



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bridges Academy	43-69450-6047229	4/18/2024	6/25/2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Bridges Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Bridges Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Bridges Academy School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

1. Data-Informed Goals and Strategies:

- The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

2. Inclusive Educational Partner Engagement:

- The development of this plan involved the collaboration with teachers and staff, parents/families, and community members. This ensures that the plan reflects the needs and priorities of the entire Bridges Academy community.

3. Evidence-Based Practices and Interventions:

- Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

4. Resource Allocation and Integration:

- We are committed to looking at academic benchmark, standardized, and class data, along with socioemotional and attendance data of this specific subgroup to address their particular needs. In particular, other means of correction such as referral to partner organizations will be as alternatives to suspension, and constant teacher observations and coaching will be given to our SAI teachers to better support the academic growth of our students with disabilities.
- Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs.

By incorporating these elements, Bridges Academy's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Parents met on November 30, 2023 for the annual Title 1 meeting.

Teachers reviewed district benchmark data in September 2023 and April 2024.

Teachers reviewed the Panorama survey in September 2023 and April 2024.

Parents met in November and reviewed the school goals for 2023-2024 and the budget that supported the goals.

English Language Advisory Committee (ELAC) voted to join the School Site Council (SSC) in November 2023.

School Site Council (SSC) met in November 2023 and reviewed Parent Engagement policy.

SSC/ELAC met on January 18, 2024 and reviewed ELD program and Panorama Survey data.

SSC/ELAC met on March 7, 2024 and reviewed ELD benchmark data and gave feedback on the school needs assessment.

Teachers reviewed school data and proposed strategies for the school plan for the 2024 - 2025 school year.

SSC/ELAC met on April 18, 2024 to review the new budget for 24-25 school year.
SSC/ELAC met on April 18, 2024 and reviewed the school plan for the 2024-2025 school year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

ORANGE: All Students, Suspension Rate

ORANGE: All Students, Mathematics

To effectively meet ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, Bridges Academy has developed a comprehensive plan in collaboration with our educational partners that addresses the specific areas of our low performance student groups to improve student outcomes.

Our plan began with a thorough analysis of CA Dashboard data, local student performance, which includes academic data, attendance, behavior, and SEL metrics. Through root cause analysis and ongoing continuous improvement cycles our team has identified areas of need for student schoolwide that may require targeted interventions. These needs include: creating a higher sense of connection and belonging for students, and supporting students who are in need of urgent intervention in district math benchmarks.

Based on our needs analysis, we have established clear goals and objectives aligned with the requirements of ESSA and the priorities outlined in our LCAP. Our school wide goals focus on improving student achievement in ELA and Math, through research based instructional practices, supporting English Learners in language and literacy development, supporting the social emotional wellness for all students and staff, and continuing to engage our families and communities to support student success.

Targeted goals outlined include:

- decreasing our benchmark assessment data (RenStar/FastBridge) for the urgent intervention category from 40.5% to 30%.
- increasing students' sense of connection and belonging as measured by the increasing favorable data on the Panorama Survey and monthly diagnostic surveys.
- increasing ADA to 93% by specifically engaging with the family of students who are chronically absent from school.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

RED: Students with Disabilities, Suspension Rate

RED: Students with Disabilities, Academic Performance, English Language Arts

ORANGE: Students with Disabilities, Chronic Absenteeism

ORANGE: Students with Disabilities, Academic Performance, Mathematics

To effectively address the needs of students with disabilities Bridges Academy's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

Data Analysis and Identification:

- Through our ILT and grade level PLC teams analyze student academic performance data specifically focusing on students with disabilities who exhibit high suspension rates and are low performing in ELA and/or Math. Through root cause analysis we identified trends and specific areas of need to better support our students with disabilities.
- On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Targeted Interventions:

Student IEPs are regularly reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. This includes:

- **Attendance Monitoring and Supports:** Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives.
- **Specialized Instructional Strategies:** Utilizing evidence-based instructional practices specifically designed for students with disabilities in ELA and Math. This may involve differentiated instruction, small group instruction, assistive technology, and accommodations based on Individualized Education Programs (IEPs).
- Utilizing other means of correction such as social worker support, family meetings, referrals to partner organizations as a means to support student socio-emotional well-being and having an alternative to suspension.

Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, counselors, administrators, and parents/guardians to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, and access to specialized services and resources.

Family and Community Engagement:

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, Bridges Academy aims to improve suspension rates, chronic absenteeism, and academic outcomes for students with disabilities, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bridges Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.63%	1.05%	0.37%	2	3	1
Asian	19.37%	20.21%	16.48%	61	58	45
Filipino	1.90%	2.09%	3.30%	6	6	9
Hispanic/Latino	77.46%	74.22%	76.92%	244	213	210
Pacific Islander	%	0.35%	1.83%		1	5
White	0.63%	2.09%	0.73%	2	6	2
Multiple/No Response	%	0%	0.37%		0	1
Total Enrollment				315	287	273

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 7	161	112	147
Grade 8	154	175	126
Total Enrollment	315	287	273

Conclusions based on this data:

1. Enrollment continues to decline year over year.
2. 7th grade enrollment dropped from 161 in 21-22 to 112 in 22-23.
3. There was been a steady increase in 8th grade enrollment year over year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	154	149	151	43.50%	48.9%	55.3%
Fluent English Proficient (FEP)	119	102	78	41.40%	37.8%	28.6%
Reclassified Fluent English Proficient (RFEP)				8.3%		

Conclusions based on this data:

1. The percentage of English Learners has increased 7% over the past two years.
2. The percentage of Fluent English Proficient students has decreased by 5.9%.
3. The last reported data of reclassification was in 2020-21.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	170	155	113	0	150	110	0	150	110	0.0	96.8	97.3
Grade 8	168	159	170	0	151	160	0	151	160	0.0	95.0	94.1
All Grades	338	314	283	0	301	270	0	301	270	0.0	95.9	95.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2486.	2483.		4.67	7.27		24.67	20.00		24.00	23.64		46.67	49.09
Grade 8		2498.	2502.		5.96	3.13		25.83	26.88		21.19	26.25		47.02	43.75
All Grades	N/A	N/A	N/A		5.32	4.81		25.25	24.07		22.59	25.19		46.84	45.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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 7		4.00	8.18		57.33	44.55		38.67	47.27
Grade 8		7.28	3.13		45.70	54.38		47.02	42.50
All Grades		5.65	5.19		51.50	50.37		42.86	44.44

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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 7		12.00	10.00		48.00	44.55		40.00	45.45
Grade 8		8.61	11.25		43.71	47.50		47.68	41.25
All Grades		10.30	10.74		45.85	46.30		43.85	42.96

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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 7		4.00	7.27		75.33	73.64		20.67	19.09
Grade 8		5.30	5.63		70.20	75.63		24.50	18.75
All Grades		4.65	6.30		72.76	74.81		22.59	18.89

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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 7		8.67	8.18		58.00	60.91		33.33	30.91
Grade 8		10.60	13.13		57.62	67.50		31.79	19.38
All Grades		9.63	11.11		57.81	64.81		32.56	24.07

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Conclusions based on this data:

1. In terms of overall achievement of students, from SY 21 - 22 there was a slight increase in standard nearly met, and a slight decrease in standard not met.
2. For Reading, there was a 2% increase from SY 21 - 22, showing a need for a structured reading program to promote literacy on-site.
3. Listening continues to be a place of growth for BA, we saw a 2% increase in above standard and at/near standard from SY 21 - 22 to SY 22 - 23. This shows that we can leverage this growth to promote increase in other ELA domains as well.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 7	170	155	113	0	154	113	0	154	113	0.0	99.4	100.0
Grade 8	168	159	170	0	157	170	0	157	170	0.0	98.7	100.0
All Grades	338	314	283	0	311	283	0	311	283	0.0	99.0	100.0

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 7		2444.	2468.		3.25	11.50		7.79	7.96		22.08	23.89		66.88	56.64
Grade 8		2444.	2442.		2.55	2.94		7.64	2.94		13.38	19.41		76.43	74.71
All Grades	N/A	N/A	N/A		2.89	6.36		7.72	4.95		17.68	21.20		71.70	67.49

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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 7		1.95	11.50		33.12	37.17		64.94	51.33
Grade 8		1.91	2.94		32.48	35.29		65.61	61.76
All Grades		1.93	6.36		32.80	36.04		65.27	57.60

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2.60	7.96		46.75	43.36		50.65	48.67
Grade 8		2.55	1.76		47.77	37.65		49.68	60.59
All Grades		2.57	4.24		47.27	39.93		50.16	55.83

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Communicating Reasoning 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 7		4.55	7.96		57.14	50.44		38.31	41.59
Grade 8		2.55	2.94		44.59	42.94		52.87	54.12
All Grades		3.54	4.95		50.80	45.94		45.66	49.12

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Conclusions based on this data:

1. There was a slight increase from SY 21 - 22 to SY 22 - 23 in the categories of standard exceeded and standard nearly met, there was also a decline in the standard not met, all areas that we want to see an increase and decrease.
2. There was a dip in communication reasoning and problem solving & modeling/data analysis from SY 22 to SY 23 in percentage at or near standard. At the same time, there was an increase in the same strand in the category concepts and procedures.
3. Bridges Academy has tremendous growth to do in math given that about 11% of our students exceed or met standard in math CAASPP for SY 22 - 23.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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
7	1522.0	1545.0	1565.1	1514.5	1543.5	1585.4	1529.1	1546.1	1544.3	71	79	57
8	1515.6	1535.5	1553.6	1511.5	1527.7	1567.8	1519.2	1542.9	1538.9	60	65	71
All Grades										131	144	128

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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
7	16.90	29.11	42.11	28.17	34.18	33.33	33.80	24.05	12.28	21.13	12.66	12.28	71	79	57
8	6.67	23.08	32.39	33.33	30.77	29.58	28.33	21.54	15.49	31.67	24.62	22.54	60	65	71
All Grades	12.21	26.39	36.72	30.53	32.64	31.25	31.30	22.92	14.06	25.95	18.06	17.97	131	144	128

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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
7	22.54	50.63	64.91	38.03	29.11	19.30	22.54	6.33	5.26	16.90	13.92	10.53	71	79	57
8	13.33	32.31	53.52	43.33	30.77	16.90	25.00	16.92	9.86	18.33	20.00	19.72	60	65	71
All Grades	18.32	42.36	58.59	40.46	29.86	17.97	23.66	11.11	7.81	17.56	16.67	15.63	131	144	128

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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
7	11.27	20.25	17.54	15.49	18.99	22.81	43.66	37.97	35.09	29.58	22.78	24.56	71	79	57
8	5.00	15.38	7.04	21.67	26.15	32.39	30.00	24.62	29.58	43.33	33.85	30.99	60	65	71
All Grades	8.40	18.06	11.72	18.32	22.22	28.13	37.40	31.94	32.03	35.88	27.78	28.13	131	144	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
7	18.31	16.46	22.81	52.11	62.03	59.65	29.58	21.52	17.54	71	79	57
8	13.33	21.88	12.68	51.67	56.25	61.97	35.00	21.88	25.35	60	64	71
All Grades	16.03	18.88	17.19	51.91	59.44	60.94	32.06	21.68	21.88	131	143	128

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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
7	49.30	70.89	84.21	35.21	18.99	7.02	15.49	10.13	8.77	71	79	57
8	44.07	38.46	71.83	37.29	40.00	12.68	18.64	21.54	15.49	59	65	71
All Grades	46.92	56.25	77.34	36.15	28.47	10.16	16.92	15.28	12.50	130	144	128

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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
7	12.68	18.99	21.05	39.44	35.44	38.60	47.89	45.57	40.35	71	79	57
8	8.33	14.06	14.08	30.00	37.50	35.21	61.67	48.44	50.70	60	64	71
All Grades	10.69	16.78	17.19	35.11	36.36	36.72	54.20	46.85	46.09	131	143	128

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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
7	11.27	22.78	24.56	71.83	69.62	63.16	16.90	7.59	12.28	71	79	57
8	3.33	20.00	14.08	70.00	66.15	69.01	26.67	13.85	16.90	60	65	71
All Grades	7.63	21.53	18.75	70.99	68.06	66.41	21.37	10.42	14.84	131	144	128

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. There has been an increase in Level 4 students since SY 20 -21. This implies that our ELD courses and supports in place for our ELD students are working and they are continuing to grow and move upward in levels.
2. We continue to see a downward trend in level 1 - 2 since SY 21.
3. Written Language continues to be the lowest percentage in the Level 4 strand, thus an area to address across classes.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
287	80.1	51.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bridges Academy.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	51.9
Foster Youth		
Homeless	8	2.8
Socioeconomically Disadvantaged	230	80.1
Students with Disabilities	41	14.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1
Asian	58	20.2
Filipino	6	2.1
Hispanic	213	74.2
Pacific Islander	1	0.3
White	6	2.1

Conclusions based on this data:

1. A little half of our students are categorized as English Learners (51.9%). We need to assure that EL supports and strategies are being used in all classes across subject areas.

2. 74.2% of our student population are Hispanic/Latino and our second highest student population is Asian (20.2%). We need to ensure that we are being culturally responsive to both groups and ensure they are represented in decision-making on campus.
3. 14.3% of our students are classified as having disabilities; due to our school having an SAI model, all students with IEP's are in general education classes for at least 3 periods a day (2 electives and 1 PE), some students have more. Thus, we need to continue to work with teachers on intentionally planning modifications/accommodations to support the large number of students with disabilities.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Our EL supports and program are supporting our reclassifying students.
2. One of our main goals is to continue instructional work on ELA and Math. Similarly to ELA and Math CAASPP scores, RenStar, and FastBridge scores also show that many students are below standard.

3. We also need to address our suspension rate as it is in the high range. Our 2nd SPSA goal addresses increasing a positive school culture to decrease suspensions.

School and Student Performance Data

Academic Performance English Language Arts

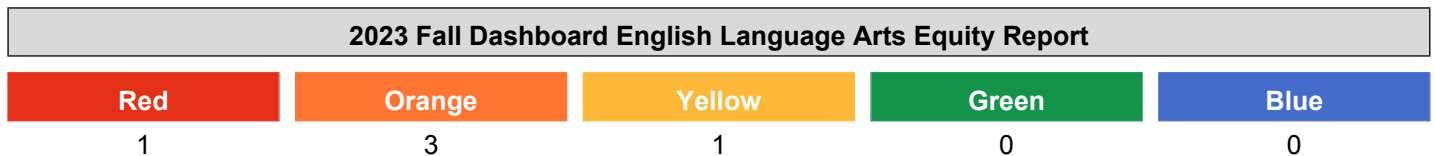
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 62.2 points below standard Increased +3.6 points 253 Students	English Learners Orange 84.6 points below standard Increased +9.6 points 164 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Yellow 63.8 points below standard Increased +4.3 points 205 Students	Students with Disabilities Red 149.5 points below standard Decreased -14.8 points 40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	 Orange 25.1 points below standard Decreased -9.4 points 50 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.4 points below standard Increased +6.9 points 192 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.6 points below standard Maintained -2.2 points 107 Students	1.7 points above standard Increased +13.3 points 57 Students	82.8 points below standard Decreased -6.1 points 29 Students

Conclusions based on this data:

1. There was an increase in standard points for English learners (9.6) and socioeconomically disadvantaged (4.3) students.
2. There is a decline in ELA for students with disabilities compared to other students groups.
3. There still continues to be a wide gap between how our hispanic students are accessing the curriculum and education compared our Asian students. Based on this data, Asian students (although a smaller number) are only 25.1 points away from standard on this dashboard compared to our Hispanic students are who are 74.4 points below standard as a subgroup. We need to ensure that we are working closely with our ILT, Trauma Skilled Schools partner, and District Office to provide support and training for teachers in order to close this gap.

School and Student Performance Data

Academic Performance Mathematics

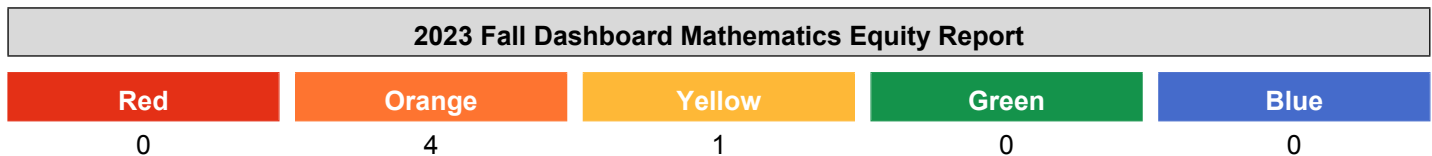
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 120 points below standard Increased +6.1 points 253 Students	English Learners Orange 140 points below standard Increased +6.8 points 164 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 117.9 points below standard Increased +10.4 points 205 Students	Students with Disabilities Orange 190.6 points below standard Increased +7 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students	Asian  Yellow 38.5 points below standard Increased Significantly +17.7 points 50 Students	Filipino Less than 11 Students 6 Students
Hispanic  Orange 141.5 points below standard Increased +4.2 points 192 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 2 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 171.5 points below standard Maintained -0.8 points 107 Students	Reclassified English Learners 80.8 points below standard Increased +8.5 points 57 Students	English Only 148.1 points below standard Decreased -3.8 points 29 Students
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Conclusions based on this data:

1. Though the majority of our students, regardless of subgroup, are struggling with math, it is promising that there was an increase in points across all subgroups. We need to leverage what is working to increase student growth.
2. Growth in the Hispanic (4.2) and Asian (17.7) subgroups in math CAASPP.
3. There still continues to be a wide gap between how our Hispanic students are accessing the curriculum compared to our Asian students. Based on this data, Asian students (although a smaller number) are 38.5 points away from standard on this dashboard compared to Hispanic students who are 141.5 points below standard as a subgroup. We need to ensure that we are working closely with our ILT, Trauma Skilled School partner, and District Office to provide support and training for teachers in order to close this gap.

School and Student Performance Data

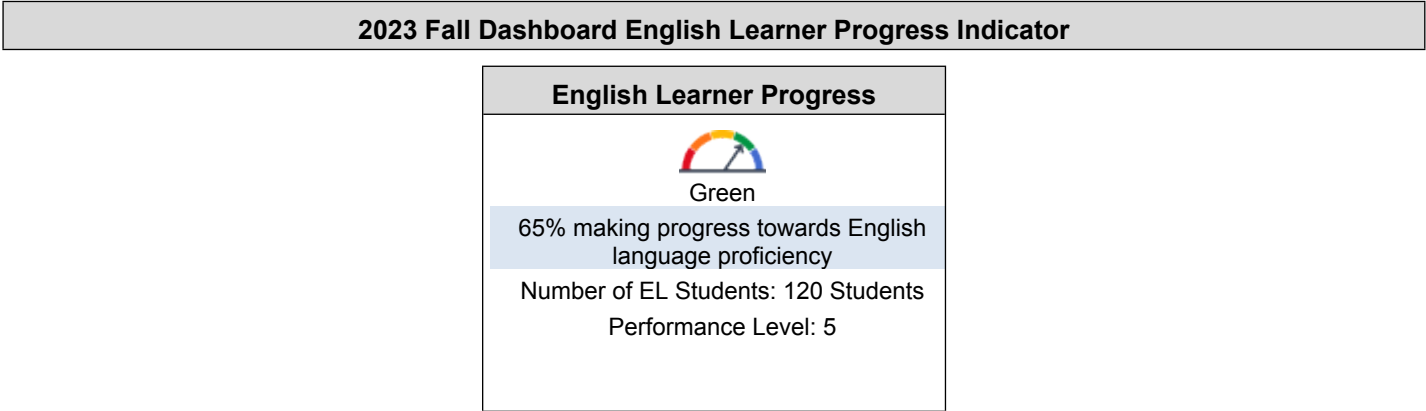
Academic Performance English Learner Progress

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



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.

2023 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
12	30	9	68

Conclusions based on this data:

1. This data is a major celebration for Bridges Academy. Having 68% of our EL's progressing at least one ELPI level compared to previous years is due to strategically designated EL classes, teacher coaching and professional development, instructional planning, and the use of ELD strategies by all teachers.
2. 30 students maintained their ELPI levels 1 -3 ; we look forward to continuing our work to further decrease this number.
3. 12 students decreased their ELP level; though a small number compared to progressed category, we want to leverage our positive trends to decrease this number.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

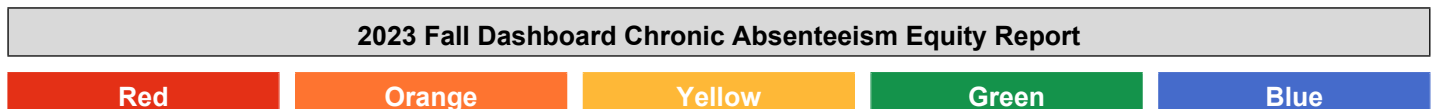
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 28.6% Chronically Absent Declined Significantly -4.2 311 Students	English Learners  Yellow 32.9% Chronically Absent Declined Significantly -5.7 164 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Yellow 29.5% Chronically Absent Declined Significantly -3.9 251 Students	Students with Disabilities  Orange 34.6% Chronically Absent Declined -12.6 52 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students	Asian  Orange 11.7% Chronically Absent Increased 3.6 60 Students	Filipino Less than 11 Students 7 Students
Hispanic  Yellow 32.9% Chronically Absent Declined Significantly -6.3 234 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander Less than 11 Students 1 Student	White Less than 11 Students 6 Students

Conclusions based on this data:

1. The highest percent of subgroup of students classified as chronically absent are our students with disabilities.
2. In order to partner more with families and address supports for students with disabilities, we need to be holding consistent follow-up IEP meetings regarding attendance and chronic absenteeism.
3. Our next percentage elevated subgroups are Hispanic and EL students. Specific strategies implemented to address chronic absenteeism include: attendance phone calls, re-entry attendance check in meeting with admin and/or social work and student after coming back from being absent for longer than 3 days in a row, tardy sweeps, home visits, counseling support for student/families in need, SART meetings, and collaborating with district office.

School and Student Performance Data

Conditions & Climate Suspension Rate

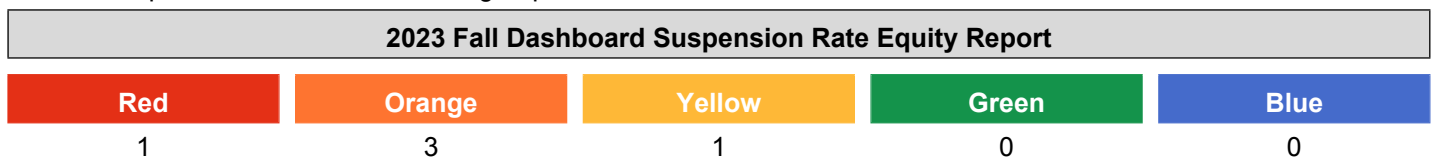
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 10.2% suspended at least one day Increased 1.3 324 Students	English Learners Yellow 8.2% suspended at least one day Declined -1.1 171 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Orange 9.7% suspended at least one day Maintained 0.1 259 Students	Students with Disabilities Red 15.8% suspended at least one day Increased 10.6 57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students	Asian  Orange 5% suspended at least one day Increased 5 60 Students	Filipino Less than 11 Students 7 Students
Hispanic  Orange 11.4% suspended at least one day Increased 0.4 246 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander Less than 11 Students 2 Students	White Less than 11 Students 6 Students

Conclusions based on this data:

1. Students with disabilities are the highest percent of students who are being suspended, which needs to be further examined and addressed.
2. Based on this data, we need to continue to provide supports to our students before getting suspended. Programs at our school that we need to continue to expand on, but are not limited to: push-in's, social worker support, SEL curriculum, restorative justice practices, culturally responsive teaching, and further engaging students in their classes.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Pupil Outcomes

By end of June 2025, Bridges Academy will decrease our benchmark assessment data (RenStar/FastBridge) for the urgent intervention category from 40.5% to 30%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Q2 benchmark data for students at Bridges Academy for ELA (RenStar) that fall in the urgent intervention category is 42% and 36% for Math (FastBridge), making the average overall in the urgent intervention category 39.5%. As students are able to move out of the urgent intervention category on benchmarks, this should also translate to improvement in concept mastery for their grades as well as CAASPP scores. Further, dashboard data indicates that our ELL, SWD, Asian, and Hispanic students need to make significant gains in ELA CAASPP scores, and for math CAASPP our ELL, SED, SWD, and Hispanic students also need to make significant growth. Thus, by focusing on quarterly district benchmarks, we hope it will coincide with gains in CAASPP scores for all, in particular for the student subgroups named.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Renaissance Benchmark Assessments - ELA	7th grade BOY- 44% in urgent intervention 7th grade Q2 - 45% in urgent intervention 7th grade Q3- 46% in urgent intervention 8th grade BOY- 55% in urgent intervention 8th grade Q2 - 39% in urgent intervention 8th grade Q3- 38% in urgent intervention	If strategies below are implemented to fidelity, then we anticipate a decrease from end of year 2024 to end of year 2025. As seen by a quarterly decrease.
Fast Bridge Benchmark Assessment - Math	7th grade BOY- 35% in urgent intervention 7th grade Q2- 41% in urgent intervention 7th grade Q3- 23% in urgent intervention 8th grade BOY- 43% in urgent intervention	If strategies below are implemented to fidelity, then we anticipate a decrease from end of year 2024 to end of year 2025. As seen by a quarterly decrease.

	8th grade Q2- 41% in urgent intervention 8th grade Q3- 43% in urgent intervention	
2023 CA Dashboard: ELA	Overall students meeting or exceeding standard: 28.88% English Learners: Orange, 84.6 Below Standard Students with Disabilities: Red, 149.5 Below Standard Asian: Orange, 25.1 Below Standard Hispanic: Orange, 74.4 Below Standard	If strategies below are implemented to fidelity then we anticipate the following: English Learners: Yellow, 69.6 Below Standard (15% increase) Students with Disabilities: Orange, 146.5 Below Standard (3% increase) Asian: Yellow, 22.1 Below Standard (3% increase) Hispanic: Yellow, 59.4 Below Standard (15% increase)
2023 CA Dashboard: Math	Overall students meeting or exceeding standard: 11.31% All Students: Orange, 120 Below Standard English Learners: Orange, 140 Below Standard SED: Orange, 117.9 Below Standard Students with Disabilities: Orange, 190.6 Below Standard Hispanic: Orange, 141.5 Below Standard	If strategies below are implemented to fidelity then we anticipate the following: All Students: Yellow, 105 Below Standard (15% increase) English Learners: Yellow, 125 Below Standard (15% increase) SED: Orange, 102.9 Below Standard (15% increase) Students with Disabilities: Orange, 175.6 Below Standard (15% increase) Hispanic: Orange, 126.5 Below Standard (15% increase)
2023 CA Dashboard: ELPI	Green, 57.1 Progressed at least one ELPI	If strategies below are implemented to fidelity then we anticipate the following: Increase ELPI to 65.6 as in SY 22

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Designated 20 minutes of reading per day during Humanities to increase fluency.	All student	
1.3	Costs associated for attending Project Based Learning Conference for teachers with PBLWorks/Buck Institute (includes Conference fees and additional costs of attending conference). Particular focus will be on gaining strategies for EL, SED, Asian, Hispanic, and SWD students in order for them to attain standards-based PBL skills.	All students with a focus of serving EL, SED, Asian, Hispanic, and SWD students.	10,000 Title I
1.4	Purchase Accelerated Reader student licenses to support reading comprehension strategies.	All students with a focus of serving EL, SED, Asian, Hispanic, and SWD students.	2,500 Title I
1.5	Materials and supplies for core classes, VAPA and PE	All students	27,831 LCFF Supplemental

1.6	Substitute coverage for teachers attending professional development.	All students	800 LCFF Concentration
1.7	Copier contract to print supplemental academic resources for students.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	8500 LCFF Supplemental
1.8	Reprographics services for supplemental supports in classrooms, school wide norms posters, printing translated lessons for newcomer students, etc.	All students with a focus of serving EL students.	1,000 LCFF Supplemental
1.9	Conference fees and associated costs for professional development conferences supporting the needs of EL, SED, Asian, Hispanic, and SWD students.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	4,000 LCFF Supplemental
1.11	Data analysis and differentiated instruction identification through PLCs.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	0
1.12	Push-In model to provide academic support for students to ensure least restrictive environment.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	0
1.13	Vertical alignment collaboration with feeder elementary schools and local high school to better meet the needs of students.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	0
1.15	Contract with MESA to provide an engineering elective to our students and have wider option of elective selections.	All students	5,600 LCFF Supplemental
1.17	Food cost for late night conferences and professional development days targeting student growth and performance.	All students; specifically EL, SED, Asian, Hispanic, and SWD.	3,588 LCFF Concentration
1.18	Tutoring opportunities for students who fall under urgent intervention on RenStar and FastBridge, with specific attention to EL, SED, Asian, Hispanic, and SWD	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	5,192 Title I
1.19	Systematic intervention and targeted instruction for students struggling with reading and writing, specifically our EL, SED, Asian, Hispanic, and SWD	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	0

1.20	Weekly classroom observations and feedback to teachers to improve teacher practices	All students	0
1.21	Weekly staff meetings, including academic, attendance, and socio-emotional data analysis to inform instruction and programs.	All students with a focus of serving and providing supplemental materials for EL, SED, Asian, Hispanic, and SWD students.	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Some strategies were implemented with fidelity; others have required more time. For example, in collaboration with Partners we facilitated weekly meetings to set goals for ILT and admin-directed meetings. This guidance provided opportunities for staff to develop cycles of continuous improvement to establish targeted goals focused on specific student achievement. Another effective strategy was the use of Accelerated Reader to increase literacy and reading interest. Anecdotal data, specifically in an ELD class where AR is used with fidelity, shows that student interest in reading increased and students who stated they were not readers read up to seven chapter books that are at grade level or near grade level. Further, quantitative data shows that a large percentage of students using AR grew in their reading levels since the start of the school year.

A goal that required more time was the plan to increase vertical alignment collaboration with elementary feeder schools and the local high school. We have access to our incoming students' benchmark scores, and Bridges teachers would like the time to collaborate with elementary teachers to help target their teaching support for the year. This is a strategy that can better be implemented by planning with elementary school leaders prior to the school year starting.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Three intended strategies that included budgeted expenditures that were not fully met included professional development and after hours planning time for teachers who are co-teaching, conference fees and associated costs for physical education teachers to attend PE conference, and compensation for additional planning time for teachers to collaborate on backwards maps prior to the contracted start date. At the end of last school year these strategies were suggested by faculty, or were presented to them as an option. Teachers agreed to the strategies and volunteered to be part of these opportunities. However, as the year progressed, the opportunities were not taken up. The funds have not been used to fund any other major initiatives.

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.

The major changes will be cutting items such as purchasing culturally responsive books, and time for planning for co-teachers and PBL curriculum. Further, we will not be continuing our collaboration with PARTNERS, however, will be working closely with the District Office to develop our literacy initiative with an emphasis on the science of reading. Support Staff meetings will be used to more systematically address school data pertaining to EL, SED, Asian, Hispanic, and SWD subgroups given our CA Dashboard data. By looking at this subgroup data weekly, we will be making plans to address the data and hopefully see gains in our students' academic performance.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions For Learning

By June 2025, Bridges Academy will increase students' sense of connection and belonging as measured by the increasing favorable data on the Panorama Survey and monthly diagnostic surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on multiple data points in the Panorama Survey approximately half of our students are not feeling a sense of connection or belonging which is an area of growth for Bridges. If more students were feeling that connection to school, we believe that would also then be reflected in better attendance and a decrease in behavior referrals. Through our work with Trauma Skilled Schools, we know we need to increase our purposeful practices and sense of belonging rituals which as reflected below in our strategies. Along with interventions to support students, we also need to provide teachers additional training and support in order for them to be able to connect in a more meaningful way with students. Most teachers have participated in two trainings with Trauma Skilled Schools. The remaining staff at Bridges will also need training and continued professional development Trauma Skilled School. If all staff have gone through Trauma Skilled Schools Professional Development, the desired outcome is that we would see an increase of teachers feeling that they can meet the social emotional needs of their students on the Panorama Survey.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Winter 2024 Panorama Survey: Student sense of belonging	Overall Sense of Belonging- 53% favorable by students Question - People care about me at school- 47% favorable by students Question- Are you happy to be a student at school- 59% favorable by students Question- Do you feel part of the school- 53% favorable by students	Increase of 10% in each category
Attendance Percentage as of 4/22	91.44% Attendance Rate	Increase of 3% in attendance
2023 CA Dashboard: Suspension Rate	All Students: Orange, 10.2% suspended at least one day SED: Orange, 9.7% suspended at least one day Students with Disabilities: Red, 15.8% suspended at least one day	If strategies below are implemented to fidelity then we anticipate the following: All Students: Yellow, 9.2% suspended at least one day (1% decrease) SED: Yellow, 8.7% suspended at least one day (1% decrease)

	Asian: Orange, 5% suspended at least one day Hispanic: Orange, 11.4% suspended at least one day	Students with Disabilities: Red, 14.8% suspended at least one day (1% decrease) Asian: Orange, 4% suspended at least one day (1% decrease) Hispanic: Orange, 10.4% suspended at least one day (1% decrease)
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a comprehensive sports program for students after school	All students	7,500 General Fund
2.2	Provide noon-duty support for safety and supervision of students during brunch and lunch.	All students	12,000 LCFF Concentration
2.3	Provide materials and supplies for teachers and students, student incentives, materials needed to continue our Trauma Skilled Schools work, cultural events, and staff appreciation supplies to increase connection and belonging for students and faculty	All students	6,538 General Fund
2.4	Providing intramural sports opportunities for students during lunch or afterschool	All students	0
2.5	Provide gowns and materials needed to celebrate student success and end of year achievements at promotion	All students	3,590 General Fund
2.6	Restarting schoolwide culture and protocol for school clubs to increase student engagement with school	All students	0
2.7	Provide field trip opportunities for students (field trip expenses as well as transportation for students)	All students	3000 LCFF Supplemental
2.8	Expenses associated with Great America field trip for 8th graders to celebrate their success at Bridges and build positive school culture.	All students	7,010 General Fund
2.9	Continue to improve Push-In model as an academic support at Bridges which also supports students social emotional wellbeing and feelings of support. PD provided to new teachers as well as continued data analysis around the model to ensure continuous improvement.	All students with a focus of serving Hispanic, students with disabilities, and Asian	0
2.10	Continue our work with Trauma Skilled Schools around connection and belonging, purposeful	All students with a focus of serving SED,	0

	practices, mindfulness moments in our classrooms, attendance, and culturally responsive teaching.	Hispanic, SWD, and Asian student groups	
2.11	Contracted services for student picture day and student IDs to increase a positive school culture.	All Students	1,000 LCFF Supplemental
2.12	Opening campus earlier so that students can participate in positive school experiences and complete school work.	All students	0
2.13	Partnering with Tobacco Use Prevention Education (TUPE) to provide education on smoking, specifically vape use. TUPE partnership will be an other means of correction strategy and an alternative to suspension.	All students; in particular SED, SWD, Asian, and Hispanic students	0
2.14	Community and restorative justice circles to proactively create community and de-escalate conflicts amongst students, resulting in decreased suspensions due to safety issues on-site.	All students; in particular SED, SWD, Asian, and Hispanic students	0
2.15	Implementing monthly diagnostic surveys addressing sense of belonging at school to monitor progress of goal	All students	0
2.16	Continued partnership with District's Student Wellness and Support Services to decrease suspension rates and implement other means of correction for students participating in specific behaviors	All students; in particular SED, SWD, Asian, and Hispanic students	0
2.17	Designated time to implement a schoolwide SEL and to set schoolwide expectations.	All students	
2.18	Add schoolwide activities to highlight student non-academic achievements, such as talent show, poetry showcase, theater production	All students	
2.19	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as SJZ Progressions.	All Students	30,000 District Funded 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall we were able to implement all strategies in our SPSA for school year 2023-24. In particular, our sports program continued to be successful as indicated by the high interest of students who wanted to be part of sports such as basketball and soccer. Our partnership with Little Heroes was also a highlight given our Coach's presence, noon time activities, and after school programming including Open Gym, coaching sports, and club sports such as flag football.

A place of continued growth for Bridges Academy is our partnership with the National Dropout Prevention Center to execute proactive strategies to prevent and further escalate trauma in our students. Though initiatives such as empathy interviews and 2x10 conversations with students were attempted by our Instructional Leadership Team, further PD and initiatives need to be addressed. As a result, our Winter Panorama Survey indicated that 53% of students felt a sense of

belonging at our school. Our hope is that by the end of the school year when students take the last round of the Panorama Survey, the percentage increases.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation or budgeted expenditures. Goals and funds have been implemented as planned.

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.

An added strategy to our goal is further partnering with TUPE to provide education and resources to students and parents of students who we are aware are smoking. We have seen a rise in the number of incidents associated with the use of marijuana and nicotine vape pens so we want to ensure we have group and individual support for students who are using. Also, rather than waiting for quarterly data regarding students' sense of belonging, we will administer monthly diagnostic surveys to students regarding their sense of belonging and using the data to plan activities or responses with our ILT. We will continue our work with the National Dropout project to build a positive school culture and have alternatives to suspension specifically for students with disabilities. Further, we will continue to work with the District's Student Wellness and Support Services to brainstorm alternatives to suspension given that this a tremendous area of growth for Bridges Academy.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

By June 2025, Bridges Academy will increase ADA to 93% by specifically engaging with the family of students who are chronically absent from school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism continues to be a growing problem at Bridges - specifically for students with disabilities and Asian students. Thus one of our goals next year will be to increase our ADA and partner with families to help us better understand why students are not attending school and/or why they may be chronically late to school.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data from Infinite Campus	ADA at end of Q1, 10/23/23: 90.44% ADA at end of Q2, 1/26/24: 90.07% ADA at end of Q3, 4/11/24: 93.62%	
Winter 2024 Family Panorama Survey	Important school information is being communicated to me in the language that I understand best - 98% favorable I am aware of the importance of my child's attendance this year - 99% favorable I feel my child's school is reaching its goals - 94% favorable I am satisfied with the programs to help my child when he or she is struggling academically at school - 94% favorable I am satisfied with the programs to help my child when he or she is struggling socially at school - 93% favorable My child enjoys school - 93% favorable	Remaining at baseline or seeing growth in the baseline questions listed

2023 CA Dashboard: Chronic Absenteeism	Students with Disabilities: Orange, 34.6% chronically absent Asian: Orange, 11.7% chronically absent	If strategies below are implemented to fidelity then we anticipate the following: Students with Disabilities: Yellow, 31.6% chronically absent (3% decline) Asian: Yellow, 10.7% chronically absent (1% decline)
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Translation services for parent events to support families in multiple languages.	All Students with a focus on serving EL and Hispanic students.	4,000 LCFF Supplemental
3.2	Extra hours for secretaries to provide support for families for family events such as Orientation, Back to School Night, and Promotion.	All Students	900 LCFF Concentration
3.3	Focused support staff strategies (such as phone calls, one-to-one meetings, and resource offerings by social worker) in order to engage parents of Asian students and students with disabilities. These increased support staff contacts with families would help improve student engagement, support with social-emotional concerns, and improve attendance for these specific subgroups.	Families of Asian students and students with disabilities	0
3.4	Mailings to families such as report cards to communicate student academic and attendance progress.	All Students	500 LCFF Concentration
3.5	Funds to support childcare at parent events	All Students	500 Title I
3.6	Food for families for parent meetings	All Students	2000 LCFF Concentration
3.8	Continuing various methods of communicating with families for events and important meetings such as our school weekly bulletin, private messages on parent square, phone calls home, and staff using language line.	All Students	0
3.9	Continued collaboration with Pacific Clinics to continue to provide our parents with the opportunity to be part of the Triple P parenting support group with an emphasis on providing support to students who have demonstrated a need for socio-emotional support (EL, Low SES, Hispanic and Foster Youth groups).	All Students EL, Low SES, Hispanic and Foster Youth.	0
3.10	Actively and personally inviting families to attend events such as Principal Chats, School Site	All Students	0

	Council, Back to School Night, Open House, Presentations of Learning, sports, and other positive school culture events		
3.11	Executing family "Shadow Days" wherein parents are welcomed to shadow students during an academic day or at least partially to understand the student experience and reflect on how they can support their student.	All Students	0
3.12	Invite families in-person, over the phone, or via ParentSquare to be volunteers on-site	All Students	0
3.13	Hold Weekly Attendance Team meetings to analyze attendance data and make plans to address students who are chronically absent or late to school. Specific attention will be placed on analyzing data of students with disabilities and Asian students.	All students, specifically SWD and Asian students	0
3.14	Hold SART meetings with families in a timely fashion; involve case managers in SART conversations for students with disabilities	All students, specifically SWD and Asian students	0

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to implement the strategies listed for our goal. In particular, using ParentSquare as a means of communication was executed well. For example, the administration sent out weekly ParentSquare announcements and many teachers used the platform to inform families of students' progress. Furthermore our social worker was able to effectively partner with various agencies to provide families with needed services. At our Fall and Spring Parent Conferences teachers were able to share RenStar and FastBridge scores for their students with families, and the steps they could take to support their student from home.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and budgeted expenditures. However, an area to further monitor next school year are funds to support childcare at parent events. Though the funds are available and we held family events, the allocation was not utilized. Thus, next school year we need to make sure that we share with families that child care is available for family events and we need to ensure we have child care secured prior to the event.

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 are shifting our goal this year to address students who are chronically absent, as opposed to focusing on families with students who place in urgent intervention on RenStar or FastBridge. We have decided to shift our goal since goal 1 specifically targets students who fall in the urgent intervention category, and by focusing on this goal we will also be collaborating with families to support our students in making growth. However, due to our declining ADA and dashboard data showing that students with disabilities and Asian students specifically need to improve absenteeism, we are changing our focus. Though many of our strategies to continue strong partnerships with families remain, we are also implementing a structured weekly attendance team meeting to review data and make plans to address the data. Again, though all students with chronic absenteeism concerns will be reviewed, data that will be highlighted is that of students

with disabilities and Asian students given Dashboard data. Also, our Team will hold all SART meetings in a timely fashion to ensure proactive and reactive solutions to attendance issues.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

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	\$147,549.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$18,192.00

Subtotal of additional federal funds included for this school: \$18,192.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$30,000.00
General Fund	\$24,638.00
LCFF Concentration	\$19,788.00
LCFF Supplemental	\$54,931.00

Subtotal of state or local funds included for this school: \$129,357.00

Total of federal, state, and/or local funds for this school: \$147,549.00

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
Title I	24,638	6,446.00
LCFF Supplemental	54,931	0.00
LCFF Concentration	19,788	0.00
General Fund	18,192	-6,446.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	30,000.00
General Fund	24,638.00
LCFF Concentration	19,788.00
LCFF Supplemental	54,931.00
Title I	18,192.00

Expenditures by Budget Reference

Budget Reference	Amount
	97,759.00
5000-5999: Services And Other Operating Expenditures	30,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures	District Funded	30,000.00
	General Fund	24,638.00
	LCFF Concentration	19,788.00
	LCFF Supplemental	54,931.00
	Title I	18,192.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
69,011.00
70,638.00
7,900.00

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
- 3 Secondary Students

Name of Members	Role
Edwin Avarca	Principal
Christopher Finson	Classroom Teacher
Clodoaldo Barrera	Classroom Teacher
Guadalupe Trujillo	Other School Staff
Chrisitan Pacheco	Parent or Community Member
Jose Gonzalez	Parent or Community Member
Ericka Maldonado	Parent or Community Member
Xander Pacheco	Secondary Student
Guadalupe Santamaria	Secondary Student
Patrick Im	Secondary Student

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

Other: Teacher and Staff at Bridges Academy

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 04/18/2024.

Attested:



Principal, Edwin Avarca on 04/23/2024