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Introduction Date	8/24/22
Enactment Number	22-1485
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: Anita Iverson-Comelo
Date of this revision: 4/15/20

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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Anita Iverson-Comelo
Address: 1325 53rd Avenue
Oakland, CA

Position: Principal
Telephone: 510-535-3876
Email: anita.comelo@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/15/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Bridges Academy at Melrose

Site Number: 178

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

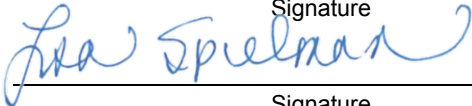
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/15/2022

6. The public was alerted about the meeting(s) through one of the following:

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|--|

Signatures:

Anita Iverson-Comelo <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4/15/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Mayra Gudino <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	Mayra Gudino <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 4-15-2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Kathleen Arnold <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5.19.2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/20/22 <hr style="border: 0; border-top: 1px solid black;"/> Date

2022-23 SPSA ENGAGEMENT TIMELINE**School Site:** Bridges Academy at Melrose**Site Number:** 178

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/21/2022	SSC	Needs assessment
1/24/2022	ILT	Needs assessment
2/14/2022	ILT	Strategies: College and Career, Focal students supports
2/18/2022	SSC	Strategies: College and Career, Focal students supports
2/28/2022	ILT	Strategies: Conditions for students, conditions for staff
3/14/2022	ILT	Strategies: Conditions for ELLs, Conditions for Black students
3/18/2022	SSC	Strategies: Conditions for students, conditions for staff
3/28/2022	ILT	

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$164,410.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$729,453.77

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$150,375.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,920.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,010.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$335,980.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,025.00	TBD	After School Education and Safety Program (ASES #6010)	\$131,143.77	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$164,410.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$565,043.77	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$729,453.77
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Bridges Academy at Melrose

School ID: 178

School Description

At Bridges Academy, we value our partnerships with parents and boast a terrific teaching staff that is committed to student well being and growth. In addition to an engaging and differentiated academic instructional program, we strive to educate the whole child through enrichment opportunities, a no cost afterschool program, a well stocked library and physical education including a wide variety of structured games on the yard. We understand that the social emotional development of our students is critical for their future and we explicitly teach them skills that help them to be mature members of our community. We also value diversity and help our students foster tolerance. Lastly, we have intervention programs that gives a boost to our struggling students and newcomers who have recently arrived in the country. Join us at Bridges.

School Mission and Vision

VISION

Building bridges from East Oakland to college and careers by breaking barriers to create a more just, equitable, and culturally responsive community

MISSION

Provide an intellectually stimulating, culturally prosperous, and socio-emotionally supportive environment for every child through collaboration between the school, parents, and community.

VALUES

Responsibility: We accept the challenge and break barriers.

Empathy: We understand and respect the feelings and perspectives of others.

Collaboration: We work as a team to achieve our goals.

Growth Mindset: We know that with dedication and hard work, we can realize great accomplishments.

Love & Joy: We cultivate a loving and joyful environment to motivate learning.

Culturally Responsive: We learn from and relate respectfully to our own culture and those of others.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	30%	<i>not available until Fall 2022</i>	40%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	10%	<i>not available until Fall 2022</i>	20%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	5%	<i>not available until Fall 2022</i>	10%
English Language Arts Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-85.4	n/a	<i>not available until Fall 2022</i>	-75
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	6%	<i>not available until Fall 2022</i>	15%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-81	n/a	<i>not available until Fall 2022</i>	-71
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	20%
CAST (Science) at or above Standard	All Students	4%	n/a	<i>not available until Fall 2022</i>	10%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-136.9	n/a	<i>not available until Fall 2022</i>	-125.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-158.4	n/a	<i>not available until Fall 2022</i>	-138.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0%	<i>not available until Fall 2022</i>	10%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-136.2	n/a	<i>not available until Fall 2022</i>	-116.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-148	n/a	<i>not available until Fall 2022</i>	-128.0

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	6%	3%	<i>not available until Fall 2022</i>	8%
LTEL Reclassification	Long-Term English Learners	0%	0%	<i>not available until Fall 2022</i>	5%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	72%	75%	<i>not available until Fall 2022</i>	80%
Out-of-School Suspensions	All Students	1%	n/a	<i>not available until Fall 2022</i>	1%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	8%	n/a	<i>not available until Fall 2022</i>	0%

Chronic Absenteeism	All Students	12%	10%	<i>not available until Fall 2022</i>	9%
Chronic Absenteeism	African American Students	31%	60%	<i>not available until Fall 2022</i>	25%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	75%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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LCAP Goal 1: College/Career Readiness

Continued use of a common standards aligned curriculum, Adelante/Advance, all students including ELLs and low income students have consistent access to grade level complex texts. At least 75% of classrooms have a clear CLO (Content Language Objective). Additionally, all low income students and as well as special education students have grade level Math instruction. All ELLs have explicit Designated ELD lessons.

Almost 200 ELLs, African American and Special Education students have intentional and targeted literacy intervention through the SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) or SPIRE which are research-based foundational skills program. Moreover the school holds an annual Career day where students who are African American, Asian and latino are exposed to role models specially from their own multi ethnic and racial backgrounds. Each classroom including classrooms of unhoused and students in foster care is invited to participate in an annual Science fairs and also have the opportunity to participate in the Martin Luther King Jr. oratorical festival.

All low income students also have access to learning software such as IReady MyPath in Math and Reading, RAZKids, STMath, etc.

Continued use of standards-aligned curriculum that supports our transition into a dual-language school. Professional development and training on new curriculum, Content Language Objectives have been an on-going focus. Professional development, observation and feedback on Designated ELD strategies to increase ELL student engagement and student talk time.

Professional Development cycle focussing on foundational skills for K-2 grade teachers. Professional Development for teachers on increasing student talk Grade level planning /PLCs in conjunction with PD cycle. Careful planning of the bilingual /Dual language planning and intentional transition of 2nd graders in bilingual classrooms to 3rd grade Sheltered English classrooms. Hiring of high quality Special Education and Newcomer teachers have helped us support SPed and Newcomer students. Training of classified staff and support staff for academic intervention. Goal to be fully transitioned to dual language school by 2026.

LCAP Goal 2: Focal Student Supports

Approximately 200 African American and ELL students receive SIPPS intervention through classroom teachers, Girls Inc and Safe Passages staff. At Least 75 low income students receive additional literacy support through ASP programming with Girls Inc. At least 60% K-1 students receive consistent small group differentiated literacy support through Early Literacy tutors that provide Tier 2 academic intervention, based on assessment data.

At least 40 students needing Social Emotional support receive individual therapy, small group therapy and/or targeted tier 2 incentive systems to promote pro-social behavior.

Approximately 30 2nd-5th grade newcomers received Survival English and foundational literacy skills by a 1.0 FTE newcomer teacher.

Teachers of low income students use Iready, SIPPS and SRI assessments to determine students' learning needs. The data is used to determine which underperforming and disadvantaged students will receive intervention and to liaison with intervention providers. Consistent COST procedures are used to determine students' social emotional needs and connection to resources. The newcomer teachers assessed close to 100 newcomers individually with ADEPT assessment to determine academic needs and create differentiated groups for instruction. Our Intervention Teacher procured through one time funds for enrollment stabilization coordinated all the differentiated interventions groups including assessments, training and mentoring classified staff, keeping organized records of attendance and progress monitoring. Our K/1 tutors were mentored and guided by our K-2 TSA.

LCAP Goal 3: Student/Family Supports

Families of children in foster care, of low income students have access to a variety of educational opportunities on site: Family Resource Center, ESL classes, nutrition classes and parent workshops on how to help your child at home. Low income family are identified for food delivery. Close to 175 students were vaccinated on campus at COVID vaccine clinics. Families had access to regular COVID testing and at home testing kits. Some families are supported financially for rent, immigration and medical needs. Parent leadership is being cultivated for some low income and English Language Learner parents through the Pueblo Unido committee. There is regular communication with all low income families through the Monthly Family Newsletter, and Parent Square text , email and robo call communication systems as well as with fliers and posters. All low income, ELL and families of Special Education were supported with regular distribution of technology, learning materials, books and tech support as well as back to school night. Teachers met with at least 80% of families for parent conferences regarding students SEL and academic progress three times a year.

The availability of extended contract COVID funds supported a high number of home visits and continued family communication. Having access to ParentSquare has supported communication with families over email, phone and texts. Communication using ParentSquare has been both group, targetted as well as individual. Having access to Title 1 Parent Education funds has facilitated teacher and parent leadership as well aas coordination of family education workshops. The school prioritizes supporting African American, Special education and ELL families with navigating and applying for help during this difficult time: registration, enrollment, Financial Aid, Tech Survey to receive free devices, Medi Cal, PEBT and food delivery. There is a dedicated staff member: Community School Program Manager that supports family access to information, partnerships with local organizations and support resources. We cultivate all elements of the Community School model. Staff are trauma informed, RJ trained, use SEL practices in classrooms and have a shared holistic understanding of student and family support. Community building events: assemblies and special events help build trust, collaboration and partnership between low income families and school. A new volunteer traffic patrol organized during student drop off and pick up has alleviated congestion and stress caused by traffic. Family members also support weekly Bulldog Store that incentives pro social student behavior. Family members also chaperone on class field trips. Community Closet events support clothing and household item giveaways.

LCAP Goal 4: Staff Supports

All certificated teachers at Bridges have access to two staffed prep periods and one staffed period for grade level collaboration as well as Wednesday early release time. Early release Wednesdays are used for high quality professional development focused on our school-wide goal of Writing about Reading. During PLC grade level collaboration all teachers of ELLs and low income students have the facilitation of the meeting with a TSA and or trained grade level PLC teacher leader. The thoughtfully crafted PLC agenda includes norms, a SEL check in , focus on grade level standards, criteria for mastery of the standards, data analysis and looking at student work to ensure progress towards mastery of standards for all ELLs, AA and low income students. Classified staff have monthly PD as well as access to district PD offerings. All staff have also opportunities for site Wellness opportunities and staff socials for community building. Teacher-driven inquiries are facilitated with designated TSA at least on a monthly basis. Early Literacy tutors are mentored, trained and given feedback by our K-2 TSA. SafePassages staff are trained and mentored by our Intervention Coordinator. Celebrations of life milestones such as births, deaths, anniversaries and special recognitions and holidays are coordinated by a Social committee. There is an active Faculty Council that lifts up staff concerns and helps to identify solutions.

Prioritization of budget to fund 0.2 FTE library teacher, TSA and teacher leader time and training for grade level PLCs. Prioritization of the budget and resources like TSA and teacher leader time as well as the Instructional Leadership Team focused on our school wide focus of Foundational Skills, access to complex text, grade level standards and ELD. Implementation of peer observation for new teachers. Access to new curriculum materials, Adelante and Advance. Access to high quality professional development facilitated by TSA and teacher leaders focused on our school wide focus. All teachers have access one on one customized coaching including observation and feedback.

Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also de-prioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	<p>Considering the much higher number of teacher and student absences due to the pandemic, there was interrupted instruction. Factors such as COVID testing and safety protocols sometimes made for reduced instructional time. Due to competing priorities, teachers are not able to provide thorough and adequate instruction in reading, writing explicit and targeted English foundational skills and Designated ELD and Math instruction. Many teachers of low income students need professional development on Content Language Objectives that inform and guide mastery of grade level standards and for students' English language development. Our general education teachers also need more professional training in scaffolding instruction for our growing numbers of newcomers: currently 112. More robust systems of data monitoring are needed to understand the efficacy of our intervention systems. We also need to calibrate around highly effective coaching practices. New teachers needed a lot of training around classroom management.</p>

LCAP Goal 2: Focal Student Supports

Our chronic absenteeism rate for our low income students and students with disabilities is extremely high: above 17.8% .25.1% (20) of our students are moderately chronically absent. There are over 110 newcomers at the school and only 32 are currently receiving interventions- specifically newcomers from K-1 and many year 2 and 3 newcomers are not receiving any newcomer specific intervention. Our ELPAC scores have been declining and Math as well as Writing has over 80% of our students below grade level. We have a lot more behavior difficulties with students especially in the lower grades.

Our community was highly and disproportionately impacted throughout the pandemic and we have an extraordinary number of student absences. Our Tier 2 systems are still weak for consistently supporting good attendance for low income students, students with disabilities Kindergarten and African American students. Our data tracker and COST systems don't follow students across years but just one year at a time. Therefore, our academic intervention systems have gaps for supporting students that need academic support. We lack progress monitoring assessments in Writing and ELD that hinder our ability to provide targeted support in ELD and Writing. Additionally, we have inconsistent intervention for low income students who are performing below grade level in Math.

LCAP Goal 3: Student/Family Supports

There has been extremely high levels of absences and stress on families. On site health and well being services have decreased. Many students came to school from distance learning with trouble adjusting to in person instruction. There were many difficulties with behavior regulation.

Most of our low income families are busy with day to day survival and lack the means to adequately bring their children to school everyday and support their children academically at home. Due to the pandemic, families and other providers not being allowed on campus this year, many families have not received the health support like vision/hearing screenings, dental care and flu shots. Parents are at work and it is difficult to get communication going between the 3rd person (babysitter or relative) and parent. Teachers and other staff have had COVID and/or dealing with family members with COVID thus reducing the ability for family contacts and supports as they are spending the limited time they have to focus on teaching and planning there is simply not enough time to do more frequent check-ins with families. English Language and low income families face an extra barrier of language, literacy or technology skill level can affect the timeliness in which home tech issues can get resolved so that students have access to online academic supports. Most low income families are also reluctant to take on loaner devices with financial liability. Changing testing and COVID protocols has been confusing for many families resulting in even higher absent rates.

LCAP Goal 4: Staff Supports

Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.

Supports for grade level instruction with complex texts implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Focus on instruction, teacher development with classroom observation and feedback has been difficult with TSA's priorities as the needs shift and move to cover other timely changing needs e.g. COVID testing twice a week.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Bridges has the highest number of newcomers amongst OUSD elementary schools: at last count we had 80. Newcomer students are bright, eager to learn and resilient. However, a lot of resources are needed to integrate students to American schooling system and formal schooling when the majority of students and their families have not had opportunities to go to school. Many of our Central American students don't speak English or Spanish and the current resources are not enough to accelerate student learning: literacy, numeracy, English language and Spanish language levels. Bridges also serves a concentration of low income families: near 100%. Many students' parents who are struggling financially and holding down multiple odd jobs during odd hours of the day. Additionally, a good percentage of families are doubled up and living with other families thus making private areas for sleep and homework difficult. Students often come to school not having a consistent routine of sleep and rest which intensifies students behavior and keeps them from being able to concentrate in class. Students also help their parents translate and have dates in immigration courts that results in students missing school and getting further behind in their learning. Over 80% of our students are below standard as measured by state exams in ELA and Math.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Bridges Academy at Melrose

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

We have been able to provide students with standards aligned curriculum throughout the school in all subject areas. All students have access to grade level complex texts. SIPP is used for differentiated foundational skills instruction. Close to 200 students received the differentiated academic support. PBIS is implemented throughout the school for positive behavior management systems. The Friday Bulldog store supports incentives for students following behavior expectations. Designated and Integrated ELD are implemented in each classroom. All teachers have access to weekly PD, PLCs and one on one coaching support for professional growth. Families have access to parent conferences and parent workshops. The additional COVID relief ESSER funds supported some students having access to social skills groups as well as differentiated SIPP instruction through SafePassages. COST referrals determined which students got services for therapy. Students with tier 3 needs got predictable unconditional breaks with the BAYAC Americorps staff member through the CCSSP grant. Our attendance team led by our CSM has implemented multiple tiers of student support.

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Our Reading and Math student achievement has improved overall with double digit percentage point gains in students far below grade level improving. Our attendance rates have improved also in double digits from the Omicron surge in January to February by 14%. Approximately 30 students are receiving therapy and another 15 students are on a predictable break system. Approximately 200 students are receiving differentiated foundational Reading skills instruction with their classroom teachers, SafePassages Americorps staff and Early Literacy tutors. COST referrals are addressed in a timely manner connected students and families to services. Over 80% of families have had individualized conferences and/or home visits with teachers. Caring School Community curriculum was only implemented in some classrooms through morning meetings to teach SEL skills.

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue and strive to implement all aspects of our SPSA. We will be making some additions: in the Language and Literacy section under Foundational skills we will be adding a Spanish phonics program Bookshop Phonetica. In the same section, we will be adding a Reading campaign to motivate student independent reading. There will also be an emphasis in Writing. If resources are available, Math intervention will also be added in Standards Aligned Instruction. In the section on Condition for Student learning we will continue to work on Caring School Communities morning meetings to implement morning meetings to teach SEL skills beyond just a few classrooms. We will return to weekly morning shout outs for good attendance as a tier 1 strategy to support good attendance. In the section on Conditions for Adult Learning, we would like to add coaching for non classroom certificated staff as well. We will also increase opportunities for differentiated professional growth trainings for new and veteran teachers on topics such as Content Language Objectives and Number Talks. We will identify specific strategies from Cultural Responsive Teaching and Learning to implement in classrooms.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
TSA	Reading Inventory (RI) Multiple Years Below Grade Level	The instructional leader (TSA) provided weekly professional development for all 3rd-5th grade teachers every Wednesday. She also facilitated Professional Learning Communities (PLCs) focused on the Common Core Standards for 3rd-4th grade and our two SDC autism teachers. Additionally, she provided customized individual coaching for a new teacher and for six other classroom teachers. Finally, she coordinated all IReady assessments and data analysis.	Our IReady scores improved dramatically for students far below standards: in the Fall assessment 73% of students were multiple years below grade level and after the Winter assessment 58% were in the category showing an improvement of 15% of students moving out of this category.	We will continue having our TSA focus on professional development, PLC teacher collaboration on Foundational skills and grade level standards as well one on one coaching with teachers. We still have only 6% of our students no grade level and need to continue making growth.
CSM	Chronic Absenteeism	The CSM facilitated weekly attendance meetings and implemented multiple tiers of student support for improving attendance. She also met with the attendance specialist, created reports to analyze attendance data, called families to explain protocol for COVID quarantines so students could return back to school in a timely manner and she mentored the Independent Study coordinator.	Our daily attendance rate improved by 14.1% from January to February. However, overall we still have extremely high chronic absenteeism rate of 17.8% severely chronically absent and 25.1% with moderate severe absence.	We need to continue strengthening our multiple tiers of student support for attendance and provide services for families so that our students can be present at school daily.

STIP	College/Career Readiness	Our STIP sub provided academic intervention in literacy and Math as well as support for students who have had a hard time adjusting back to school. He also supported teacher professional development by releasing teachers for peer observations, for coaching sessions and for grade level PLC meetings.	100% of teachers are participating in professional development and coaching. All new teachers have had opportunities to participate in peer observations. There is targeted support provided in literacy and Math for approximately 20 students. At least two students who have tier 3 level behavior needs are supported by our STIP sub helping to implement a proactive behavior support plan.	We will continue to have our STIP sub provide academic and SEL support to students. We will continue to have our STIP support our staff professional learning through PD, PLCs, coaching and peer observations.
Certificated Teachers' Stipends	ELL Reclassification	Our Pueblo Unido committee made up of several teacher members coordinated parent workshops on various topics including reclassification in order to for our families to understand how they can support their child's education.	20-50 parents attended each workshop organized by the Pueblo Unido committee	We will continue to provide stipends for teachers to coordinate family workshops through the Pueblo Unido committee

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Bridges Academy at Melrose

School ID: 178

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	Equitable, Culturally Responsive, and Rigorous Instruction for all Students
School Theory of Change:	If teachers and leadership deeply engage in learning about how race and bias impacts student learning and experience then they will continuously build the mindsets needed to implement rigorous, equitable, and engaging instruction across differences.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers will explicitly teach SEL through the CSC2 curriculum during Morning Meeting/Morning Circle.80% of classrooms will use CSC2 curriculum to guide their morning circles/morning meetings. Sown to Grow will support students emotional check-ins for grades 3-5.	TSAs and Principal will ensure that all teachers have access to CSC2 curriculum materials and professional development to ensure high quality morning meetings. The Equity team will create a scope and sequence and three year plan that will guide the teaching of SEL skills consistently to all students TK-5.	Classroom schedules and classroom observations with Classroom Meeting rubric or check list	There has been extremely high levels of absences and stress on families.On site health and well being services have decreased. Many students came to school from distance learning with trouble adjusting to in person instruction. There were many difficulties with behavior regulation.	Tier 1

1-2	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	The COST team led by the Community School Manager and TSAs will meet regularly and follow up with communication, coordination and implementation of intervention plans	COST meeting agendas and notes, Salesforce COST portal	Our chronic absenteeism rate for our low income students and students with disabilities is extremely high: above 17.8% .25.1% (20) of our students are moderately chronically absent. There are over 110 newcomers at the school and only 32 are currently receiving interventions- specifically newcomers from K-1 and many year 2 and 3 newcomers are not receiving any newcomer specific intervention. Our ELPAC scores have been declining and Math as well as Writing has over 80% of our students below grade level. We have a lot more behavior difficulties with students especially in the lower grades.	Tier 1
1-3	Teachers will support students with co-created PBIS matrices that include clear expectations with daily PBIS reference and integration into instruction.	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	Classroom observations with rubric and TFI walkthrough observation data	Our chronic absenteeism rate for our low income students and students with disabilities is extremely high: above 17.8% .25.1% (20) of our students are moderately chronically absent. There are over 110 newcomers at the school and only 32 are currently receiving interventions- specifically newcomers from K-1 and many year 2 and 3 newcomers are not receiving any newcomer specific intervention. Our ELPAC scores have been declining and Math as well as Writing has over 80% of our students below grade level. We have a lot more behavior difficulties with students especially in the lower grades.	Tier 1

1-4	All staff will implement multi-tiered strategies for reducing chronic absenteeism including homevisits	The Community School Program Manager will lead the Attendance team in creating a multi tiered system of support to improve student attendance and facilitate homevisits	Weekly attendance celebrations through assemblies, intercom announcements, bulletin board and monthly parent newsletter	Our chronic absenteeism rate for our low income students and students with disabilities is extremely high: above 17.8% .25.1% (20) of our students are moderately chronically absent. There are over 110 newcomers at the school and only 32 are currently receiving interventions- specifically newcomers from K-1 and many year 2 and 3 newcomers are not receiving any newcomer specific intervention. Our ELPAC scores have been declining and Math as well as Writing has over 80% of our students below grade level. We have a lot more behavior difficulties with students especially in the lower grades.	
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	STEM / STEAM
School Theory of Change:	If teachers engage students in grade-level complex text and complex tasks with academic discussions and language scaffolds based on CCSS and NGSS we will see an increase in the percentage of our students reaching grade-level proficiencies.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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2-1	Teachers design and implement complex tasks with complex texts using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking.	TSAs will co-lead ELL reviews. TSAs and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on implementation of complex texts and tasks.	ELL review and Bridges created rubric for collecting data on implementation	Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.	Tier 1
2-2	100% of teachers ensure that all students participate in academic discussions in CCSS aligned Math and Science tasks. Teachers will implement Math and Science note-booking to support academic discussion.	TSAs and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on Academic discussion	Classroom observations and data gathered in Bridges instructional walkthrough rubric		

2-3	<p>Each teacher will identify and implement Math priority standards and each grade level will administer common assessments to measure student learning in priority standards</p>	<p>TSA's will facilitate regular Professional Learning Community (PLC) meetings with teachers by grade level to identify priority standards and common assessments to measure student learning. Grade level PLCs will also engage in data analysis and identifying next steps in strategies to improve student mastery of Math priority standards</p>	<p>IReady Math assessment and formative assessments</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also de-prioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 1
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2-4	<p>100% of teachers will implement the new curriculum Eureka and IReady assessment as screener at the beginning of the year to measure students' Math foundational skills. Teachers will use the data to create differentiated Math small groups and implement Math intervention on a regular basis to ensure mastery of foundational Math skills.</p>	<p>TSA's will facilitate regular PD and Professional Learning Community (PLC) meetings with teachers by grade level to train teachers on the new Math curriculum. Grade level PLCs will also engage in data analysis and create differentiated small Math intervention groups. The principal will review teacher schedule to ensure that small group intervention is included in each classroom schedule.</p>	<p>Classroom observations and data collected using Bridges rubric</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 2
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2-5	100% of teachers will implement Number Talks at least two times a week	TSA's will provide resources, professional development and coaching for the implementation of Number Talks	Classroom observations and data collected using Bridges rubric	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.	Tier 1
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District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority:	Foundational Skills and Implementation of standards aligned curriculum with small group differentiated instruction
School Theory of Change:	If we provide students with systematic foundational skills instruction and implement a standards aligned curriculum our students will improve in their literacy development
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	<p>100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness- Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.</p>	<p>TSA and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on systematic implementation of foundational skills (including in both Spanish and English in bilingual classrooms) . School leaders will ensure that all teachers have SIPPS and Bookshop Phonetica training and materials. The principal will review teacher schedule to ensure that SIPPs and Bookshop Phonetica small group intervention is included in each classroom schedule. Our Intervention coordinator will train staff in assessments and implementation of the curriculum.</p>	<p>- Classroom observations, SIPPS mastery tests; Learning walk data documents fidelity of curriculum implementation. (e.g. Indicators monitored via use of SIPPS Site Implementation Tool) -Foundational skill assessment data (e.g. Letter Name ID, i-Ready Diagnostic, SIPPS Mastery Tests, PSF, LNF) that shows student progress -All teachers have foundational skills instruction on their weekly schedules.</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 2

3-2	<p>Teachers will implement tier 1 and 2 reading interventions in class and refer students for tier 3 additional intervention when needed by look at longitudinal reading data to identify students in most need of added targetted reading support.</p>	<p>The principal and TSAs will create data systems that give all teachers access to students' longitudinal reading data. TSAs will coordinate the out-of-the-classroom reading intervention that is in addition to classroom intervention. TSAs will be liaisons between teachers and intervention providers such as SafePassages, Girls Inc etc. Data conferences and data analysis will be faciltated by the TSAs and the principal after each major assessment administration.</p>	<p>DIBELS, SIPPs mastery and Bookshop Fonetica assessments</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deproitized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteesim rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 2
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3-3	100% of 2-5 classrooms will participate in close/shared reading of grade level complex texts from Adelante/Advance curriculum with Content Language Objectives and participate in text-based academic discussions and evidenced based writing in response to the text.	TSAs and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on implementation of Adelante/Advance curriculum with Content Language Objectives and student participation in text-based academic discussions.	Classroom observations using a Bridges rubric for instructional learning walks and data collection; Teachers co-developing exemplars in PLCs re: text evidence followed by cycle of inquiry of student tasks	Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.	Tier 1
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3-4	<p>All teachers (TK-5th) will engage all students especially ELLs and African American students will engage, at least three times a week, in Writing in Response to Reading complex texts activities.</p>	<p>TSA and principal will design and implement professional development, teacher Professional Learning Communities (PLC) and differentiated coaching for teachers that is focused on implementation of Writing in Response to Reading complex texts activities. In grade level PLCs teachers will review writing on a set schedule to measure students' progress towards mastery of grade level standards.</p>	<p>Bulletin boards, writing samples analysis during PLCs</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also de-prioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 1
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3-5	All newcomers N1 & N2 will be assessed by the newcomer TSA with ADEPT and placed in differentiated ELD and Reading groups for intensive intervention	Newcomer TSA will coordinate intervention for newcomer students	Newcomer TSA progress reports	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.	Tier 2
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority:	Focused, differentiated, high-quality professional development, PLCs that are co-facilitated by teacher leaders and school leadership with strategic results-oriented coaching
School Theory of Change:	If Bridges' teachers have opportunities for professional growth that include PD, PLC, coaching and peer observations teachers will grow in their capacity to provide high quality standards aligned instruction for all students
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	TSAs and ILT will focus PD and PLC on the areas of focus outlined in our site plan in ELA & Literacy (Evidence-based writing, complex texts, small group instruction, academic discussions, foundational skills and the new Adelante/Advance curriculum). TSAs will differentiate, when appropriate, to meet student need. TSAs will provide differentiated PD to new teachers to align with Bridges practices. In addition, TSAs will lead PD and meetings with Dual Language teachers for differentiated professional development needs.	PD calendar and agendas	Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.	Tier 1

4-2	<p>The PD and PLC will also focus on areas outlined above in our site plan on student conditions for learning particularly newcomers, ELLs and racially minority students and in ELD on CLOs, SLPs, GLAD within the framework of designated and integrated ELD practices.</p>	<p>TSAs and ILT will focus PD and PLC on the areas of focus outlined in our site plan in Conditions for Student learning section (SEL skills taught through the Caring School community curriculum and morning meetings) and Conditions for ELL section (Designated and Integrated ELD) .TSAs will differentiate, when appropriate, to meet student need. TSAs will provide differentiated PD to new teachers to align with Bridges practices. TSAs will lead professional development for teachers on culturallyresponsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation</p>	PD and PLC feedback forms and data	<p>Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.</p>	Tier 2
4-3	<p>Math and Science PD and PLC will focus on language development and complex tasks and whole-school, high-leverage strategies including: Number Talks, 3-Reads, Participation Quiz, and other strategies to support English Language Learners.</p>	<p>TSAs and ILT will will focus PD and PLC on the areas of focus outlined in our site plan in Math and Science (Academic discussions, priority standards and Number Talks) TSAs will provide differentiated PD to new teachers to align with Bridges practices. TSAs will lead professional development for teachers on culturallyresponsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation</p>	PD calendar and agendas	<p>Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.</p>	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	All black students and families feel welcomed, safe, connected and engaged.				
School Theory of Change:	If we shift our family engagement and teaching practices to culturally relevant pedagogy with high expectations and s				
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Teachers will apply strategies from Zaretta Hammond's Culturally Responsive teaching to actively shift instruction and conditions for learning to meet the academic and SEL African American	TSAs will lead professional development for teachers on cultural responsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation	Classroom observations and data collected using Bridges instructional rubric	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.	Tier 1
5-2	Ensure that all Black students and ELLs referred to COST have been engaged through their families and connected to resources to support good attendance, SEL and academic needs	The principal and leadership team meet regularly as COST liaise with community based partners to connect students and families to services	COST notes and trackers	There has been extremely high levels of absences and stress on families. On site health and well being services have decreased. Many students came to school from distance learning with trouble adjusting to in person instruction. There were many difficulties with behavior regulation.	Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	EL Progress Towards Proficiency and Reclassification
School Theory of Change:	If students received high quality designated and integrated ELD, all ELLs will make progress towards English language proficiency each year and the percentage of students who reclassify will increase by at least 5%.

Related Goals:		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible	TSA's will provide access to student ELPAC scores to all teachers to differentiate instruction. TSA's will provide PD and PLC for teachers on providing foundational ELD as well as ELD focused on providing students access to grade level complex text.	Classroom schedules, ELL reviews and classroom observations	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.	Tier 1

6-2	<p>All teachers will continue to implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the school plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.</p>	<p>TSAs will provide information for new teachers to get GLAD training. TSAs will provide access to teachers on PD for Before, During and After reading strategies. ILT and TSAs will clearly outline to teachers the six high leverage GLAD strategies. The newcomer TSA will collaborate with the other TSAs in designing PD that provides newcomers differentiated support as well as access to grade level standards and whole class lessons. TSAs will co-lead ELL reviews.</p>	<p>Classroom observations, ELL reviews</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also deprivitized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 1
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6-3	<p>Teacher leaders will hold parent workshops to educate them on English Language Learners and the reclassification criteria at least two times each year and data presented at the workshops</p>	<p>TSA's and Community School Program Manager will provide communication to families about workshops for reclassification information</p>	<p>Fliers, SELL committee meeting agendas and Pueblo Unido committee meeting agendas</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills. Especially during last year's distance learning, almost 100% low income and African American students are performing far below grade level in Writing. 100% of our Special Education and Newcomer students are performing below grade level in Math. Our progress in English Language Development has dropped drastically during distance learning. We also de-prioritized the interest in college and career activities such as assemblies during the pandemic. Our chronic absenteeism rate is way above what it normally has been due to COVID related absences. New teachers had classroom management issues resulting in decreased quality of instruction in the classrooms and also took up TSA time that could have been spent on raising quality of instruction in all classrooms.</p>	Tier 1
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6-4	100% of teachers will include an explicit language objective in the following subject area lessons: Shared Reading, Math, Science, Social Studies and Writing	TSAs will provide PD and feedback to teachers on writing high quality Content Language Objectives	Classroom observations and data collection using Bridges instructional rubric	Even though most teachers consistently have a Content Language Objective (CLO) , application of CLO in the lesson is inconsistent or not a high levels of implementation. Designated and Integrated ELD strategies are not consistently applied. Supports for implementation is difficult with the range of absences and supports and shifting priorities due to the pandemic. Most teachers need continued training and professional development also in differentiation, foundational skills and working with newcomers.	Tier 1
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PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

After School Program Contract	\$131,144	After School Education & Safety (ASES)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	178-1
10-Month Teacher on Special Assignment (TSA)	\$98,396	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	2031	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will explicitly teach SEL through the CSC2 curriculum during Morning Meeting/Morning Circle. 80% of classrooms will use CSC2 curriculum to guide their morning circles/morning meetings. Sown to Grow will support students emotional check-ins for grades 3-5.	178-2
10-Month Teacher on Special Assignment (TSA)	\$127,115	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	7598	TSA 10 Pay	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	TSAs and ILT will focus PD and PLC on the areas of focus outlined in our site plan in Math and Science (Academic discussions, priority standards and Number Talks) TSAs will provide differentiated PD to new teachers to align with Bridges practices. TSAs will lead professional development for teachers on culturally responsive teaching strategies using Zaretta Hammond's Culturally Responsive Teaching book as a foundation	178-3
11-Month Teacher on Special Assignment (TSA)	\$110,882	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	7215	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-4
books other than textbooks	\$3,843	Measure G: Library	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers design and implement complex tasks with complex texts using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking.	178-5

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

Clerical Salaries	\$30,201	LCFF Supplemental	2405	Clerical Salaries	0915	Clerk Bilingual	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Math at or above Mid-Grade	Teachers design and implement complex tasks with complex texts using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking.	178-6
Community School Manager	\$27,358	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	2166	Program Mgr Community School	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	The PD and PLC will also focus on areas outlined above in our site plan on student conditions for learning particularly newcomers, ELLs and racially minority students and in ELD on CLOs, SLPs, GLAD within the framework of designated and integrated ELD practices.	178-7
consultant (Playworks)	\$34,558	LCFF Supplemental	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Chronic Absenteeism	All staff will implement multi-tiered strategies for reducing chronic absenteeism including homevisits	178-8
Contracts - Playworks	\$10,025	Title IV: Student Support & Academic Enrichment	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	i-Ready Reading at or above Mid-Grade	Teachers design and implement complex tasks with complex texts using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking.	178-9
Copier Maintenance	\$3,000	General Purpose Discretionary	5610	Equip Maintenance Agreement		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	100% of teachers will implement IReady assessment as screener at the beginning of the year to measure students' Math foundational skills. Teachers will use the data to create differentiated Math small groups and implement Math intervention on a regular basis to ensure mastery of foundational Math skills.	178-10
Extended Contract - Workshops	\$4,010	Title I: Parent Participation	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	ELL Reclassification	All teachers will continue to implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the school plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	178-11
keys - interprogram	\$278	General Purpose Discretionary	5720	Maintenance Work Orders		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Each teacher will identify and implement Math priority standards and each grade level will administer common assessments to measure student learning in priority standards	178-12

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

Library Teacher	\$55,765	LCFF Supplemental	1105	Certificated Teachers' Salaries	0557	Teacher, Structured English Immersion	0.45	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	The COST team led by the Community School Manager and TSAs will meet regularly and follow up with communication, coordination and implementation of intervention plans	178-13
Library Teacher	\$68,157	Measure G: Library	1105	Certificated Teachers' Salaries	0557	Teacher, Structured English Immersion	0.55	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	178-14
Other Classified Salaries	\$8,722	General Purpose Discretionary	2905	Other Classified Salaries	9015	n/a	0.25	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Teachers design and implement complex tasks with complex texts using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking.	178-15
Substitute Teacher Incentive Plan (STIP) Teacher	\$3,746	Other Donations	1105	Certificated Teachers' Salaries	2087	STIP Teacher	0.05	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPP's curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-16
Substitute Teacher Incentive Plan (STIP) Teacher	\$75,732	LCFF Supplemental	1105	Certificated Teachers' Salaries	8723	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	TSAs and Principal will ensure that all teachers have access to PBIS materials and professional development to ensure clear and consistent implementation of PBIS systems. The Equity team led by a TSA, will analyze classroom observation, Universal Referral Form and Tiered Fidelity Inventory data to make needed changes to PBIS and PBIS professional development for teachers.	178-17

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

Substitute Teacher Incentive Plan (STIP) Teacher	\$44,958	LCFF Supplemental	1105	Certificated Teachers' Salaries	2087	STIP Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	All teachers will participate in regularly scheduled PD and PLC collaboration time focused on the CCSS, NGSS, Dual Language instructional program and conditions for learning.	178-18
Substitute Teacher Incentive Plan (STIP) Teacher	\$22,479	Title I: Basic	1105	Certificated Teachers' Salaries	2087	STIP Teacher	0.30	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness-Heggerty-, phonics, sight words and fluency) for students who are in need of explicit instruction in foundational skills as seen on the IReady reading assessment. The evidenced based SIPPs curriculum and Bookshop Fonetica in Spanish will be implemented in small differentiated groups at least three times a week.	178-19
Supplies	\$13,920	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	178-20
Teacher	\$67,408	LCFF Supplemental	1105	Certificated Teachers' Salaries	8432	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teacher leaders will hold parent workshops to educate them on English Language Learners and the reclassification criteria at least two times each year and data presented at the workshops	178-21
Unallocated	\$781	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	178-22



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students



Title I, Part A School Parent and Family Engagement Policy

Bridges Academy At Melrose

**agrees to implement the following engagement practices, in keeping with
Oakland Unified School District's Standards for Meaningful Family Engagement:**

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents workshops several times a year
- Parent-Student-Teacher conferences
- The content of SSC and SELL meetings

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Kindergarten welcome orientation meeting
- Parent-Student-Teacher conferences
- SSC and SELL parent meetings
- Back-to-School Night
- Open House
- Partner showcase presentations (Girls Inc, Reading Partners, SafePassages)

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved. This year the meeting will be held on Friday, September 10, 2021 this year

The school communicates to families about the school's Title I, Part A programs by:

- The annual Title 1 meeting held on Friday, September 10, 2021 this year
- SSC and SELL meetings

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Parents workshops each month
- Parent-Student-Teacher conferences
- Classroom observations during SELL meetings
- The content of SSC and SELL meetings
- Monthly e-newsletters sent on email, posted on Facebook, ParentSquare and TalkingPoints

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Flyers in English and Spanish posted on Facebook
- ParentSquare Email, text, call and Talking Points texting service in home language
- SchoolMessenger calls in English and Spanish
- School board with enlarged calendar of events in English and Spanish
- Translators offered for Teacher-Student-Parent conferences in Spanish, Mam and Arabic
- SSC, SELL and other meetings and workshops held in English, Spanish and whenever possible with Mam

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Having opportunities for families to volunteer at school-wide events
- Having a parent volunteer program for supervision in the school cafeteria and yard

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Access to RAZ kids, IReady MyPath, SORA computer software
- Access to STMath computer software
- Providing homework
- Parent-Student-Teacher conferences
- Partner showcase presentations (Girls Inc, Reading Partners, SafePassages)

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Providing teachers opportunities to conduct virtual Home Visits or in person conferences

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- SSC meetings monthly with days and times decided upon by SSC members
- SELL meetings set by SELL committee members
- Parent-Student-Teacher conferences held at times convenient for parents
- Back-to-School night held virtually to accommodate COVID-19 conditions

- SST (Student Success Team) and IEP (Individual Education Plan) meetings held at times convenient to parents' schedules

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Having an annual Title 1 meeting this year on September 10, 2021
- Having the SSC meetings review Title 1 funding and programming

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Parents may accompany students on in classrooms with COVID safety guidelines

The school provides support for parent and family engagement activities requested by parents by:

- Maintaining clear open lines of communication between parents and principal.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Creating a Parent Resource Center with technology
- Providing Parent ESL classes with babysitting available
- Partner showcase presentations (Girls Inc, Reading Partners, SafePassages)

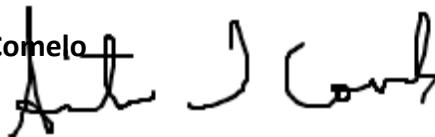
Adoption

This policy was adopted by the Bridges Academy At Melrose School Site Council on September 17, 2021 and will be in effect for the period of August 9, 2021 through May 27, 2022.

The school will distribute this policy to all parents on or before September 30, 2021.

Name of Principal : Anita Iverson-Comejo

Signature of Principal



Date 9/13/21

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact



Bridges Academy At Melrose

2021-2022

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2021-22 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - Implement a Common Core standards aligned curriculum Adelante Advance give access to grade level complex texts to all students
 - Implement a Common Core aligned standards aligned Math curriculum called Math Expressions
 - Implement the Next Generation Science Standards curriculum for Science
 - Implement Designated and Integrated ELD

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 2nd trimester
 - Teachers will schedule other conferences as necessary

3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Parents will receive progress reports after each trimester
- The SST (Student Success Team) process will provide support to students with special needs

4) Provide parents reasonable access to staff.

- Teachers will send communication through calls, texts or letters
- Teachers will send their conferencing schedule before conference weeks
- The principal will make appointments to meet with parents as necessary

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

- Parents may volunteer to supervise learning activities in the classroom after fulfilling volunteer requirement (e.g. negative TB tests, negative COVID symptoms)

6) Provide parents with materials and training to help them improve the academic achievement of their children.

- There will be opportunities for parents to learn about how to support their child at home
- There will be opportunities at SSC/SELL meetings for parents to learn about instruction for English Language Learners
- During Parent-Student-Teacher conferences, teachers will provide parents guidance (and materials when warranted) on how to work with children
- The SST (Student Success Team) and IEP (Individual Education Plan) process will provide support to students with special need

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

- Teachers will have opportunities to conduct virtual Home Visits
- There will be workshops available to families for helping their child at home
- Teachers will provide families with regular communication

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

- Parent conferences will have options of translations in Spanish, Mam and Arabic
- All significant meetings: SSC , SELL and parent parents will have Spanish translation
- Teachers, Community School Program Manager and office staff will use Schoolmessenger, ParentSquare TalkingPoints texting service for two way communication between school and parents

Teacher Responsibilities

I agree to support my students' learning in the following ways:

- Provide grade level standards aligned instruction
- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student through differentiated small group instruction
- Provide a safe, positive and healthy learning environment

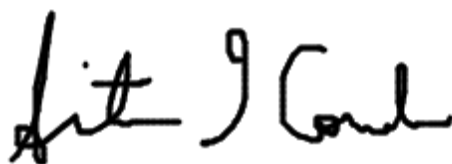
Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Participate in decisions related to my child's education.
- Send or take our child to school on time every day or engage with virtual learning everyday
- Make sure our child gets enough sleep (goes to bed early at 8:30 p.m.) and has a healthy breakfast
- Provide a quiet place and time for you to complete your homework and to engage with virtual learning.
- Review your homework, sign it and make sure you return it to their child's teacher
- Attend the Back to School Night, the Academic Conferences with the teachers and other educational events
- Attend at least one event to know the academic performance of my child's class
- Make sure that your child is dressed appropriately for school and wears their school uniform including appropriate footwear daily for in person instruction

This Compact was adopted by the Bridges Academy at Melrose on September 10, 2021, and will be in effect for the period of September 10, 2021 to May 27, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 30, 2020
Signature of Principal Date 9/13/21





Strategic Resource Planning (SRP)



School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	MAYRA GUDINO
Vice Chairperson:	ERENDIRA CABRERA
Secretary:	DELIA RAMOS

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
ANITA IVERSON-COMELO	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
MAYRA GUDINO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
DELIA RAMOS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
ROSA MARIA PABLO MARTIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
ERENDIRA CABRERA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
TANIA BARRIOS TAPIA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
ANDREA MAOKI	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
BEATRIZ TELLO RICO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
JESSICA JUNG	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
GIOVANNI ESCOBAR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	EVERY 3RD FRIDAY OF THE MONTH @ 3:15 PM
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members