

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Bridges Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Bridges Academy.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: Anita Iverson-Comelo
Date of this revision: 6/5/2017

The Single 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 District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Bridges Academy at Melrose

Site Number: 178

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 17, 2017

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

- Flyers in students' home languages Announcement at a public meeting Other (notices, media announcements, etc.)

Signatures:

Anita Iverson-Comelo

Anita Iverson-Comelo

5-17-17

School Principal

Signature

Date

MARIA ELENA GARCIA

Maria Elena Garcia

5-17-17

Print name of SSC Chairperson

Signature

Date

Sara Stone

Sara Stone

5/22/17

Network Superintendent

Signature

Date

Gloria Gamblin

Gloria Gamblin

5/25/17

Interim Chief Financial Officer

Signature

Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
5/17/2017	SSC	Final approval
4/20/2017	SSC	SPSA at a glance, explanation, committee and parents had small group conversatons and came up with comments and questions
2/15/2017	SSC	Reviewed priorities and major actions in draft SPSA 2017-18
2/2/2017	ILT	Discussed and drafted: Major priority areas
1/23/2017	ILT	Developed theory of action
12/1/2017	ILT	Reviewed 2016-17 SPSA, Discussion and next steps on : Looking foward: Which priorities will continue into 17-18? Which priorities will be changed or added? Instructional buckets?

2017-2018 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$76,474.33	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$314,352.69	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$23,143.21	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$510,599.07	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$70,514.48	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,933.37	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$72,447.85	\$0.00

PART A: ABOUT THE SCHOOL

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 an intervention program 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

Our Vision:

Our students are scholars.

Our Students are resilient.

Our students are culturally competent.

OUR STUDENTS develop both academic language and skills that enable them to become deep, critical thinkers and problem solvers. Our students are scholars who are treasured and unique members of a diverse community.

OUR PARENTS are equal partners in their children's education, working together towards high academic achievement. A school-wide structure of parent leadership and training ensures that parents can closely monitor and support student progress.

OUR TEACHERS are experienced, committed, and highly qualified. Our program focuses on meeting the diverse language needs of our students, to ensure academic success for all.

OUR SCHOOL CULTURE nurtures strong social and interpersonal skills so that our students can build the working relationships and friendships necessary for success.

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

By June 2018, at least 28% of our fifth grade students will be proficient readers as measured by SRI

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	17.74%	22.74%	28.00%

Other Leading Indicators for Literacy:

F&P scores

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<p>There has been some professional development around Shared Reading. At least 50% of teachers are attempting to implement guided reading. All teachers have turned in schedules that include shared and guided reading. Teachers have gotten feedback on their schedules regarding instructional minutes on shared and guided reading. Teachers have gotten some classroom observation and feedback. Some teachers have done peer observations specifically on guided and shared reading. There has been some alignment of "double dose" intervention for lowest students in First grade classrooms during guided reading/literacy centers with push in support of intervention from retired teachers and super star literacy.</p>	<p>The quality of shared reading and guided reading is undetermined and varies. Most teachers are not knowledgeable of common core standards and shared reading lesson objectives are not clearly based on common core standards. There isn't a scope and sequence and alignment across classrooms and grade levels on implementation of common core standards. Some, but not all teachers, lesson plan guided reading and shared reading lesson considering the language demands of the lesson and students' language development needs. The level of intellectual rigor of academic tasks continue to vary across grade levels.</p>

ROOT CAUSE ANALYSIS

This is the first year we have had a TSA/instructional coach in many years. The TSA has been instrumental in providing instructional leadership and coaching through high quality PD and coaching. Given that at least 12 out of 19 teachers are either new to teaching or new Bridges, aligning instruction and providing coaching support to teachers is a challenge and one instructional coach is not enough. Grade level PLC time is not enough for planning and preparing instruction. High class sizes and newcomers coming in all through the year specially after the Winter break adds an additional challenge.

MATHEMATICS PRIORITY: STEM/STEAM**SCHOOL GOAL for STEM/STEAM:**

By June 2018, at least 18% of our students will be proficient in Mathematics as measured by end of year curriculum assessments

SCHOOL TARGETS for STEM/STEAM:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	7.41%	12.70%	18.00%

Other Leading Indicators for STEM/STEAM:

SBAC

NEEDS ASSESSMENT for STEM/STEAM:

STRENGTHS	CHALLENGES
At least 50% of teachers are implementing number talks. We got the Math collaboration grant of \$10,000 that will help with giving teacher paid collaboration time for unit and lesson planning and being aligned through grade levels. Many teachers use white boards for student engagement and assessment. Peer observations have helped teachers improve their practice. Most teachers are using the district purchased Expressions curriculum.	Few teachers are knowledgeable about common core standards. Even though students may have Math skills they often don't have the language skills to understand problems that they need to solve.

ROOT CAUSE ANALYSIS

There is only one instructional coach/TSA for all subject areas and for supporting new and veteran teachers.

CULTURE & CLIMATE PRIORITY: Culture & Climate

SCHOOL GOAL for Culture & Climate:

90% of fifth grade students report that they feel safe at school on CHKS survey and maintenance of chronic absenteeism rate of less than 10%

SCHOOL TARGETS for Culture & Climate:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	64.00%	80.00%	90.00%

Other Leading Indicators for Culture & Climate:

Suspension rates and URFs

NEEDS ASSESSMENT for Culture & Climate:

STRENGTHS	CHALLENGES
Expectations for all common areas have been posted. There have been structures to teach and reteach expectations as well as to reinforce the expectations. There is dedicated leadership by TSA for implementation of PBIS.	Yard spaces and play areas need to be better organized. There are many altercations at lunch recesses. Not all teachers and staff are consistently reinforcing expectations yet.

ROOT CAUSE ANALYSIS

This is the first planning year of PBIS. It is a new concept at Bridges. We need to still align and calibrate mindsets and build understanding around the PBIS framework.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement**SCHOOL GOAL for Family Engagement:**

At least 75% of parents will have attended at least two parent-teacher-student conferences with their child's teacher

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
1st Grade Literacy (F&P/STAR/DRA)	All Students	25.00%	35.00%	50.00%

Other Leading Indicators for Family Engagement:

Formative assessments

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
There is time put aside for parent- teacher-student conferences: two? weeks of minimum days. At least 80% of families meet with their child's teachers.	Translation and communication with families that don't speak English and teachers that don't speak the parents' language is a challenge. The parent teacher student conferences are not standardized throughout the school. Some families don't prioritize meetings with teachers.

ROOT CAUSE ANALYSIS

Families who attend the conferences value them greatly.

ADDITIONAL PRIORITY: EL Reclassification**SCHOOL GOAL for EL Reclassification:**

Increase by 5 percentage points the percent of ELs who qualify for reclassification.

SCHOOL TARGETS for EL Reclassification:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	9.50%	12.50%	15.50%

Other Leading Indicators for EL Reclassification:

SRI

NEEDS ASSESSMENT for EL Reclassification:

STRENGTHS	CHALLENGES
At least 50% of teachers are implementing designated ELD. Teachers have participated in WestEd PD on ELD. Capacity of principal and coach has being built through WestEd PD.	There is no consistent and high quality ELD curriculum that is being implemented across the school. There has not been devoted ELD PD or instructional leadership. There is still confusion amongst teachers around implementation of WestED ELD/ELA framework.

ROOT CAUSE ANALYSIS
Lack of time and instructional leadership.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we bulid the capacity of our teachers in Guided Reading and Shared Reading based on CCSS, teachers will better differentiate teaching in order to meet students' learning needs and our students reading acheivement will increase.
SCHOOL THEORY OF ACTION for STEM/STEAM:	If we bulid the capacity of our teachers to implement Number Talks and Three Reads Strategies based on CCSS, students will practice Mathematical thinking, cultivate reasoning skills and develop language skills.
SCHOOL THEORY OF ACTION for Culture & Climate:	If we implement PBIS strategies of clear expectations and reinforcemet including reteaching and looking at data continuously, our common areas will be more orderly and students will feel safe and our students will attend school more regularly.
SCHOOL THEORY OF ACTION for Family Engagement:	If we engage our families in the academic learning of their children then students will meet their reading proficiency goals.
SCHOOL THEORY OF ACTION for EL Reclassification:	If we provide students with thoughtful designated and integrated ELD a greater number of students will reclassify and be prepared for middle and high school.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Teachers use CC/NGSS standards to backwards plan instructional units, assessments and lesson plans in PLCs.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	K-5 teachers will continue implementing and refining all features of Readers' Workshop-- teaching point/mini-lesson, independent practice, conferring with record keeping and notes	.The principal and the ITL will conduct walkthroughs to observe Readers' Workshop. A teacher/ILT created check list or rubric will be used to give feedback to teachers	The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will recieve extended contract pay.

1-2	3-5 teachers will strengthen implementation Shared Reading based on grade level Common Core Standards or identified student need. Teachers will provide frontloading and vocabulary development strategies within Shared Reading lesson	The ITL will coordinate professional learning for 3-5 grade teachers on Shared Reading. The principal and the ITL will conduct walkthroughs to observe Shared Reading. A teacher/ILT created check list or rubric will be used to give feedback to teachers	The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will receive extended contract pay.
1-3	K-2 teachers will implement Guided Reading in order to differentiate instruction so students' meet their personal aimline goals of making a year or a year and half growth in reading.	The principal, ITL, Super Star Literacy group leaders and retired teacher will support will the implementation of small group instruction. The principal and ITL will conduct classroom observations of Guided Reading. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL, in collaboration with the ILT, will develop a results-based PD calendar for the year.	The ITL will coordinate peer observations to support implementation of Guided Reading . Super Star Literacy group leaders and retired teachers will support teachers to implement Guided Reading. The ITL will implement professional learning on Guided Reading. A STIP sub will provide release for teachers to participate in peer observations of Guided Reading. ILT members will receive extended contract pay to guide PL of Guided Reading and facilitate grade level PLCs that focus on Guided Reading.
1-4	Low performing 2nd-5th graders including newcomers will participate in smaller class size pull out program	Intervention teacher will select appropriate curriculum and assessments to intake and progress monitor newcomer progress.	Intervention teacher will provide the small class size program for low performing students and newcomers.The Intervention teacher will give data report to ILT on newcomers, low performing students and reclassification progress.
1-5	K-2 students not making adequate progress will participate in extended learning time before or after school.	The principal, ITL and intervention teacher will liaise with Super Star Literacy in order to support SSL push in and afterschool program academic support for students.	Super Star Literacy will be integrated with day and after school program
1-6	All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED and conditions for learning	The principal, ITL, Student Advisor TSA and Intervention teacher along with ILT will create and implement a PD schedule focused on Math, Balanced Literacy, ELD/AED and conditions for learning	11 month ITL and Student advisor TSA will lead PD and PLC learning for all teachers. Library teacher will provide an additional prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.

1-7	All teachers will participate in PLC release days and/or weekly PLCS to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	The principal, ITL and ILT will create a PLC release day schedule focused on Math, Balanced Literacy, ELD/AED and conditions for learning	The ILT and LTL will plan and facilitate PLC release days. Substitutes will release teachers for PLC release time. ILT members and the ITL will document all plans in a google doc. Peer observations helped by STIP sub will be conducted that ensure implementation of plans. Teachers will bring agreed upon assessments and student work to following PLC time to analyze student learning progress and identify next steps.
1-8	All students will have opportunities to check out books from the school library. Books will reflect students diverse and rich cultures. Students will use their new Oakland Promise library card.	The principal, library teacher and ITL will create a library prep schedule and order materials for the library	The library will be operated by the library teacher.. Students will be able to check out books once a week and parents will be invited to check out books to take home to read with their children.
1-9	All TK/K teachers will participate in weekly professional development and PLC release days to implement lessons, progress monitoring and pre and post assessments of foundational skills and Common Core State Standards. Teachers will communicate and align student learning from TK to K.	The principal, TSA and ITL will create and implement a PD/PLC schedule focused on TK/K literacy instruction, ELD/AED and conditions for learning. The principal and the ITK will conduct walkthroughs to observe TK/K instruction on foundational skills and Common Core State Standards. A teacher/ILT created check list or rubric will be used to give feedback to teachers. All teachers will participate in peer observations to give each other feedback and align instruction.	11 month ITL will lead PD and PLC learning for all teachers. A STIP sub will provide release for teachers to participate in peer observations. Library teacher will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.
1-10	Teachers will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template.	Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.

1-11	Create systems and structures including PLC and data conferences for monitoring formative and summative data including data conferences, data trackers, student goal setting protocols	The principal, ITL, intervention teacher and ILT will create PD days and time agendas devoted to data analysis. The principal, ITL and ILT will facilitate data analysis. ITL and Intervention teacher to create Reader's Workshop, Shared Reading and Guided Reading teaching points or mini-lessons. The principal and TSA will hold data conferences to set performance goals.	STIP sub will release teachers for assessments. 11 month TSA will lead data analysis for all teachers. ILT members will receive extended contract pay. Substitutes will provide release for teachers to engage in data conferences.
1-12	The After School Program as a resource will be aligned to literacy needs of lowest performing students	The principal, ITL, intervention teacher and ILT and teachers will work closely with ASP liaison and coordinator to facilitate teacher and ASP alignment and communication.	ILT will get extended contract pay to guide collaboration.
1-13	Parents in TK/K classrooms will have opportunities to participate in Literacy Labs three times in the year	Teacher leader to coordinate Literacy Labs along with Community School Program Manager	School calendar will reflect priority on Literacy Labs. Teacher leader will get paid to be a liaison between Literacy Lab and TK/K classroom teachers.
1-14	Reclassification criteria and data will be shared with parents. Intervention teacher will manage data for all ELLs (newcomers and other ELs) and share data with teachers and families. Intervention teacher will hold parent meetings and plan ELD PDs for staff.	Bulletin board will have reclassification data and criteria. Set dates on master calendar for reclassification parent meetings.	Full-time Intervention Teacher
1-15	15-45 low performing students will receive 1:1 tutoring	The principal, ITL and Intervention teacher will coordinate with Reading Partners to implement the tutoring program.	Reading Partners will be aligned to schools literacy goals

Improvement Strategy #2:	Using language scaffolds to cultivate mathematical thinking
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	All teachers (TK-5th) will engage students in Number Talks aligned to grade level common core standards at least three times a week	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math will focus on implementation of Number Talks	The ILT and ITL will develop a Results-based PD Calendar to include time to develop teacher capacity on Number Talks. STIP sub will release teachers for peer observations. ILT member will get extended contract pay.

2-2	All teachers will participate in weekly PD and PLC collaboration time focused on Math, Balanced Literacy, ELD/AED and conditions for learning	The principal, ITL, Student Advisor TSA and Intervention teacher along with ILT will create and implement a PD schedule focused on Math, Balanced Literacy, ELD/AED and conditions for learning	11 month ITL and Student advisor TSA will lead PD and PLC learning for all teachers. Library teacher will provide an additional prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.
2-3	All teachers (TK-5th) will engage students in Three Reads at least three times a week	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math will focus on implementation of Number Talks	The ILT and ITL will develop a Results-based PD Calendar to include time to develop teacher capacity on the Three Reads strategy. STIP sub will release teachers for peer observations. ILT member will get extended contract pay.
2-4	The After School Program as a resource will be aligned to Math learning needs of lowest performing students	The ILT and teachers will work closely with ASP liaison and coordinator to facilitate teacher and ASP alignment and communication.	The school calendar will include collaboration times and days for ASP and instructional faculty to communicate. ILT will get extended contract pay to guide collaboration. ASP and classroom teachers will also use google docs to communicate around student targeted specific learning goals. Teachers will get extended contract pay for extra hours spent in collaboration. ST Math will be purchased for day and after school program use to build Math conceptual understanding.
2-5	All teachers will engage students in academic discourse and writing to explain their thinking in order to deepen understanding of mathematical concepts	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math will focus on implementation of academic discourse	The ILT and ITL will develop a Results-based PD Calendar to include time to develop teacher capacity on the academic discussions. STIP sub will release teachers for peer observations. ILT member will get extended contract pay.

Improvement Strategy #3:	School-wide PBIS procedures and routines in common areas will help create a safe and positive school climate and improve school attendance.
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
---	------------------------	----------------------------------	--

3-1	Collaborative Visioning for the school	Create forums for family and teacher input on school's Vision and Mission. Ensure that all major decisions are made with considerations of school's vision and mission.	Fund Community School Program Manager, food for meetings, ILT and school PBIS team stipends
3-2	Create and update school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard	Create PBIS team that includes parents and classified staff members that meets at least once a month. Communicate behavior systems with all stakeholders including families and all classified staff. Organize parent volunteers to implement PBIS systems with ample time for student to learn the systems and expectations.	10 month student advisor TSA funded. Fund classified staff, PBIS team stipends. Fund one .25 noon supervisors, Consultant /Playworks contract for yard games
3-3	Create multi-tiered system of support for students to help address the needs of foster youth and students experiencing homelessness	Build effective COST Team that meets weekly: Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services, in the summer convene climate team meeting to articulate office managed versus classroom managed behaviors, systems for responding to student behaviors and needs.	10 month student advisor TSA funded. Fund Community School Program Manager.
3-4	Implement Practices to Reduce Student Chronic Absence	Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan. Attendance team gives a 10 minute report at each staff meeting and engages teachers on action steps that teachers can take to improve attendance.	Fund Community School Program Manager and .5 attendance specialist position
3-5	Create and implement PD cycle on positive and inclusive school climate	Connect with district and community resources such as Welcoming Schools, No Nonsense Nurturing, Restorative Justice, behavioral health unit to build the capacity of teachers	10 month student advisor TSA funded. Fund Community School Program Manager.
3-6	Improve SST processes to engage families in support of students' academic and social emotional growth	Calendaring and communication systems in place.	10 month student advisor TSA funded. Fund Community School Program Manager. .
3-7	Develop student leadership through Junior Coaches, Rainy Day monitors and Student Store	PBIS team, Community School Program Manager and student advisor TSA create structures for student leadership	10 month student advisor TSA funded. Fund Community School Program Manager. Fund .Playworks

3-8	Invite and train parent volunteers for the cafeteria, yard supervision and involvement in the daily running of the school	Summer work by Community School Program Manager	10 month student advisor TSA funded. Fund Community School Program Manager. Fund, Playworks
3-9	After school program and regular school align their responses to student discipline systems	A member for after school program team sits on climate/PBIS team	10 month student advisor TSA funded. Fund Community School Program Manager. Fund, Playworks
3-10	Create systems and structures for students to be productively engaged at recesses	Creation of PBIS/Climate team that includes teachers, classified staff, TSA, ASP and SDC staff members.	Hire Playworks coach, student advisor TSA for culture and climate, Community School Program Manager, fund one .25 Noon supervisors provide high quality supervision. Fund extended contract for classified staff to attend PD and PBIS meetings
3-11	All teachers implement TOOLBOX lessons on social emotional development	Student advisor TSA and principal will conduct walk throughs to collect data and provide on-going feedback to teachers. Invite all staff members to get trained on social emotional development curriculum.	Fund purchase of needed Toolbox social emotional curriculum and PD. Purchase of curriculum . Student advisor TSA will facilitate PD for all staff. Extended contract to be paid for classified staff to attend PD.
3-12	Support staff will use Restorative Justice practices to help students resolve conflict and take responsibility of actions	Student advisor TSA and Community School Program Manager will implement RJ circles	Student advisor TSA and Community School Program Manager will attend RJ training offered by district

Improvement Strategy #4:	Families will engage in the academic learning of their children
---------------------------------	---

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Parents will join walkthroughs in classrooms at least three times during the year	Principal and Community School Program Manager will engage Family Engagement department to build parent's capacity to observe in classrooms	The principal and CSPM will use current parent structures such as SSC, SELL, Parent Action Team and School Redesign team to build parent capacity for classroom observations
4-2	Parents will be trained to volunteer in first grade classrooms during guided reading and reader's workshop	The Community School Program Manager and intervention teacher will train parents during the year to volunteer in classrooms	The CSPM and Intervention Teacher will set up orientation meetings and will communicate with classroom teachers so that parents could integrate into classrooms to support student learning
4-3	We will have one Family Science night and one Family Reading night	Teacher leaders will coordinate Family Science night	Teacher leaders will be paid extended contract to coordinate Family Science night.

4-4	Parents in TK/K classrooms will have opportunities to participate in Literacy Labs three times in the year	Teacher leader to coordinate Literacy Labs along with Community School Program Manager	School calendar will reflect priority on Literacy Labs. Teacher leader will get paid to be a liaison between Literacy Lab and TK/K classroom teachers.
4-5	Invite and train parent volunteers for the cafeteria, yard supervision and involvement in the daily running of the school	The Community School Program Manager, student advisor TSA and Playworks coach will train parents at the beginning of the year and during the year to volunteer in the cafeteria and the yard.	10 month student advisor TSA funded. Fund Community School Program Manager. Fund, Playworks
4-6	Teachers will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template.	Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.

Improvement Strategy #5:	Reclassification
---------------------------------	------------------

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
5-1	All teachers will implement designated ELD for a total of at least 150 minutes a week	Teachers will get training in Systematic ELD or Discussions for Learning	The ELD Intervention teacher and ITL will communicate to teachers district trainings and resources for implementation of ELD curriculum
5-2	All teachers will implement integrated ELD using GLAD strategies	The ELD Intervention teacher, who is a GLAD trainer, will train teachers on GLAD strategies	Extended contract pay and sub release days for teacher training. Budget for ELD intervention teacher
5-3	Parent workshops will be held to educate them on reclassification criteria at least three times each year and data presented at the workshops	the principal and ELD intervention teacher will lead and coordinate reclassification workshops for parents	ELD intervention teacher position will be prioritized
5-4	Newcomers will receive pull out intervention for basic English skills. Students will receive intake progress monitoring assessments	ELD intervention teacher will implement newcomer curriculum and implement assessments	ELD intervention teacher position will be funded

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Contract with afterschool provider	The After School Program as a resource will be aligned to literacy needs of lowest performing students	A1.6: After School Programs	5825				178-1
\$790.00	General Purpose Discretionary	Subs to support English Language Learners	All teachers will participate in PLC release days and/or weekly PLCs to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	A4.4: Teacher Professional Development focused on English Learners	1150				178-2
\$41,352.46	General Purpose Discretionary	Supplies	K-5 teachers will continue implementing and refining all features of Readers' Workshop--teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A2.1: Implementation of CCSS & NGSS	4310				178-3
\$4,000.00	General Purpose Discretionary	Maintenance Agreement	K-5 teachers will continue implementing and refining all features of Readers' Workshop--teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A2.3: Standards-Aligned Learning Materials	5826				178-4
\$5,981.98	General Purpose Discretionary	Noon Supervision	School-wide PBIS procedures and routines in common areas will help create a safe and positive school climate and improve school attendance.	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0177	0.25	178-5
\$24,349.89	General Purpose Discretionary	Bilingual Clerk	Calendaring and communication systems in place.	A2.9: Targeted School Improvement Support		CLERK BILINGUAL	CLKBIL0004	0.50	178-6
\$8,350.00	LCFF Concentration	Extended Contracts (ILT and PBIS) to support academic acceleration		A4.4: Teacher Professional Development focused on English Learners	1122				178-7
\$30.80	LCFF Concentration	Supplies to support academic acceleration	All teachers will engage students in academic discourse and writing to explain their thinking in order to deepen understanding of mathematical concepts	A2.3: Standards-Aligned Learning Materials	4310				178-8
\$10,000.00	LCFF Supplemental	Stipends or substitutes to support professional learning and instructional planning in support of ELLs	All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED and conditions for learning	A4.1: English Learner Reclassification	1122				178-9
\$15,000.00	LCFF Supplemental	Stipends or substitutes to support professional learning and instructional planning in support of ELLs	All teachers will participate in PLC release days and/or weekly PLCs to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	A4.4: Teacher Professional Development focused on English Learners	1150				178-10

\$3,299.60	LCFF Supplemental	Supplementary ELD materials & instructional technology to support academic acceleration	3-5 teachers will strengthen implementation Shared Reading based on grade level Common Core Standards or identified student need. Teachers will provide frontloading and vocabulary development strategies within Shared Reading lesson	A3.1: Blended Learning	4310					178-11
\$10,000.00	LCFF Supplemental	Consultants for reading acceleration (Reading Partners)	Low performing 2nd-5th graders including newcomers will participate in smaller class size pull out program	A3.2: Reading Intervention	5825					178-12
\$15,000.00	LCFF Supplemental	Consultants for reading acceleration (Super Star Literacy Acceleration)	Super Star Literacy will be integrated with day and after school program	A3.2: Reading Intervention	5825					178-13
\$59,000.00	LCFF Supplemental	Recess coach consultants (Playworks)	Create systems and structures for students to be productively engaged at recesses	A5.2: Health and Wellness (Mental & Physical Health)	5825					178-14
\$3,728.10	LCFF Supplemental	EEIP to release teachers for instructional planning and professional development	Create systems and structures including PLC and data conferences for monitoring formative and summative data including data conferences, data trackers, student goal setting protocols	A2.1: Implementation of CCSS & NGSS			TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0047	0.05	178-15
\$14,762.41	LCFF Supplemental	STIP sub to support professional learning and instructional planning in support of ELLs	All teachers will participate in PLC release days and/or weekly PLCs to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	A4.4: Teacher Professional Development focused on English Learners			TEACHER STIP	TCSTIP0689	0.40	178-16
\$55,464.84	LCFF Supplemental	Academic mentors/instructional assistants in support of ELLs (Newcomer Teacher)	The ELD Intervention teacher, who is a GLAD trainer, will train teachers on GLAD strategies	A4.1: English Learner Reclassification			TEACHER STRUCTURED ENG IMMERSN	TCSHLT0556	0.45	178-17
\$106,741.15	LCFF Supplemental	Student Advisor (TSA)	Create and update school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard	A5.1: School Culture & Climate (Safe & Supportive Schools)			11 MONTH CLASSROOM TSA	C11TSA0292	1.00	178-18
\$5,174.00	Measure G: TGDS	Extended Contracts	All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED and conditions for learning	A4.4: Teacher Professional Development focused on English Learners	1122					178-19
\$1.84	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					178-20
\$22,143.62	Measure G: TGDS	STIP to support TGDS and Academic Acceleration	The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will receive extended contract pay.	A3.4: Teacher Professional Development focused on Literacy			TEACHER STIP	TCSTIP0689	0.60	178-21
\$10,000.00	Supplemental Program Investment	Extended Contracts (Data Tech Lead)	K-5 teachers will continue implementing and refining all features of Readers' Workshop-- teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A3.1: Blended Learning	1122					178-22

\$386.30	Supplemental Program Investment	Supplies to support academic acceleration	K-2 teachers will implement Guided Reading in order to differentiate instruction so students' meet their personal aimline goals of making a year or a year and half growth in reading.	A2.3: Standards-Aligned Learning Materials	4310					178-23
\$15,000.00	Supplemental Program Investment	Surplus to be used for an ITL to support acceleration	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math will focus on implementation of academic discourse	A3.2: Reading Intervention	4399					178-24
\$14,000.00	Supplemental Program Investment	Computers - Technology Academic Acceleration	K-5 teachers will continue implementing and refining all features of Readers' Workshop-- teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A2.3: Standards-Aligned Learning Materials	4420					178-25
\$2,724.11	Title I Basic	Licenses for mathematics intervention software (ST Math)	The After School Program as a resource will be aligned to Math learning needs of lowest performing students	A3.1: Blended Learning	5846					178-26
\$67,790.37	Title I Basic	Academic mentors/instructional assistants in support of ELLs (Newcomer Teacher)	The ELD Intervention teacher, who is a GLAD trainer, will train teachers on GLAD strategies	A4.1: English Learner Reclassification		TEACHER STRUCTURED ENG IMMERSN	TCSHLT0556	0.55		178-27
\$1,925.00	Title I Parent Participation	Extended Contracts	Parents will be trained to volunteer in first grade classrooms during guided reading and reader's workshop	A6.4: Parent / Guardian Volunteer Support	1122					178-28
\$8.37	Title I Parent Participation	Supplies	Teachers will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	4310					178-29

Bridges Academy at Melrose
Linking Hearts and Minds
School – Parent Compact

Bridges Academy at Melrose and the parents of the students agree that this compact outlines how the parents, entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

Our vision: Our students are scholars, resilient, and culturally competent

Our Theory of Action: We believe that a strong partnership between the home and the school allows our students to have success. Our students feel supported when they see the adults in their lives working together on their behalf.

This School-Parent Compact is in effect during the 2016-17 school year.

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the students to meet the Common Core State Standard as follows:

Bridges Academy will:

- Set high academic and social expectations for all and utilize the California Common Core State Standards based curriculum and specific strategies to help all students meet or exceed grade level standards
 - Partner with the home to ensure academic and social success for all
 - Provide meaningful and engaging learning experiences
 - Utilize the home language and culture to facilitate access to grade level standards and to develop academic language
 - Assign meaningful homework every day
 - Secure and maintain a safe and positive learning environment
 - Communicate with parents regularly
 - Provide support in seeking the information necessary to address the academic, social and emotional needs of students
- 2) Hold parent-teacher conferences to discuss each child's individual 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
 - The SST process to address the academic and social needs of students
- 3) Provide parents with frequent reports on their children's progress.**
- Parents will receive progress reports after each trimester
 - The SST (Student Success Team) process will provide support to special needs students
- 4) Provide parents reasonable access to staff.**
- Teachers will send communication
 - Teachers will send their conferencing schedule at the beginning of the year.
 - The principal will schedule time weekly to conference with parents

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities.

- Parents can observe their child’s classroom by contacting the teacher in advance.
- Volunteer to supervise learning activities in the classroom
- Volunteer to supervise during lunch and recess
- Volunteer at school events

Parent Responsibilities –

We, as parents will support our child’s learning by:

- Ensuring my child attends school every day and on time
- Ensuring my child’s gets adequate sleep and has a nutritious breakfast every day
- Monitoring my child’s homework. Reviewing and signing homework every day.
- Providing a quiet place and time for my child to do homework
- Ensuring my child reads at least 30 minutes everyday, including weekends
- Attending Back to School Night, Parent/Teacher/Students Conferences, Open House and other school events
- Attending events to review academic progress
- Ensuring my child wears the school uniform including appropriate foot wear every day

Student Responsibilities –

I will take responsibility for my learning by:

- Attending school every day and on time
- Wearing my uniform and appropriate foot wear ever day
- Coming to school ready to take responsibility for my learning by actively participating in class
- Asking for help when I need it
- Following the rules and taking responsibility for my actions
- Practicing the PBIS expectations of—**Being Respectful, Being Responsible, and Being Safe**
- Completing and returning my homework on time
- Reading at least 30 minutes daily including weekends
- Giving my parents all the communication documents the school sends

Principal’s Signature

Parent Signature

Student Signature



School Site Council Membership Roster – Elementary

School Name: BRIDGES ACADEMY@ MELROSE

School Year: 2016-2017

Chairperson : MARIA ELENA GARCIA	Vice Chairperson: VIRGINIA CRUZ
Secretary: LAURA ECHEVERIA	*LCAP Parent Advisory Nominee: VIRGINIA CRUZ
*LCAP EL Parent Advisory Nominee: VIRGINIA CRUZ	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
MARIA ELENA GARCIA				X
VIRGINIA CRUZ				X
LAURA ECHEVERRIA				X
VERNOICA ARREGUIN BRICENA				X
ANITA IVERSON COMELO	X			
LUCIA PABLO				X
JENNIGER ADDISON		X		
CHRISTOPHER ASHLEY		X		
ANNMARIE BARRERA		X		
ROSANA COVARRUBIAS			X	

Meeting Schedule (day/month/time)	EVERY 3RD WEDNESDAY AT 5:00PM
--------------------------------------	---

SSC Legal Requirements: (Ed. Code 52852)

- 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;
Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community

Title I School Parental Involvement Policy 2016-2017

Bridges Academy at Melrose

Involvement of Parents in the Title I Program

Bridges Academy at Melrose agrees to implement the following statutory requirements:

Will convene an annual Title I meeting to perform the following:

1. Inform parents of their schools participation in the Title I Program.
2. Explain the requirements of the Title 1 Program.
3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
4. The parents' right to participate in the development of the District's Title 1 Plan.

Bridges holds a meeting at the beginning of the year to inform parents about the Title 1 Program.

- Offer a flexible number of meetings for parents.

Monthly SSC Meetings are focused on reviewing assessment data and implementation of priorities

Through the SST process parents participate in setting goals for their children

Parent/Student Teacher Conferences two times a year

Ongoing meeting for student needing more support

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

Monthly SSC meetings are used to inform and revise Title 1 programs

- Provides parents of Title I students with timely information about Title I programs. *(Briefly describe or bullet how this happens at your school.)*

SSC monthly meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet

During Back to School Night grade level standards and instructional program are presented to parents.

Parent/Student/Teacher conferences two times a year

Parent Workshops offered by the teachers and family nights

SST process for students with academic or social challenges

TK/K literacy labs

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

All parents are invited to participate in the SSC monthly meetings. The SST process provides opportunities to actively participate. Parent/Student/Teacher conferences are held twice a year to discuss student academic progress

School-Parent Compact

Bridges Academy at Melrose has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

Building Parent Capacity for Involvement

Bridges Academy at Melrose engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 - 1) The State of California's academic content standards
 - 2) The State of California's student academic achievement standards
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress

During Back to School Night grade level standards and instructional program are presented to parents.

Parent/Student/Teacher conferences two times a year

Family literacy night in the Spring

TK/K literacy labs

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

The teachers share instructional materials as well as strategies at all conferences as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well. TK/K literacy labs and family nights will provide parents with instructional materials and training. Parent workshops offered for eight Wednesdays in the Fall will teach parents how to help their children have academic success.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

Monthly SSC meetings are another venue where parents and teachers partner up to make decision about academic and social needs of all children. TK/K literature labs three times a year and family nights.

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

The parents are invited to read and work with children in different subject areas during parent workshops offered in the Fall. Science Fair and Science /Math nights integrate ways parents can help their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Announcements of events with school messenger calls. Monthly calendar are sent home. Information is also shared at the SSC monthly meetings as well as through the SST process. Fliers sent home for special events.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(Briefly describe or bullet how this happens at your school.)* All meetings are conducted in two languages—English and Spanish-- and notices and other documents are in both languages as well. All school activities are conducted in two languages, including SSTs.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. All information is sent home in English and Spanish and all activities and meetings are conducted in Spanish and English. Plus the location of all meeting is accessible to all.

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

A meeting was held October 19, 2016

This policy was adopted by the Bridges Academy at Melrose School Site Council on -Wed. Oct.19, 2016____and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on _Oct.19_ It will be made available to the local community on or before _Oct.19_ The *Bridges Academy* 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.____Anita Iverson-Comelo _____10-19-16