



California Department of Education
 2016 California Gold Ribbon Schools Program
 Elementary School Application: Part A



51-71464-6053367

County-District-School (CDS) Code – 14 digits

Sutter

County Name

Yuba City Unified

District Name

Bridge Street Elementary

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

500 Bridge Street

Mailing Address

Yuba City

City

95991

Zip Code

530-822-5225

Area Code and Phone Number

104

Ext.

530-822-5002

Area Code and Fax Number

lmckray@ycusd.org

Principal's E-mail Address



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

SCHOOL OVERVIEW

How does a group of caring, professional educators teach and guide elementary students to be confident, knowledgeable, responsible, and productive citizens in the world ahead? You will learn that we have created a **Community of Learners** model at Bridge Street School. We believe our students have promise, potential, and purpose, necessary attributes for a bright future!

Bridge Street Elementary School is located in the center of Yuba City and serves approximately 520 students. Our school boundary area experiences a high rate of crime, where police calls and disturbances are a norm. We are a school of 100% free breakfast, lunch, and early supper. We are a walking school, and for many of our families, walking is their main source of transportation. Our school is comprised of 74% Hispanic families, and over 65% of our students are English Learners. Generational and situational poverty is the way of life for many of our families.

What can we do for our students? As a staff of **Community of Learners**, we focus to provide our students with skills, knowledge, confidence and passion for learning and contributing to society! To that end, students would be able to advance to levels preparing them for college and career readiness. It was imperative our school staff understood poverty, its hidden rules, challenges, and how these characteristics present themselves in the school setting. Through staff development, teachers and support staff gained knowledge and tools to support students in class and on campus. The classroom teacher is the primary and positive role model for many of our students, which requires the teacher to establish a strong relationship along with the knowledge and access to social/emotional resources. We are proud to share that following a period of high teacher turnover, we now demonstrate longevity.

Our families are an integral component of our **Community of Learners**. Performing at a high level within this model requires support. The Local Control Funding Formula (LCFF) provides a parent liaison who coordinates parent volunteers and connects with families to encourage and provide positive attendance support. When need be, the principal, assistant principal, and counselor conduct home visits to encourage all levels of support for students. Parents, as our partners, attend training sessions in parenting, academics, technology, and gang prevention awareness. Many are willing to attend class with their child, supporting positive student-like behaviors.

We discovered that local businesses, churches, and private donors are eager and willing to support Bridge Street School. We appreciate the role they play in our **Community of Learners** model. We have and continue to receive a generous outpouring of support and donations from the local community, of which you will read more about in the application. Examples include the construction of a track, positive attendance parties, and back-to-school shopping events.

To quote a well-known African proverb, "It takes a village to raise a child!" This quote is truly indicative of the work at Bridge Street School as it relates to our **Community of Learners** model.

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Model Program/Practice Narrative

Model Program/Practice Name: *Community of Learners*

1. Description of the Model

The ***Community of Learners*** model at Bridge Street School has been developing over the past seven years, with its ultimate design to narrow the achievement gap and promote student success. This model system was put into place to create a strong partnership amongst staff, students, families, and community organizations. Built into the model are safety nets for students who experience greater struggles in the arena of school: students of poverty, English learners, and students whose families experience acute and/or chronic stressors in everyday life. Our story began in 2007. The campus was run down and dirty, student behaviors were a concern, and as a result, the learning environment was suffering. Students were performing in the teens at *proficient and above* on ELA and Math statewide testing. Bridge Street School's API was 702, with a similar school ranking of 3/10. English learners (ELs) demonstrated limited growth in proficiency levels as based on the California English Language Development Test (CELDT). Teacher turnover was high, resulting in a lack of knowledge of our students and their families as well as the school culture. Our at-risk populations most greatly affected included English learners, Hispanic students, Students with Disabilities (SWD), and the school wide low income population. The ***Community of Learners*** model carried a center focus of first, best instruction. Weekly minimum days provided opportunities for teachers to plan as a staff and grade level, devote dedicated time to school wide initiatives and data analysis, and establish consistent academic language. The ***Community of Learners*** model demonstrated the following outcomes: staff analyzing academic and behavioral data every six weeks; students being recognized for academic and behavioral growth; families increasing their involvement and relationships with the school, and community organizations partnering with the school to promote student success.

2. Implementation & Monitoring of the Model

It was evident a new system of teaching and learning was necessary. Staff was willing to take on the ownership and challenge. Over 50% of the staff was new, as was the leadership. The initial phase of the ***Community of Learners*** model took approximately three years to establish. During the first year the physical plant received a face lift. The main building was provided with classroom walls which identified learning area spaces, the building interior was painted, new carpet was installed, and all classrooms were refitted with *Smartboards*. Up until this time, students did not have a cafeteria and ate in their classroom. The inclusion of our multi-purpose room delineated a specific location for meals, celebrating student growth, and hosting community-sponsored events. The addition of this building has been such a positive asset to our school site and culture! On the outside, fence slats were installed to create a separation between the school and run down, neighborhood rentals. The message was clear - while students are at school, they are safe, respected, and here to learn and succeed. In addition to the interior and exterior remodel, the mission statement of the school was revisited as a staff and revised to reflect our new beginning. Now it was time for the next phase; building relationships and establishing a strong, student-centered culture that promoted learning and aligned with our vision, mission, and relationships.

Staff, a Community of Learners As shared earlier, a high percentage of our staff was new, along with the leadership. We needed to build a culture of learning. Professional development centered on instructional excellence and relationship building. Academic conferences identified areas of student need based on data analysis of curriculum imbedded assessments. The school participated in the Quality Education Investment Act (QEIA), providing funding for reduced class sizes and professional development. "Whisper coaching" was implemented, a method whereby teachers along with the instructional coach and/or administration observed lessons and provided immediate feedback in the area of teaching strategies and curriculum implementation. Teachers shared their expertise in the following school committees: Positive Behavior, Student Recognition, QEIA, School Site Council, and the English Language Advisory Council. Professional development was provided through site and district funding. The ***Community of Learners*** model included the following full-time staff: literacy coach, academic program coordinator, math coach, and after school program coordinator. Part-time staff included the school psychologist, nurse, health aide, and library clerk. Weekly minimum days provided time for teachers to meet in grade level teams to plan lessons, share teaching strategies, and analyze data. Challenges during this implementation phase included a high numbers of new teachers, new student faces and families, and new leadership. Strategies to overcome these obstacles included ongoing culture building, coaching and professional development with new teachers, getting-to-know you coffee meetings off campus prior to school beginning, consistent messaging, and high visibility on campus. Fiscal resources to support student success included: Title 1, Economic Impact Aid, and EIA for ELs, QEIA, Century 21 After School Program, and After School Education and Safety. This ***Community of Learners*** model was necessary to put in place to build a foundation for ongoing student success.

Students, a Community of Learners Through data analysis, evidence proved a high percentage of students were not fluent readers, unable to persevere through the reading of passages, ultimately *not* comprehending the meaning of text. Foundational reading skills became a priority. Professional development focused on teaching fluency, emphasizing phonics, and providing a system where Tier I intervention occurred within small group instruction. Summer sessions benefitted strategic learners, ELs, and incoming kindergarteners, narrowing the achievement gap. Students took on their own ***Community of Learners*** distinction by designing personal learning goals in ELA, math, and ELD. Student behavior and social/ emotional well-being was a concern, as per student, staff, and family surveys. Fiscal support through QEIA provided a full-time counselor. A more formal and initially firm approach to student behavior was necessary to address negative student behaviors. Barriers to student success included: limited home resources, language barriers, and an increase in student suspensions. To counteract these barriers, we celebrate ***all*** student growth, even minimal, recognizing progress in academics, athletics/sportsmanship, attendance, behavior, and character. The Behavior Support Committee established a Hall of Fame to recognize positive character traits. The monthly Bulldog Hall of Fame lunch is a hit with students! A Student Council in Grades 4 and 5 provides a voice and role in student leadership. All students and staff participate in the morning Pledge of Allegiance, and on Fridays, follow up with an aerobic warm up led by our physical education specialist. Blue, our bulldog mascot, makes appearances at school functions. We continue to uphold the belief that all students can achieve and succeed within the system, safety nets and the ***Community of Learners*** model.

Families, a Community of Learners Family participation is vital to our success. *Nurtured Heart*, a positive student behavior approach, was offered for families and staff. A summer institute provided parent education on CA Standards, positive parenting, preparing children for middle school, and gang awareness and prevention. In Grades 4 and 5, family agendas note student homework and provide a venue for parent messaging. Communication Notes are sent home with students when a behavior concern arises. Post cards are issued to students when they display positive behavior traits. Being reclassified from EL to English proficient is a noteworthy accomplishment, recognized at Bridge Street School through a yearly celebratory luncheon. Challenges we experienced included implementation of a new behavior support system and lack of parent attendance at meetings and trainings. We address these challenges by repeating family trainings offered in reading, math, and technology, and by maintaining a high degree of communication with our families.

Community, a Community of Learners Community service organizations, churches, businesses, and private donors are vital contributors to our success. Kiwanis provides a significant level of support by hosting attendance parties through the school year. Sweco Manufacturing Products and Butte Sand and Gravel constructed a school track. Calpine Corporation constructed a grass area on our kindergarten playground. Sutter North hosts a yearly grief care class for students experiencing loss of any nature. Umpqua Bank provides a mentor for Bridge Street "Bulldogs on the Go," a running program at Bridge Street designed to build healthy lifestyles in youth. In August of each year, Kiwanis, The Active 20-30 Club, Yuba Sutter Board of Realtors, and Kohl's hosts a breakfast and back-to-school shopping spree for students in need. The Yuba Sutter Board of realtors conducts a similar shopping event in the Yuba Sutter Mall. Bridge Street School hosts "Adopt a Child for the Holidays," where staff and community members shop for children in need. The YCUSD Transportation Department hosts a yearly "Cookies and Holiday Lights Night," at Bridge Street where families decorate cookies and take a free bus tour of holiday lights in festive neighborhoods. The principal meets with community service organizations to show appreciation and generate ongoing partnerships.

3. Results of the Model/Pupil Outcomes

The ***Community of Learners*** model directly contributes to positive results for student outcomes and narrowing of the achievement gap. It was an exciting time when we exited Program Improvement status! The monitoring and assessment process used to evaluate the results of our model are local and statewide assessments, district benchmarks, and behavioral data. We chart and analyze progress year-to-year by individual student, class, grade level, and school. We review longitudinal data to analyze success rates of targeted and non-targeted student populations. Although we no longer have minimum days for teacher collaboration, our quest for excellence continues. Physical education is provided while teachers rotate through a prep schedule, working with a colleague on instructional planning, assessments, and data analysis. Our district LCAP provides four critical positions: instructional coach, school counselor, intervention teacher, and parent liaison. The sharp lens on fluency and fundamental reading skills continues to be a priority. As an unexpected outcome of our first reading intervention session, 58% of students exited earlier than expected. We address the learning gap for SWD through professional development on co-planning and co-teaching models. Professional development includes study in SBAC Performance Tasks, ELA/ELD, Interim Brief Writes, curriculum implementation of math and ELA/ELD, and instructional excellence. Learning Plans are created with English learners not making incremental growth in CELDT. Homeroom English learner maps designate individual

levels of student proficiency in listening and speaking, and are referenced by teachers during instruction. Push in services and co-teaching narrow the achievement gap for our SWD. Ongoing monitoring and assessment methods include analysis of: CAASPP, CELDT, district and site results, drilling down to grade level and individual student performance. Data continues to drive the story. Challenges in the **Community of Learners** model include: meeting the rigor of the California Standards, maximizing the instructional day, and keeping abreast of current technology. We address these challenges through lesson studies in ELA/ELD and Math Inquiry team meetings and academic conferences. At this stage of the **Community of Learners** model, we emphasize it is necessary to have an adequate number of personnel specifically trained in their area of expertise. Our successful model directly effects student success and narrows the achievement gap. Our ELA/ELD and Math Inquiry teams study objectives, vertically align standards, and analyze curriculum embedded assessments. Teachers volunteer time to serve on these teams, acting in a leadership capacity by gathering information and presenting findings in staff meetings. English learners, Hispanic students, and SWD remain a high priority as we receive on-going professional development in the ELA/ELD standards. All learning is shared as a staff, and builds capacity for teaching and professional growth. Weekly staff messages highlight teaching and current data. Behavior is evaluated and monitored on a monthly basis, and as a result, ongoing professional development is conducted, community resources are accessed for students and families, and celebrations are held acknowledging positive behavioral growth. The school counselor monitors discipline and Communication Note activity on a monthly basis, reporting out to teachers, grade levels, and support staff. The counselor, school psychologist, assistant principal and principal play an active role in addressing behavior challenges, and maintain a high degree of communication with parents. Table 1 below illustrates the growth of our API over the past seven years from 702 to 819. Also noted is the accomplishment of our incremental growth of our student populations. Sub populations of school wide, Hispanic, and EL exceeded 800 API! We also achieved a status of 10/10 state ranking of similar schools! Each year brings new challenges to our **Community of Learners** model, and we continue to address them as a staff. The longevity of our teaching staff is now quite evident, with less than three transfers or new hires taking place in 2015-16. In summary, the **Community of Learners** model continues to progress and show growth.

2013 Statewide Rank: 6 2013 Similar Schools Rank: 10

Bridge Street School API data 2007-2013

Year	Number of Students in API	API Growth School wide	Hispanic	English Learners	Students With Disabilities	Statewide Ranking	Similar Schools Ranking
2007	219	702	686	694	NA	3	6
2008	247	730	724	707	NA	3	8
2009	255	750	743	733	NA	3	8
2010	240	789	773	777	561	5	10
2011	247	793	777	793	569	4	10
2012	236	797	783	787	598	4	10
2013	236	819	811	804	675	6	10