School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Twelve Bridges Elementary School	31 66951 0106443	December 6, 2021	December 21, 2021

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Comprehensive Needs Assessment Components

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

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

A survey for parents was to be given out in the spring of 2020, but was interrupted due to the COVID school closure.   The California Healthy Kids survey was given in 2018 and again in 2020 to all of the 5th grader in the school district. The results of that survey showed that 87% of students feel safe at school and 97% of students are treated with respect.

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

Both formal and informal observations are conducted throughout the year by the school administrator. Teachers are observed engaging students in a consistent implementation of the state and district adopted curriculum. Teachers are formally evaluated every other year and new teachers have formal observatio0ns three times a year. Formative observations are conducted through frequent informal visits where feedback is provided for the teachers. We have been utilizing district consultants who assist us in providing effective feedback to teachers and conversation starters for increasing students outcomes.

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

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

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

Standards, Assessment, and Accountability

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

At the start of each year, teachers review student performance on required state and local assessments to evaluate the effectiveness of the instructional program, make adjustments, and establish new goals for the coming year. Through a review of this and other data sources, in conjunction with our school mission/vision, staff identify areas of need to be addressed. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth. Due to the COVID-19 pandemic, in-person schooling was suspended through the month of September of 2020. With that, state-wide assessments were cancelled in the 2019-2020 year. Statewide assessments were administered in the spring of 2021. Evaluating our 2020-2021 data at the beginning of the year was a priority to measure the effects the COVID-19 pandemic has had on the academic progress of our students and to target our interventions based on need.

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

The staff meet weekly in professional learning communities (PLCs) to set short-term and long-term goals, develop common formative assessments, review student performance data, and implement intervention/enrichment strategies and best practices to ensure that students are reaching proficiency at their current grade level. i-Ready diagnostics are given three times throughout the year to monitor student learning and growth. We also utilize an MTSS committee whose purpose is to review data and make intervention recommendations for students not making progress. Students not making progress with the interventions in place are referred to our Student Study Team (SST) for additional actions, interventions, and strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified and are provided with staff development opportunities at staff meetings and through county and district professional development programs. We have been experiencing a substitute teacher shortage which has made it difficult to provide professional development during the school day.

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

All teachers have appropriate credentials and have access to the core curriculum. The curriculum is aligned with the district pacing guides and content standards.

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

All staff development is designed to support the district's annual goals, the school site's annual goals, and the assessed needs of students. Specific professional development activities are currently focusing on the California Common Core Standards (CCSS) as well as:

- Ready Classroom Math, Benchmark Advance, and iReady in-services held by the WPUSD
- Standardized SBAC testing in-services held by WPUSD
- WPUSD regularly does a staff survey assessing professional development needs
- Educational technology aligned to teaching standards is provided virtually and through video recordings
- Focus on staff being trained on the components of a Professional Learning Community, MTSS, GATE, Growth Mindset, TESS, GLAD, PBIS, Literacy, and ELL training.

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

Teachers on Special Assignment (TOSAs) are available for professional development in support of district and site goals. All new teachers have access to a one-on-one mentor teacher throughout their 2-year induction program.
Teacher collaboration

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

All teachers participate in Professional Learning Communities weekly during early release days to develop, implement, and monitor yearly goals. Grade levels collaborate to plan best first instruction, develop assessments, and monitor student success. Additionally, district-level "Action Teams" meet at varying times to do instructional practice reviews and revisions in both ELA & math.

Teaching and Learning

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

All subject areas, assessments, report cards, and testing have been aligned with the California Common Core State Standards. District adopted curriculum is used in language arts, math, science, social studies, music, visual arts, and PE. Teachers use supplemental materials to target instruction and ensure that all students are meeting grade level expectations.

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

Teachers develop weekly lesson plans that reflect the recommended minutes of instruction in each of the core curricular areas. In addition, time is set aside to address enrichment opportunities. In a full-day, specific instructional minutes include a minimum of 2.0 hours daily for grades 1-5 in English Language Arts as well as a minimum of 1.0 hour daily in mathematics instruction for grades 1-5.

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

Grade level representatives meet at the district level to collaboratively develop pacing guides and common assessments that assist teachers with the implementation of the instructional scope and sequence in core curricular areas. Time is also scheduled into the school day for targeted intervention for individuals and small groups identified through PLC meetings and the MTSS team.

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

- The WPUSD Board of Trustees has an annual resolution to adopt the instructional materials available to students at TBES
- Texts are available through WPUSD for all K-5 students
- Supplemental materials supplied through the School Site Council and PTC funds
- In ELA, the Benchmark Advance and Ready Common Core district-adopted curriculum provides supplementary materials to address all learning levels.
- Language arts curriculum includes re-teaching books.
- In mathematics, the district-adopted Pearson "Envisions" program provides supplementary materials to address all learning levels.
- Supplemental mathematics material, Ready Classroom Math, is also available to all K-5 grade teachers
- Supplemental software is available to assess and monitor growth (iReady Reading and Math)
- For students identified as significantly below grade level, materials are provided to address their specific needs
- All classes have grade-level appropriate music materials/instruction
- All classes have grade-level appropriate science materials/instruction
- WPUSD Board of Trustees has an annual resolution confirming instructional materials available to students

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

All materials adopted and used by district teachers meet the requirements of the California Department of Education.

Opportunity and Equal Educational Access

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

In an effort to combat the learning loss caused by the COVID-19 pandemic, elementary school libraries have extended the hours they are open (as staffing allows) to create a space where students can access tutoring and additional resources "after hours" to help with learning recovery. Additional ISP/aide time was also added to Kinder and first grade classroom (as staffing allows) to mitigate learning loss.

Evidence-based educational practices to raise student achievement

Services provided by the regular program that enable under-performing students to meet standards include:

- Parent/community volunteers (SCHOOLS program) assisting students in class
- Intervention Services Providers (ISPs) work with small groups of students throughout the day during grade-level intervention blocks
- Texts available through WPUSD for all TK-5 student population
- Supplemental materials have been and can be supplied by the PTC
- EL students are receiving both integrated and designated English language instruction
- One-to-one intervention time with team teacher and district paid aide in kindergarten
- Grades 1-5 receive weekly instruction from a credentialed music teacher and have access to proper music materials
- Grades 1-5 receive weekly instruction from a credentialed science teacher and have access to proper science materials
- Math and Language arts remedial lessons and ELD lessons; iReady reading and math intervention program
- Newsletter communication to parents addressing their important role with children re: good nutrition, proper sleep, and consistent help with school work
- Teachers cover all content standards in each grade level

Parental Engagement

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

Many resources are utilized from families, the school, district and community to assist under-achieving students. These services include but are not limited to:
- STAR Before and After School Program from 6:00 a.m. - 6:00 p.m. for student academic, recreational, and enrichment activities
- Wellness Together services for family, parent, student counseling, and guidance services
- SST meetings to assess and assist student needs with faculty/parent input
- Ongoing parent communication via phone calls, emails, newsletters, and parent/teacher conferences with minimum days set for this communication
- County courses available
- WPUSD in-services available
- Special Education RSP & Speech
- Assemblies focused on educational and character trait development (PBIS)
- Enrichment field trips
- Teacher notes/communication systems re: student progress/concerns with parent response expected
- Parent volunteers in classrooms
- Instructional assistants for academics in RSP
- After-school tutoring
- Approximately 160+ minutes of prep time for each teacher for planning time to assist students in various ways,
- Community sports programs (soccer, football, baseball, basketball)
- Library time scheduled for all students weekly

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

N/A

Funding

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

Categorical funding available to enable underperforming students to meet goals including:
- supplemental materials, as requested and funds available, for staff to assist student needs
- Special education funds assist with RSP, Speech, Psychologist personnel
- Team (SST) meetings with parents to assist students with academics, social, behavioral, and emotional issues
- Assistance with paper supplies and copier costs to assist staff/students with supplemental materials needed to help students make academic progress
- iReady program to assess math and reading skills development and reading comprehension
- Individualized Educational Plans (IEP) developed for determining educational goals for students in special education
- After school tutoring in math
- Intervention for kindergarten through 5th grade during the school day
- Reflex math program to help students build fluency with their math facts
- K-3 teachers trained in the methods of Orton-Gillingham techniques through the Institute for Multi-Sensory Education (IMSE)
- IMSE materials provided to teachers and classrooms

Fiscal support (EPC)

TBES receives general LCFF supplemental funds, site discretionary funds, and lottery funds from WPUSD . In addition, the PTC provides funding to support enrichment activities and general classroom needs of all classes.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school leaders will meet with the Parent Teacher Club to review the School Plan for Student Achievement on November 7, 2021.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	.77%	0.46%	0.1%	5	3	1
African American	1.2%	0.92%	0.7%	8	6	4
Asian	4.5%	4.14%	4.1%	29	27	24
Filipino	2%	0.61%	0.9%	13	4	5
Hispanic/Latino	7.9%	10.89%	12.3%	51	71	72
Pacific Islander	.3%	0.31%	0.3%	2	2	2
White	77.78%	76.53%	75.7%	504	499	442
Multiple/No Response	%	1.53%	5.1%		30	34
			Total Enrollment	648	652	584

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	117	134	104
Grade 1	114	91	90
Grade 2	113	108	82
Grade3	109	114	97
Grade 4	90	108	102
Grade 5	105	97	109
Total Enrollment	648	652	584

Conclusions based on this data:

1. After the white subgroup, the Hispanic/Latino subgroup is the next largest with 12.3% of the student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College & Career Readiness

LEA/LCAP Goal

All students will graduate from high school college and career ready.

Goal 1

All students will reach high standards in literacy, mathematics, and science.

Identified Need

As students return to full-time school from the COVID-19 pandemic, it is our goal to increase the number of students performing at grade level and to restore any learning loss that took place from the school closures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready	At the end of last school year in the final i-Ready diagnostic: In reading, 25% of students were performing one grade level below and 11% of students were performing two more grade levels below In math, 30% of students were performing one grade level below and 8% were performing two or more grade levels below.	By the end of this school year, according to the final i-ready diagnostic: In Reading, 15% of students will be one grade level below and 3% of students will be two or more grade levels below. In math, 15% of students will be one grade level below and 3% of students will be two or more grade levels below.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased educational opportunity/extended learning time

- Reflex math online learning program from ExploreLearning (2nd-5th grade)
- Site Word Busters (K-1st)
- Multisensory teaching in ELA (K-2)
- iReady ELA/Math Online Program
- Educational Software for Guiding Instruction (ESGI) from Curriculum Associates (K only)
- Intervention Services Providers (ISP)
- Progress monitoring software (mClass from Amplify)
- Small group instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Intervention Support Providers
4,314	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies IMSE supplies
3,795	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Reflex Math
800	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Site Word Busters
1,490	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies mClass from Amplify Progress Monitoring Software
4500	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Extra instructional aide time

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff professional development and workshops to increase knowledge base related to ELA Common Core Standards Instruction, Math Common Core Standards Instruction, Differentiating Instruction, Effective First Instruction, Writing, Response to Intervention, Reading, and technology to support instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Staff Professional Development
1,000	LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Sub Costs to Support Professional Development Opportunities

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School & Community Engagement

LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

Goal 2

All students will feel safe and supported at school and all stakeholders will feel connected to the school community.

Identified Need

Maintaining and increasing student and parent engagement after a year with few community/school events in a safe and supportive environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued frequent home/school communication

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Homework Folders
800	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	Academic Planners (Grades 4 and 5)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increased safety through the upgrading of security cameras, emergency supplies, and behavior supports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Parent Teacher Association (PTA) 6000-6999: Capital Outlay Security Cameras
1200	LCFF-Base (Site Fund) 6000-6999: Capital Outlay Updated Emergency Supply Kits
1000	Parent Teacher Association (PTA) 4000-4999: Books And Supplies Incentives for our PBIS ROAR Store

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We have a very active PTC that works closely with school staff to discuss and identify school needs and increase students' exposure to experiences and engagement in school; they then work in conjunction to determine to cost of addressing those needs and fundraising for them. Some of those events also are great for community outreach such as our Harvest Festival, Bingo Night, Parent-Child Dances, Family Paint Nights, etc.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Parent Teacher Association (PTA)

	4000-4999: Books And Supplies Enrichment School Supplies and Educational Materials
3000	Parent Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Assemblies

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	48,399	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Base (Site Fund)	1,200.00
LCFF-Supplemental (Site Fund)	48,399.00
Parent Teacher Association (PTA)	15,300.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	34,500.00
4000-4999: Books And Supplies	21,199.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00
6000-6999: Capital Outlay	3,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	LCFF-Base (Site Fund)	1,200.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	34,500.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	11,399.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	1,500.00

4000-4999: Books And Supplies	Parent Teacher Association (PTA)	9,800.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association (PTA)	3,000.00
6000-6999: Capital Outlay	Parent Teacher Association (PTA)	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,399.00
Goal 2	17,500.00

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

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

0 Secondary Students

Name of Members	Role

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
	Other: Parent Teacher Club

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 .

Attested:

Principal, Will Middleton on
SSC Chairperson, Shira Diwan on