

Bridge Street Elementary School

School Accountability Report Card

Reported Using Data

from the 2018-19 School Year

Published During 2019-20



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Bridge Street Elementary School
Street	500 Bridge St.
City, State, Zip	Yuba City CA, 95991
Phone Number	(530) 822-5225
Principal	Melissa McIntyre
Email Address	mmcintyre@ycusd.org
Website	http://bridge.ycusd.org
County-District-School (CDS) Code	51-71464-6053367

Entity	Contact Information
District Name	Yuba City Unified School District
Phone Number	(530) 822-5200
Superintendent	Doreen Osumi
Email Address	dosumi@ycusd.org
Website	http://www.ycusd.org/

School Description and Mission Statement (School Year 2019-20)

Bridge Street School Mission Statement: At Bridge Street School, we encourage our students to be problem solvers by teaching them skills to be safe, responsible and respectful.

Bridge Street Elementary School puts forth its personal best to foster educational growth and community relationships. Home of the Bulldogs, Bridge Street sits on approximately six acres in the center of Yuba City and serves approximately 530 students in Junior Kindergarten through grade five. A State preschool also resides on our campus. Each grade level consists of three to four teachers, allowing for the development of relationships to be formed with all of the students throughout the grade level. We believe in promoting and encouraging a well-rounded student body through academics, attendance, character, and health/fitness. Students in grade five attend an outdoor camp, Shady Creek, where they participate in hands-on science and environmental activities. Fifth graders also participate in the YCUSD district-wide track and field meet held annually at Geweke Field. Music is provided for students in first through third grades, and band and strings are offered to students in grades fourth and fifth grades. Our Student Council officers and representatives are elected in the fall of each year and host a range of activities including leadership, school pride, anti-drug campaigns, recycling projects/energy conservation, and community outreach service projects. At Bridge Street School, we accentuate the positive in all students for their outstanding work in attendance, character attributes, academic gains, and most notably, their individual progress made through the year.

Bridge Street School staff strives for high performance, coupled with high expectations. Teachers and staff participate in professional development for curriculum and instruction focused on the Common Core Standards. Each classroom is equipped with a Smartboard, a mobile lab, an LCD projector for curriculum delivery and a document camera. Teachers are trained in the most current, adopted district curriculum and technology, in order to equip students with what they will need to be successful citizens in the 21st century. To focus on the essential learning in lessons, daily objectives are posted in Reading Language Arts and Math. Our library holds over five thousand Accelerated Reader fiction and non-fiction books. Accelerated Reader is a motivational and engaging reading program for students that allows them to take a test and earn points after reading each book. Our library, equipped with a computer lab, is open every morning before school to provide time for students to work on iRead, a phonemically based intervention program, Type to Learn, and/or Accelerated Reader. We have a counselor and social worker on campus who both support the social/emotional needs of our students with the implementation of mindfulness and trauma based practices. Our counselor provides a foundation for positive social growth for all students as well. Bridge St. also has the support of a librarian, health aide, psychologist, two instructional coaches, parent liaison, and physical education specialist. We offer after-school intervention classes to support students who need additional supports in mastering the grade level standards.

Our Beyond the Bell/After School Program, provided through an After School Education and Safety grant, runs daily to 6:00 p.m. and provides opportunities for approximately 120 students in the areas of academic intervention, enrichment, and recreation. Special events such as a tennis tournament, the annual talent show, and Girl Scouts are provided through our After School Program.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	109
Grade 1	78
Grade 2	92
Grade 3	75
Grade 4	67
Grade 5	76
Total Enrollment	497

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.6
Asian	2.8
Filipino	0.6
Hispanic or Latino	72
White	17.1
Two or More Races	5
Socioeconomically Disadvantaged	96.6
English Learners	53.7
Students with Disabilities	12.5
Foster Youth	1
Homeless	1.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	24	643
Without Full Credential	2	1	1	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 10/08/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders ELA/ELD, McGraw Hill Education, 2017 READ 180, Houghton Mifflin Harcourt, 2017 English 3D, Houghton Mifflin Harcourt, 2017	Yes	0%
Mathematics	HMH Go Math California, Houghton-Mifflin Harcourt, Gr K-5 2014	Yes	0%
Science	District Developed NGSS Units (K-5)	No	0%
History-Social Science	Pearson California History Social-Science myWorld Interactive, Grades K-5th (2019)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Bridge Street School is located on nearly six acres in the center of Yuba City. The main building houses the office and the capacity for eighteen classrooms. There are nine classroom portables, one multi-purpose room, a parent liaison portable, and a State Preschool. The school also has benefited from: access compliance improvements to all classrooms, drinking fountains, walkways, and bathroom stalls, the installation of an alarm system and exhaust fans, and HVAC replacement in the main building. Skylights provide an additional natural light source for classrooms in the main building. Energy cost-saving measures are in place during the evening, weekend, and on non-school days.

The multi-purpose room was built and became operational at the beginning of the 2008-2009 school year. The multi-purpose room provides facilities for breakfast and lunch, school assemblies, Physical Education classes, evening programs, and community use. Walls were erected to form classrooms in the main building during summer of 2010. New carpet was installed and additional surveillance cameras were established throughout the campus.

The Williams Act Inspection in September of 2019 was indicative of a safe and clean campus with an overall status of exemplary. Projects that took place during the 2018-2019 school year included the replacement of our portable bathrooms.

A new office remodel is planned for the 2019-2020 school year.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/14/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC system will be upgraded using deferred maintenance funds.
Interior: Interior Surfaces	Good	To improve security, the lobby will be expanded to accommodate the relocation of Administrative offices to the main floor. This project will be completed with deferred maintenance funds.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Using deferred maintenance funds, the foundation of P3 will be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Using deferred maintenance funds, asphalt needs to be sealed and restriped.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	31	30	46	48	50	50
Mathematics (grades 3-8 and 11)	16	19	29	30	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	227	221	97.36	2.64	30.32
Male	114	109	95.61	4.39	28.44
Female	113	112	99.12	0.88	32.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	167	97.66	2.34	22.75
Native Hawaiian or Pacific Islander					
White	27	26	96.30	3.70	53.85

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	223	217	97.31	2.69	29.49
English Learners	148	146	98.65	1.35	21.23
Students with Disabilities	34	33	97.06	2.94	9.09
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	54.55

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	223	97.81	2.19	18.92
Male	115	111	96.52	3.48	20.72
Female	113	112	99.12	0.88	17.12
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	168	97.67	2.33	13.77
Native Hawaiian or Pacific Islander					
White	27	26	96.30	3.70	38.46
Two or More Races	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	224	219	97.77	2.23	18.26
English Learners	149	148	99.33	0.67	14.86
Students with Disabilities	34	33	97.06	2.94	6.06
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	14	12	85.71	14.29	16.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.2	27.3	35.1

Note: Percentages are not calculated and double dashes (**) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Bridge Street School Parent Liaison: Katia Ochoa

Phone Number: (530) 822-5225

Our Parent Liaison coordinates parent activities ranging from classroom support to school involvement with field trips and parent classes. Parents, not only provide support in the classroom and to the school site, but also with special activities like shelving books in the school library, chaperoning field trips, assisting with health screenings, and serving on our School Site Council and English Language Advisory Council (ELAC). A representative from our ELAC serves on the Yuba City Unified District English Language Advisory Council (DELAC). Our school's Social Worker also provides community resources and additional parent engagement opportunities for our families. Numerous programs and activities are enriched by the generous contributions made by the following community organizations:

Yuba City Rotary Club
River Valley High School Key Club
Kiwanis Club
Adopt-A-Child for Christmas Program
St. Andrew Presbyterian Church
Crossroads Community Church
Sutter Buttes Middle Mountain Foundation
Sutter County Children's Service
Yuba City Parks and Recreation
Sutter County/Yuba City Children's System of Care
Victor Community Service
Sutter County Probation Department
Yuba-Sutter Board of Realtors
Kohl's Department Store
Private donors

We are also fortunate to be in our third year with our Parent Teacher Organization (PTO). Our PTO brings many great activities to involve and build positive relationships with our students and families. They hold movie nights, dinners at school events, a Santa breakfast, a Fall Festival, an Eggstravaganza and other fundraising events to support our school. They hold monthly meetings on the 3rd Friday of every month. This is a great way to positively engage with our school and families.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.6	5.0	4.8	6.8	10.5	6.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.7	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Bridge Street campus is currently comprised of 26 classrooms, a library/media center, the main office, multi-purpose room with kitchen, a Learning Center, a Health Clinic, Speech and Language room, Parent Resource room, and a State Preschool. Safety of students and staff is a primary concern of Bridge Street Elementary School. The School Site Safety plan is updated annually by the School Site Council and the Safe School Committee, which consists of teachers, parents, a custodian, the secretary, and principal. The Safety Plan stresses the procedures for ensuring student safety during emergencies. Revisions to the Safety Plan are reviewed with the entire staff as they take place. Procedural revisions are also reviewed with the student body. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lock-down drills are conducted on a regular basis throughout the school year. Two off-site evacuation sites are designated in the event of an emergency requiring relocation of students. The school is working alongside the district with the Incident Command System to build a uniformed process of all personnel in the event of disaster.

Bridge Street Elementary School provides a safe, clean environment for students, staff, and volunteers. Students are supervised by teachers and administrators before and after school. During lunch and recess, yard duty personnel and administrators supervise students. Crossing guards are on duty at main intersection areas before and after school. There is a designated and supervised student drop-off and pickup area at the main entrance of the school. All visitors must sign in at the clerk's office, where they receive a badge that must be displayed at all times. Visitors are encouraged to give teachers prior notification so as to not interrupt instruction when visiting a classroom.

Bridge Street School Emergency Procedures and Safety Plan was reviewed and updated in August 2019.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		5		20	4	1		22		5	
1	22		4		25		4		20	4		
2	23		3		21	1	3		23		4	
3	19	5			24		3		25		3	
4	25		3		25		3		22		3	
5	24		4		26		4		25		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	497.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.7
Other	1.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7458.37	1418.82	6039.55	\$66,249
District	N/A	N/A	\$8673.01	\$73,167.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-35.8	-5.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-13.9	-21.4

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Yuba City Unified School District spent an average of \$12,778.51 to educate students (based on 2018-19 audited financial statements). Yuba City Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received approximately \$4,475.02 per student in state and federal funding for the following categorical, special education, and support programs:

ASES
 Donations
 Lottery
 Medi-Cal Billing Option
 Medi-Cal SELPA
 Sp Ed AB-602
 Sp Ed IDEA Basic
 Sp Ed Low Incidence
 Sp Ed Transportation
 Title I
 Title II Teacher Quality
 Title III, LEP
 Title IV
 CSEPD Block Grant
 LPS Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,151	\$51,374
Mid-Range Teacher Salary	\$71,410	\$80,151
Highest Teacher Salary	\$92,981	\$100,143
Average Principal Salary (Elementary)	\$140,815	\$126,896
Average Principal Salary (Middle)	\$150,125	\$133,668
Average Principal Salary (High)	\$153,817	\$143,746
Superintendent Salary	\$211,380	\$245,810

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12