioeconomically Disadvantaged - 18%	Decrease all students by 5% or more. Decrease EL, Students with Disabilities and Socioeconomically Disadvantaged by 10%
Student Survey - 2023 - I regularly look forward to attending school/work	As of 5/2023, Strongly Agree/Agree - 41% (52% previous year)	As of 5/2024, Strongly Agree/Agree - 70%
Student Survey - 2023 - Our school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.	As of 5/2023, Strongly Agree/Agree - 46% (60% previous year)	As of 5/2024, Strongly Agree/Agree - 70%
Student Survey - 2023 - Our school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	As of 5/2023, Strongly Agree/Agree - 41% (60% previous year)	As of 5/2024, Strongly Agree/Agree - 70%

Metric/Indicator	Baseline	Expected Outcome
SEL Implementation Data	As of 5/2023, SEL data point area Motto & Name below 60%	As of 5/2024, SEL data point for Motto and Name above 80%

## Planned Strategies/Activities

### Strategy/Activity 1

Continuing our implementation of Tier I & II PBIS Framework (teaching classroom & school wide expectations) and reinforcing positive behaviors. Students are explicitly taught our expectations and these are reinforced through BEST tickets. Students are able to spend their BEST tickets at the student store or save them for a special experience (game party, glow party, principal for the day, etc.)

Students who are being their BEST are recognized by the classroom teachers and participate in a formal student recognition ceremony.

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2023 - June 2024

#### Person(s) Responsible

Teachers, Administrators

#### Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Pay for PBIS incentives, signage, tickets

### Strategy/Activity 2

Truancy:  
Engagement meetings with parents of EL, Students with Disabilities, and Socioeconomically Disadvantaged  
Weekly/Monthly SARB Meetings to address chronically absent  
Weekly and Monthly attendance incentives and contests

#### Students to be Served by this Strategy/Activity

All students

#### Timeline

August 2023 - June 2024

#### Person(s) Responsible

Teachers, Admin, Social Worker, Parents/Guardians

### Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives for Attendance

### Strategy/Activity 3

Address students social/emotional needs by:

Teachers will explicitly teach social emotional skills for 30 minutes each day. Students have an opportunity to practice the skills taught during these lessons throughout the course of the month.

The school explicitly teaches anti-bullying lessons and engages in anti-bullying and kindness activities. School will participate in the Great Kindness Challenge.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Teacher, Admin

### Proposed Expenditures for this Strategy/Activity

Amount	250
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Incentives, paraphernalia, posters, banners

### Strategy/Activity 4

Student Engagement/Participation:

- Leadership Opportunities for Students (KISS - Kids in School Service) - Green Team, Student Council, Library Helpers, PBIS Ambassador/Peace Patrol, Circle of Friends.

### Students to be Served by this Strategy/Activity

All

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Admin., Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	250
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for Student Leadership Program

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learner Achievement

### Goal Statement

By June 2024, 55% of EL students will show improvement in their English Language Development as measured by the ELPI score on the CA dashboard.

### LCAP Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### Basis for this Goal

CAASPP data  
ELPAC data  
Reclassification %

\*In conducting the needs assessment, we learned that 34% of EL students had decreased performance on the ELPAC last year. In addition, EL students overall struggled with writing the most per the ELPAC and the CAASPP.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification Rate of English Learners	2022-23 - Reclassification Numbers - 23% (18% previous year)	2023 - 2024 - Reclassification - 27%
Summative ELPI CA Dashboard	2021-2022 - 43% of EL students showed progress per their ELPI score	2023 - 2024 - 55% of EL students will show progress per their ELPI score.
iReady Reading Diagnostic - English Learners	2022-23 iReady Reading (EOY) - 50% at or above grade level	2023- 2024 - iReady Reading - 60% at or above grade level

### Planned Strategies/Activities

#### Strategy/Activity 1

Direct Support of EL students-  
Designated and Integrated language supports specific to proficiency level throughout all content areas (math, ELA, science, social studies).  
SST Meetings with LTELs (5th & 6th grade) to address their specific learning needs  
Student goal setting and monitoring of progress of all EL students in grades 3rd - 6th.  
ELPAC Bootcamp (6 weeks) to prepare students for exam

#### Students to be Served by this Strategy/Activity

English Language Learners

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Teachers, Admin

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	8707
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Paraeducator to support EL students for the ELPAC (K - 3rd)
<b>Amount</b>	1500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	EL Coach to provide boot camp for EL students in preparation for the ELPAC (4th - 6th)

## Strategy/Activity 2

Support for Parents of EL Students:  
Parent Resources for English Language Development  
Parent Workshops with topics related to supporting children in content areas  
ELAC Parent Meetings 4 times a year

## Students to be Served by this Strategy/Activity

English Language Learners

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Admin, Teachers, EL Coach

## Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 3

Support for Educators:  
ELD Coach support for teachers focused on instructional delivery supporting English Learners  
Continuing our Professional Learning Community work - Cycle of Learning  
Teacher training on ELD Wonders and other supplemental material to support EL  
Collaboration time for teachers to plan for EL instruction

## Students to be Served by this Strategy/Activity

English Language Learner students



**Timeline**

August 2023 - June 2024

**Person(s) Responsible**

ELD Coach, Admin, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	4000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Training and collaboration time

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Closing the Achievement GAP

### Goal Statement

By June 2024, 3rd through 6th grade students overall will make at least 5% growth in their i-Ready proficiency level in math on the i-Ready diagnostic. The number of students in the specified groups below that scored in green (at or above grade level) will increase by at least 10% as measured by the diagnostic assessment. The number of students in the specified groups below that scored in the red (2 or more grade levels below) will decrease by 5% on the diagnostic assessment:

- Students with disabilities
- Low Income
- English learners

By June 2024, K through 2nd grade students overall will make at least 5% growth in their i-Ready proficiency level in reading on i-Ready diagnostic. The number of students in the specified groups below that scored in green (at or above grade level) will increase by at least 10% as measured by the diagnostic assessment. The number of students in the specified groups below that scored in the red (2 or more grade levels below) will decrease by 5% on the diagnostic assessment:

- Students with disabilities
- Low Income
- English learners

### LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA), Mathematics, Science, Social Science

### Basis for this Goal

CAASPP Data  
Interim Assessment Block (IAB) data  
Grade level Common Formative Assessments (CFAs)  
Basic Phonics Skills Test (BPST) data for K-2 students  
I-Ready Diagnostic data  
I-Ready student pathway growth

\*In conducting the needs assessment, the goal was developed based on the following identified needs: students with disabilities - scored significantly below grade level in Reading and Math need to improve academic performance in Reading and Math for this population as well as attendance for this population of students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
i-Ready Diagnostic Assessment - Reading (K - 2nd)	Green (at/above grade level) - 71% in January 2023 <ul style="list-style-type: none"><li>• Students with Disabilities - 46%</li><li>• Low Income - 60%</li></ul>	Green (at/above grade level) - 80% in June 2024 <ul style="list-style-type: none"><li>• Students with Disabilities - 56%</li><li>• Low Income - 70%</li></ul>

Metric/Indicator	Baseline	Expected Outcome
	<ul style="list-style-type: none"> <li>English Learners - 44%</li> </ul> Red (2-3 levels below grade level) - 5% in June 2022 <ul style="list-style-type: none"> <li>Students with Disabilities - 22%</li> <li>Low Income - 12%</li> <li>English Learners - 24%</li> </ul>	<ul style="list-style-type: none"> <li>English Learners - 54%</li> </ul> Red (2-3 levels below grade level) - 3% in June 2024 <ul style="list-style-type: none"> <li>Students with Disabilities - 12%</li> <li>Low Income - 2%</li> <li>English Learners - 14%</li> </ul>
i-Ready Diagnostic Assessment - Math (3rd - 6th)	Green (at/above grade level) - 60% in January 2023 <ul style="list-style-type: none"> <li>Students with Disabilities - 37%</li> <li>Low Income - 48%</li> <li>English Learners - 31%</li> </ul> Red (2-3 levels below grade level) - 4% in June 2022 <ul style="list-style-type: none"> <li>Students with Disabilities - 16%</li> <li>Low Income - 11%</li> <li>English Learners - 12%</li> </ul>	Green (at/above grade level) - 72% in June 2024 <ul style="list-style-type: none"> <li>Students with Disabilities - 47%</li> <li>Low Income - 58%</li> <li>English Learners - 41%</li> </ul> Red (2-3 levels below grade level) - 3% in June 2024 <ul style="list-style-type: none"> <li>Students with Disabilities - 11%</li> <li>Low Income - 6%</li> <li>English Learners - 7%</li> </ul>

## Planned Strategies/Activities

### Strategy/Activity 1

Teacher Support:

Admin & teacher participation in California Principals Network focused on effective implementation of PLCs  
 Continuing our Professional Learning Community work - Cycles of Learning  
 Additional collaboration time for teachers to plan, discuss instructional practices, and analyze student data

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Teachers, Admin, Intervention TOSA

### Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Training, Collaboration time, PD

## Strategy/Activity 2

### Instructional Tools:

i-Ready support and information for parents/families

i-Ready weekly usage

Teacher professional development on i-Ready which helps teachers create learning pathways for students (analyzing student data)

NextGen weekly usage

Teacher professional development on NextGen to help create assessments and analyze data.

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Admin, TOSAs, District, Teacher

## Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 3

Small group targeted intervention provided to students with teacher and Intervention TOSA team as needed using a Cycle of Learning model.

## Students to be Served by this Strategy/Activity

Intervention with targeted small groups of students in grades K - 6th based on data

## Timeline

August 2023 - June 2024

## Person(s) Responsible

Teacher, Intervention TOSA Team

## Proposed Expenditures for this Strategy/Activity

Amount

500

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Supplemental material for small group instruction

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Diversity and Inclusion

### Goal Statement

By June 2024, will increase the percentage of students and families who see their family's culture represented in the school and the academic content taught by 10% or more the above baseline as measured by end of the year parent and student survey data.

### LCAP Goal

LCAP goal - Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

### Basis for this Goal

Parent Square reach numbers  
Parent Conferences attendance numbers  
Attendance in parent workshops  
Student attendance data  
School Climate Survey Data

\*Based on our needs assessment a significant amount of parents and students did not feel that their culture was adequately represented at the school.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent/Student Survey - Our students see their family's culture represented in the school and the academic content.	2023 - Parent - Strongly Agree/Agree = approx. 70% 2023 - Student - Strongly Agree/Agree = approx. 42%	By 4/2024 - Parent - Strongly Agree/Agree = 80% By 4/2024 - Student - Strongly Agree/Agree = 55%
Parent/Student Survey - Our school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.	2023 - Parent - Strongly Agree/Agree = 90% 2023 - Student - Strongly Agree/Agree = 80%	By 4/2024 - Parent - Strongly Agree/Agree = 95% By 4/2024 - Student - Strongly Agree/Agree = 90%

### Planned Strategies/Activities

#### Strategy/Activity 1

Celebration and inclusion of the different cultures that make up our student body via Parent Square messages and classroom messages

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Administration, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

0

### Strategy/Activity 2

Increase the amount and use of multi-cultural viewpoints and resources in classrooms and school library.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2023 - June 2024

### Person(s) Responsible

Administration, Librarian, Counselor, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount

500

Source

Parent-Teacher Association (PTA)

Budget Reference

4000-4999: Books And Supplies

Description

Books and other reference material

Amount

500

Source

LCFF - Supplemental

Budget Reference

4000-4999: Books And Supplies

Description

Books and other reference material

### Strategy/Activity 3

Site-based "equity task force" - Group of parents, teachers, and admin to initiate discussions and plan site based events to celebrate and raise awareness and respect of different cultures on our campus.

### Students to be Served by this Strategy/Activity

All students

**Timeline**

August 2023 - June 2024

**Person(s) Responsible**

Admin, Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1000
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplies for multi-cultural events on campus

# Annual Review and Update

**SPSA Year Reviewed: 2022-23**

## Goal 1

By June 2023, Parent engagement in the school community and feelings of inclusion will increase by 5% or more from the previous year as indicated by the end of the year parent survey.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey April 2022 - Our school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	By 4/2023 - Strongly Agree/Agree = 90%	Strongly Agree/Agree - 90% (Goal Met)
Parent Survey April 2022 - Our school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school.	By 4/2023 - Strongly Agree/Agree = 95%	Strongly Agree/Agree - 75%
Our students see their family's culture represented in the school and the academic content taught	By 4/2023 - Strongly Agree/Agree = 80%	Strongly Agree/Agree - 70%

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increased parent communication via:</p> <p>Teacher Weekly/Monthly Communication</p> <p>Bridgeport Breeze</p> <p>Parent Surveys/Check-Ins</p> <p>Positive Parent Phone Calls/Meetings/Conferences</p> <p>Student School Board Meeting Recognitions</p> <p>BEST Student Award Recognitions</p> <p>Parent Square for communication (with posts and messages)</p>	<ul style="list-style-type: none"> <li>Weekly communication via Parent Square</li> <li>Student Board Meeting Recognitions</li> <li>Positive parent phone calls/post cards</li> </ul>	0	0



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent meetings to increase awareness and voice in decision making process via:  Bridging the Gap Meetings TOSA Parent Presentations (i.e. Math games, Literacy) Site Council Meeting Participation ELAC Meeting Participation PTA Participation	<ul style="list-style-type: none"> <li>• Monthly Bridging the Gap Meetings</li> <li>• TOSA Parent Presentations</li> <li>• School Site Council Meetings</li> <li>• PTA Participation</li> <li>• ELAC Meetings</li> </ul>		

## Analysis

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

We were able to implement all of strategies listed in the actions/services.

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

Our actions and services proved to be marginally impactful toward meeting our goals. We increased in our percentage of parents who felt our school was a positive and inclusive place. However, our strategies were less impactful on our stakeholders feeling included in the decision making process at the school and feeling like their culture is represented in the school and academic content.

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

We did not budget any funding for this goal.

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.

We will increase communication with parents via weekly teacher and school newsletters. We will initiate more surveys during the school year to get parent input/voice for decision making. We will also hold several town hall meetings to initiate more parent input and voice.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 2

By June 2023, we will increase our student engagement and their feelings of connection to the school via our SEL and PBIS work as measured by attendance rates, SWIS data, and student survey data.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
TFI score for Tier I of PBIS implementation.	As of 5/2023, TFI for Tier II above 80%	TFI for Tier II below 50%
Student Chronic Absenteeism Rate	Decrease to 4% or less	Absenteeism rate 4.53%
Student Survey - 2022 - I regularly look forward to attending school/work	As of 4/2023, Strongly Agree/Agree - 70%	Strongly Agree/Agree - 41%
Student Survey - 2022 - Our school is a safe place where bullying and disrespect are not tolerated and addressed appropriately.	As of 4/2023, Strongly Agree/Agree - 80%	Strongly Agree/Agree - 47%
Student Survey - 2022 - Our school is a positive place where people (adults and students) are friendly, kind, and inclusive of every member of the school.	As of 4/2023, Strongly Agree/Agree - 75%	Strongly Agree/Agree - 60%

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continuing PBIS work by:  We are continuing our implementation of Tier I & II PBIS Framework (teaching classroom & school wide expectations) and reinforcing positive behaviors. Students are explicitly taught our expectations and these are reinforced through BEST tickets. We are also currently implementing Tier 2 (Check In/Check Out) system for students requiring additional support. Students can use their tickets at our BEST Store.	We worked on strengthening our Tier I implementation this school year and by the end of the year reached a fidelity rating of 97%.  We did not work on Tier II this year but this will be a focus for next year.	Pay for PBIS incentives 4000-4999: Books And Supplies LCFF - Supplemental 2,000	PBIS Incentives 4000-4999: Books And Supplies LCFF - Supplemental 2000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Students who are being their BEST are recognized by the classroom teachers and participate in a formal student recognition ceremony.</p>			
<p>Truancy: Engagement meetings/SARB Meetings to address attendance issues Attendance contests and incentives per class</p>	<p>Attendance contests and incentives per class and school wide.  Held SARB meetings</p>	<p>Incentives and Attendance Contest prizes 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Incentives and Attendance Contest prizes 4000-4999: Books And Supplies LCFF - Supplemental 300</p>
<p>Address students social/emotional needs by:</p> <p>Teachers will explicitly teach social emotional skills for 30 minute lessons. Each month has a theme related to our PBIS - BEST acronym. Students have an opportunity to practice the skills taught during these lessons throughout the course of the month.</p> <p>The school explicitly teaches anti-bullying lessons and participates in activities during October and kindness activities during January through the participation in the Great Kindness Challenge. While these lessons are interwoven during our social-emotional learning lessons throughout the year, they are highlighted during these months.</p>	<ul style="list-style-type: none"> <li>• Teachers taught social emotional skill lessons</li> <li>• Teachers/social worker taught anti-bullying lessons</li> <li>• Participated in Great Kindness Challenge.</li> </ul>	<p>Supplemental SEL material 4000-4999: Books And Supplies LCFF - Supplemental 400</p>	<p>Supplemental SEL material 0</p>
<p>Student and Parent Engagement/Participation :</p>	<p>Leadership Opportunities for Students (KISS -Kids in School Service Program).</p>	<p>Books and Supplies for Student Leadership Program and Parent</p>	<p>Books and Supplies for Student Leadership</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Parent Book Club - volunteer basis/ monthly book club with parents (parenting book).</li> <li>• Leadership Opportunities for Students - Green Team, Student Council, PBIS Ambassador/Peace Patrol, Circle of Friends.</li> </ul>		Book Study 4000-4999: Books And Supplies LCFF - Supplemental 250	Program and Parent Book Study 0

## Analysis

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

We implemented most of the strategies listed in our Actions and Services under PBIS, social-emotional needs, and student engagement. We did not do the book study that was planned with the parents.

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

We did not meet most of our goals in this area but we were close to meeting our attendance goal. In addition, early in the year we decided we needed to do a PBIS reboot and focus on strengthening Tier I, which we did to a 97% fidelity rate. Our strategies to impact student engagement per survey data did not have the impact intended. We have work to do around bullying, social emotional well being, and inclusion.

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

We utilized the proposed and budgeted funding for PBIS. However, we did not use the budgeted funding for SEL and the book club and student service programs.

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.

We will hold attendance/engagement meetings specifically with the subgroups of students who have chronic attendance like our students with disabilities, and socio-economically disadvantaged. We will also specifically address bullying via frequent education and yearly campaigns with both students and parents. We had student leadership this year in various capacities but will work on giving students more robust roles at the school.

# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 3

By June 2023, 80% of EL students will show improvement in their English Language Development as measured by their performance on the Summative ELPAC exam and number of reclassifications for the year.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate of English Learners	2022 - 2023 - Reclassification - 25%	23% (8 still pending)
Summative ELPAC Scores	2022 - 2023 - 40% of EL students will score at Level 4	unknown at this time

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Direct Support - Designated and Integrated language supports specific to proficiency level throughout all content areas (math, ELA, science, social studies). SST Meetings with LTELs to address their specific learning needs Student goal setting and monitoring of progress	We held SST/goal setting meetings with our LTELs to address their unique needs.  Our teachers provided designated and integrated language support to EL students however with varying degrees of fidelity	Supplemental material to support EL instruction 4000-4999: Books And Supplies LCFF - Supplemental 2000	Supplemental material to support EL instruction 200
Parent Resources for English Language Development Parent Workshops with topics related to supporting children in content areas ELAC Parent Meetings 4 times a year	We held support meetings but they were very poorly attended.	0	0
ELD Coach support for teachers focused on instructional delivery supporting English Learners	Our ELD Coach provided teacher PD We continued our PLC work	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8000	Training and collaboration time 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continuing our Professional Learning Community work - Cycle of Learning Teacher training on ELD Wonders and other supplemental material to support EL Collaboration time for teachers to plan for EL instruction	We provided collaboration time for teachers to plan EL instruction.		LCFF - Supplemental 1500

## Analysis

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

We were able to implement all of our goals except for specific site training on ELD Wonders. That training was offered by the DO.

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

We had marginal success with our goals. We need to ensure the services and support for our ELs is offered across the board with fidelity. We need more training and oversight to ensure our EL students are getting what they need to progress.

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

We did not use all of the funding allocated for the EL Coach mainly due to time/scheduling issues. We also did not use all of the funding allocated for support materials. This was tied to our EL coach providing training for staff on the best support resources.

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.

We will schedule an ELPAC boot camp 6 weeks before the ELPAC administration. We are measuring our goal using the ELPI from the dashboard moving forward.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 4

By June 2023, 85% of all Bridgeport students will score at or above grade level on the EOY Reading Diagnostic Assessment. The remaining 15% will move to the next band (i.e. red to yellow) or show growth within their baseline band.

By June 2023, 80% of all Bridgeport students will score at or above grade level on the EOY Math Diagnostic Assessment. The remaining 20% will move to the next band (i.e. red to yellow) or show growth within their baseline band.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready Diagnostic Assessment - Reading	Tier 1 (at/above grade level) - 85% in June 2023 Tier 3 (2-3 levels below grade level) - 3% in June 2023	Tier 1 - 81% Tier 3 - 6%
i-Ready Diagnostic Assessment - Math	Tier 1 (at/above grade level) - 80% in June 2023 Tier 3 (2-3 levels below grade level) - 3% in June 2023	Tier 1 - 78% Tier 2 - 4%

### Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Admin participation in California Principals Network focused on effective implementation of PLCs Continuing our Professional Learning Community work - Cycles of Learning Additional collaboration time for teachers to plan, discuss instructional practices, and analyze student data	<ul style="list-style-type: none"> <li>We continued our participation in the CAPS Network for PLC.</li> <li>We continued with our Learning Cycles</li> <li>We provided additional collaboration time for teachers</li> </ul>	Teacher Training, Collaboration time, PD 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 10,000	Teacher Training, Collaboration time, PD 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 15,000
i-Ready support and information for parents/families i-Ready program (targeted skill-based)	<ul style="list-style-type: none"> <li>We provided families with support and information regarding</li> </ul>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
practice where students need practice) Teacher professional development on i-Ready which helps teachers create learning pathways for students (analyzing student data)	iReady and their child's performance. <ul style="list-style-type: none"> <li>We increased our iReady usage.</li> </ul>		
Small group targeted intervention provided to students with teacher and Intervention TOSA team as needed using a Cycle of Learning model	<ul style="list-style-type: none"> <li>Our TOSA team provided targeted support for our Tier 3 students throughout the year.</li> <li>Teachers provided some Tier 2 intervention with their students in small groups inside classroom.</li> </ul>	Supplemental material for small group instruction 4000-4999: Books And Supplies LCFF - Supplemental 500	Supplemental material for small group instruction 4000-4999: Books And Supplies LCFF - Supplemental 200

## Analysis

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

We continued with our PLC work, which included the training, collaboration time, and learning cycles. We increased our iReady usage and monitoring. Intervention was well thought out and planned to impact our most neediest students.

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

The strategies we implemented were effective in meeting our goals specifically our PLC work and intervention.

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

We spent more than allocated for collaboration time and less on materials and supplies for intervention. The added collaboration time was instrumental in us meeting our goals.

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.

We will plan and implement a more robust Tier II intervention model school wide.



# Annual Review and Update

SPSA Year Reviewed: 2022-23

## Goal 5

By June 2023, Will increase the percentage of students and families who see their family's culture represented in the school and the academic content taught by 5% above baseline as measured by end of the year parent and student survey data.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey April 2022 - Our students see their family's culture represented in the school and the academic content taught.	By 3/2023 - Strongly Agree/Agree = 70%	Strongly Agree/Agree - 70%
Parent Survey April 2022 - Our school is welcoming to all people from the community regardless of differences (e.g., language, race, gender, disability, culture, and sexual orientation) and respects/values those differences.	By 3/2023 - Strongly/Agree = 90%	Strongly Agree/Agree - 90%

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Celebration and inclusion of the different cultures that make up our student body via Parent Square messages, classroom instruction and activities, and school-wide events.	We created an equity committee and they put on several multi-cultural events this year.	0	Supplies for multi-cultural events 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 500
Increase the amount and use of multi-cultural viewpoints and resources in classrooms and school library.	We purchased multi cultural books for the library and some to share between classrooms.	Books and other reference material 4000-4999: Books And Supplies Parent-Teacher Association (PTA) 500	0
		Books and other reference material 4000-4999: Books And Supplies LCFF - Supplemental 500	Books and other reference material 4000-4999: Books And Supplies LCFF - Supplemental 1500
Site-based "equity task force" - Group of parents, teachers, and admin to initiate discussion around	We developed our site based equity task force however we did not		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Equity and Inclusiveness at Bridgeport	include parents on the committee.		

## Analysis

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

We implemented all of the strategies listed in our action plan and they were successful in helping us reach our goal. We held 5 multi-cultural events this year and each was well attended and appreciated. We added several more multicultural resources to our school and classroom libraries.

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

The strategies were effective overall and will be continued into the upcoming year.

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

We spent more on resource material for our library and classroom libraries that was originally allocated. However the material has added to parents and students feelings of inclusion.

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.

We did not make any changes to this goal. We need to ensure to include parents on the equity committee and ensure they are involved in the planning of the events.

# 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	31,307.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	30,807	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	30,807.00
Parent-Teacher Association (PTA)	500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	15,500.00
2000-2999: Classified Personnel Salaries	8,707.00
4000-4999: Books And Supplies	7,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	8,707.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,600.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	500.00

# 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
Kimberly Humphries	Principal
Hadir Elsayad	Other School Staff
Karen Bonnette	Classroom Teacher
Claire Raft	Classroom Teacher
Dari Stanwood	Classroom Teacher
Jamie Bazar	Parent or Community Member
Amanda Tekinceer	Parent or Community Member
Cioaca Taylor	Parent or Community Member

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 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**



English Learner Advisory Committee

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 6/8/2022.

Attested:



Principal, Kimberly Humphries on 6/7/2023



SSC Chairperson, Jamie Bazar on 6/7/2023



# Addendum

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

## Instructions: Linked Table of Contents

Educational Partner 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](mailto:TITLEI@cde.ca.gov).

## Educational Partner 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 Educational Partner 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

# COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Bridgeport Elementary School

SCHOOL YEAR: 2023-24

## EDUCATIONAL PARTNERS

*Describe who and how educational partners were involved in the comprehensive needs assessment process.*

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Site Instructional Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

*The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

## DATA SOURCES

*Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)*

- iReady Assessment Diagnostic Data (BOY, Mid, EOY)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts ( ELA) & Math
- English Learner (EL) information from ELlevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)
- IAB Data
- Next Gen Assessments
- Common Formative Assessments
- Attendance Data



## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

*The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)*

### RESULTS

*Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data*

School Wide Data:

#### **On the CA Dashboard for 2022:**

- Our chronic absenteeism was high overall (11.6% of our students were chronically absent). Our students with disabilities had a very high chronically absent rate (24.4%). Our EL, Hispanic, Socioeconomically Disadvantaged, and White students all had a high absentee rate.
- Our ELA performance was Very High overall and was 47.4 points above grade level. Our students with disabilities scored in the low range in this area.
- Our Math performance was High overall and was 28.8 points above grade level. Our students with disabilities scored in the low range in this area as well.
- Our English Language Learners had Medium progress (45.5% of our EL students made progress in 2022). About 34% of our EL students had decreased performance.

#### **iReady MidYear Diagnostic:**

- iReady MidYear Diagnostic shows that 71% of students perform At or Above grade level in ELA 59% of students perform at or above grade level in Math.
- iReady MidYear Diagnostic shows that only 47% of our **Special Education students** perform At or Above grade level in ELA and 36% of our **Special Education students** perform At or Above grade level in Math.
- iReady MidYear Diagnostic shows that 60% of our **Socio-Economically Disadvantaged** students perform At or Above grade level in ELA and 47% of our **Socio-Economically Disadvantaged** students perform At or Above grade level.





## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- iReady MidYear Diagnostic shows that 45% of our **English Learner** students perform At or Above grade level in ELA and 31% of our **English Learner** students perform At or Above grade level in Math.
- ELlevation data reports that we have 65 current English Language Learning students which is 8.5% of our student population.
- 18 of our **English Learner** students reclassified in the 2022-2023 school year with a total of 37 reclassified students being monitored on their English proficiency.

### **LCAP Connectedness Survey:**

- Based on the LCAP survey results from parents and students, a high percentage believe bullying is a concern on our campus and rules and consequences are not delivered evenly for everyone.
- A high percentage of students did not like being at school and did not feel school was a happy place.

### **CONCLUSIONS**

*Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.*

### **PRIORITIZED NEEDS**

*Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.*

- Students with Disabilities, EL students, and Socio-Economically Disadvantaged** - Need to improve academic performance in Reading and Math for this population as well as attendance.
- EL Students** - Need to improve English Language Acquisition for LTELS (5th & 6th grade students) and attendance for this population of students.
- Math achievement** needs to improve for all populations of students except for our Asian, Filipino, and White students.
- Feelings of Connectedness and attendance** needs to improve for students with disabilities, EL, Hispanic, Socio-Disadvantaged Youth, and White students.



## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

*\*If we address achievement and feelings of connectedness with our students with disabilities, it is believed this would have the greatest impact on student outcomes. This population of students presents as our highest need.*

*A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.*

### ROOT CAUSE ANALYSIS

*Describe potential root causes of the prioritized needs or concerns.*

*-**Students with Disabilities** - Need to improve academic performance in Reading and Math for this population as well as attendance for this population of students.*

*\***Root Causes** - We have to address the mindset of staff on expectations for this population of students. WE have to believe ALL students can reach grade level expectations. We need to ensure that our special education staff are collaborating and a part of the PLC process with gen ed staff/teachers to ensure they are both working on and acquiring grade level standards. Often our special education students are excluded from Tier 2 intervention and our Tier 2 intervention is not as robust/systematic as it needs to be.*

*-**EL Students** - Need to improve English Language Acquisition for LTELS (5th & 6th grade students) and attendance for this population of students.*

*\***Root Causes** - Our EL designated and integrated tools and instruction needs to be more systemic, robust, and targeted. Our staff need more training and support in our EL program, supplemental supports, and strategies for this population of students. Students need to receive more instruction on what they will encounter on the ELPAC. We need to ensure parents and students are well versed on what is needed to achieve redesignation.*

*-**Math achievement** - Needs to improve for all populations of students except for our Asian, Filipino, and White students.*

*\***Root Causes** - We need to ensure we are addressing the math practices that expand and extend learning and acquisition of math skills. Reliance solely on our math curriculum without adding supplemental support has not been enough to help students meet or exceed grade level achievement in this area. We need to improve our grade level collaboration and PLC work to help drive our interventions and instruction in this area.*

*-**Feelings of Connectedness and Attendance** - Need to improve for all students but especially with students with disabilities, EL, Hispanic, Socio-Disadvantaged Youth, and White students.*



## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

**\*Root Causes** - *Students lack of stamina and grit . Difficult to transition from home back to school program. Teachers feeling like they lack the tools to help students with SEL and behavior. Underdeveloped social skills, communication skills, and conflict resolution skills. Increase in mental health issues like high anxiety, sadness and depression.*

*A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.*

