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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Bridges Academy at Melrose

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: Anita Iverson-Comelo
Date of this revision: 5/21/2021

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: 5/21/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 (ASES) | <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 (ELSBG) |
| <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 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 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 Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/21/2021

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

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

Signatures:

Anita Iverson-Comelo <i>Principal</i>	<i>Anita Iverson-Comelo</i>	Signature	<u>6/4/2021</u> Date
Margarita Ignacio <i>SSC Chairperson</i>	<i>Margarita Ignacio</i>	Signature	<u>6/4/2021</u> Date
Kathleen Arnold <i>Network Superintendent</i>	<i>Kathleen Arnold</i>	Signature	<u>6/4/2021</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i>	Signature	<u>6/7/21</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/15/21	SSC	SPSA Literacy strategies reviewed and data
2/8/2021	ILT	Needs assessment drafted with root cause analysis
2/19/2021	Faculty and some staff	Reflecton on current practices and input on next year's strategies and actions in key areas
2/19/2021	SSC	SPSA Literacy strategies reviewed and data
2/22/2021	ILT	Gave input on strategies and actions for Language and Literacy and Conditions for ELLs
3/8/2021	ILT	Gave input on strategies and actions for Standards Aligned Instruction and Conditions for Student Learning
3/19/2021	SSC	Reviewed staff and ILT draft on strategies and actions and gave input
3/22	ILT	Gave input on strategies and actions for Condition for Adult learning
4/16/2021	SSC	Reviewed draft on the SPSA, asked clarifying questions and gave suggestions
4/19/2021 & 5/17/2021	ILT	In small groups, discussed operationalization of the SPSA for next year. In small groups, discussed operationalization of the SPSA for next year and implications for summer work
5/21/2021	SSC	Approval of the SPSA

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (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 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. 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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$163,590.00
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	\$760,075.00

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)	\$149,625.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,540.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$3,990.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$344,250.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$60,750.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$9,975.00	TBD	After School Education and Safety Program (ASES #6010)	\$111,945.00	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)	\$55,000.00	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:	\$163,590.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$596,485.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$760,075.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:

Priority Strengths

Root Causes of Strengths

<p><i>College/Career Readiness</i></p>	<p>With the adoption 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.</p> <p>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 participate in an annual Science fairs and also have the opportunity to participate in the Martin Luther King Jr. oratorical festival.</p> <p>Newcomer students have access to Imagine Learning software to improve their Listening Speaking, Reading and Writing skills . All low income students also have access to learning software such as STMath, SeeSaw etc.</p>	<p>Adoption of standards aligned curriculum. Investment in TSAs, CSM and STIP for teacher growth and development and family engagement. Professional development and training on new curriculum, Content Language Objectives have been an on-going focus. Investment in teacher growth and support through funding TSAs . 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.</p>
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<p><i>Focal Student Supports</i></p>	<p>At least 198 African American and ELL students receive SIPPS intervention through Girls Inc and Safe Passages staff. At least 30 low income students receive additional literacy support through ASP programming with Girls Inc.</p> <p>At least 20 students needing Social Emotional support receiving therapy and/or tier 2 incentive systems to promote pro-social behavior.</p> <p>Approximately 30 newcomers receive Survival English and foundational literacy skills by at 0.5 FTE newcomer teacher.</p>	<p>Teachers of low income students use Iready, SIPPS, SRI, EDL and ADEPT 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 to determine students' social emotional needs and connection to resources</p>
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<p><i>Student/Family Supports</i></p>	<p>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 once a month parent workshops on how to help your child at home. Food delivery and family outreach.</p> <p>During the pandemic at least 250 families for ELLs were supported with financial aid to pay for rent, medical needs and utilities.</p> <p>Many low income families were also provided support with accessing diaper and food deliveries. Parent leadership is being cultivated for some low income parents through the Pueblo Unido committee. There is regular communication with all low income families through the Monthly Family Newsletter, SchoolMessenger system and TalkingPoints text communication system.</p> <p>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 nights to help prepare them for distance learning. An addition, this event was also repeated with specific information to support families with SPED students and Mam speaking families.</p>	<p>There has been consistent communication between low income parents, teachers, school leadership, and support staff through a variety of communication modes: Monthly Family Newsletter, SchoolMessenger system and TalkingPoints text communication system. This has helped us have the most up to date information on low income families needs and we refer them accordingly. 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. Staff are trauma informed, RJ trained, use SEL practices in classrooms and have a shared holistic understanding of student and family support. We cultivate all elements of the Community School model. Community building events: assemblies and special events help build trust, collaboration and partnership between low income families and school.</p>
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<p><i>Staff Supports</i></p>	<p>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 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</p>	<p>Prioritization of budget to fund , 0.20 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 Writing About Reading and grade level standards. Implementation of peer observation through videos and real time classroom observations facilitation in large part byTSA and teacher leaders. 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</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>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 Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills</p>	<p>While we struggled for various reasons during regular times, the difficulties were especially exacerbated during distance learning due to the pandemic as our community has been the hardest hit. There has been more disengagement and chronic absenteeism. Instructional time was lessened time for instruction. Due to competing priorities and barriers of families due to adult illiteracy or focus on survival and basic needs, many students lost high quality instruction. Additionally, 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. ELLs and newcomers who need many opportunities to talk, have visual aids and hands on learning could not do so in the virtual context. Our zip code, Latino and Mam communities were hardest hit by COVID making accessing virtual learning even more difficult. 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. More robust systems academic intervention and of data monitoring are needed to put in place high quality intervention and to understand the efficacy of the intervention systems. Our differentiated teacher coaching and support system is off the ground but got a late start due to competing priorities. We also need to calibrate around highly effective coaching practices. We will need more staffing such as a STIP sub to release teachers for face to face meetings.</p>
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<p><i>Focal Student Supports</i></p>	<p>We had at least 24 students who missed months of school and another 24 who missed at least 20% of school days due to various circumstances like COVID illness, COVID income loss and family stress, family basic needs not met, technology access issues and lack of adult /family technology and literacy skills. Our data shows that at least 50% of our students are now multiple years behind as the pandemic made already existent inequities even greater as the COVID related health and income impact was disproportionately felt by our low income and Latino community. Students' academic, mental and physical health has suffered and many students and families have suffered trauma related to the pandemic.</p>	<p>Lack of enough mental health supports. Although we made efforts to reach families, many families had "disappeared" and hard to reach with no working phone numbers. Students need more targeted and sustained academic intervention. Students also need mental health and SEL supports. Given that 2/3 of our students have not attend in person school for at least 1.5 years by August 9th, we will need to increase PBIS supports.</p>
<p><i>Student/Family Supports</i></p>	<p>Due to the pandemic and virtual school many students have been absent, disengaged and experiencing trauma due to stress of COVID related issues. Families have not received the health support like vision/hearing screenings, dental care and flu shots. It has been challenging supporting low income parents to navigate tech/ Google Classroom/financial assistance etc</p>	<p>Lack of opportunities for in person support. A large percentage of families lack the literacy and tech skills needed to support their child's education happening virtually. Staff reached out to families one on one and were able to reach many and coach the student and parent on how to access on line learning platforms. However, there were many students who did not engage or only partially engaged.</p>

<p><i>Staff Supports</i></p>	<p>As the curriculum is new, teachers of low income students and ELLs are struggling with pacing and engaging ELLs and newcomers with grade level complex text. Lessons take longer than they should and students disengage with texts having lexile levels, language and vocabulary that is at students frustration levels . Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOs (Content Language Objectives) at appropriated DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.</p>	<p>There is a need for proactive staffing to lessen need for instructional coaches being pulled for school duties (eg lunchroom staff and minor conflict resolution). We need to prioritize instructional coaching for supporting teacher growth and development. Have more noon supervisors and partnerign with agencies such as Safe Passages can support yard and cafeteria implment PBIS systems. We need to support our staff with providing students with mental health supports and PBIS systems support so that students enter the classroom after recess with conflicts on their minds that can be a barrier to learning. With students having been isolated at home, having SEL and PBIS supports for students to reintegrate to in person school is essential. Additionally, have a STIP sub could help teachers be released for face to face coaching support to strategize for both SEL, classroom PBIS and academic interventions to be put in place in classrooms. We need to implement high quality professional development for our classified staff. We also need to systematize for peer observations (e.g. around Designated and Integrated ELD); there is a lot of conversation around teacher misunderstanding around the difference and teachers need the differences made explicit (in addition to learning instructional strategies).Having a STIP sub can facilitate peer observations.</p>
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: 80% of Kindergarten students will proficient in grade level foundational reading skills

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	70.0%	80.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	15.0%	25.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	10%%	20%%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-85.4 (Spring 2019)	n/a	-85.4
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	Coming soon	Coming soon	40%%
IAB ELA at or above Standard	All Students	TBD	8.9%	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-81.0
IAB Math at or above Standard	All Students	TBD	6.9%	n/a	n/a
CAST (Science) at or above Standard	All Students	TBD	4.3%	n/a	n/a

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

School Goal for May 2024: At least 25% of Special Education students make one year growth in ELA

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-136.9 (Spring 2019)	n/a	-125.0
SBAC ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a
IAB ELA at or above Standard	Students with Disabilities	n/a	0.0%	n/a	n/a
IAB ELA	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a
Instructional Focus Goal: <i>All students continuously grow towards meeting or exceeding standards in Math and Science.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-136.2 (Spring 2019)	n/a	-116.0
SBAC Math	Low Income Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a
IAB Math at or above Standard	Students with Disabilities	n/a	0.0%	n/a	n/a
IAB Math	English Learners	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	n/a
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	10.3%	n/a	15.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	28.6%	n/a	30.0%

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

School Goal for May 2024: Bridges will have a score of at least 70% in the area of Safety and Bullying on the CHKS

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
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Connectedness	All Students	+5pp	78.7%	n/a	83.7%
Suspensions	All Students	-2pp	0.8%	n/a	0.5%
Suspensions	African-American Students	-2pp	8.7%	n/a	6.7%%
Suspensions	Students with Disabilities	-2pp	8.0%	n/a	6%
Chronic Absence	All Students	-2pp	12.0%	n/a	27.0%
Chronic Absence	African-American Students	-2pp	30.8%	n/a	44.7%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024:		tbd			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	n/a	80.5% (Fall 2020)	n/a	n/a

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.

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)**20-21 Conditions for Student Learning Priority: Equitable and Rigorous Instruction for all Students**

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 School Goal: 90% of African American, Newcomer, APIA, Arabic speaking and students with IEPs report feeling safe and welcome at Bridges

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Most of the school year was in distance learning. 100% of teachers held morning meetings to build connections with and between students. We inconsistently used the Caring Schools Community curriculum as there was not enough professional development time in virtual school per the new teacher contract MOU to train and align staff on strategies. Our attendance team consistently met and implemented a MTSS for attendance. COST met consistently and matched students needing intervention to services. We were able to provide additional differentiated academic intervention for over 200 students given that the After School Program Girls Inc had limited after school programming but instead supported the day program.

What evidence do you see that your practices are effective?

The percentage of students with good attendance has been high: over 80%.

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

Given that our students have not been in the school building for almost a year, and two of our grade levels (this year's K students and next year's K students will have not yet been in the school building) we will need to intentionally do the following: implement PBIS systems. Given the impact of the pandemic, we will also need to train teachers on teaching SEL strategies and implementing Caring School Community curriculum. These changes will be found in this same section for Conditions for Student Learning in Part 3 Strategies and Actions.

20-21 Standards-Based Instruction Priority: STEM / STEAM

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 School Goal: All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our teachers implemented lessons centered on complex texts and tasks. The Benchmark curriculum was implemented as the base curriculum giving all students access to complex texts. Teachers implemented complex tasks through the Math curriculum and Science Foss hands on activities. We were not able to have meeting yet between our pre-school staff and Kindergarten teachers due to limited time in the virtual setting. Academic discussions in online learning proved a lot more challenging in online learning mode. However, we did focus on student talk and engagement as well as Content Language Objectives during our limited professional development time.

What evidence do you see that your practices are effective?

Classroom observations show that most teachers are engaging students in online instructions with student talk and output via breakout rooms chat, choral responses etc. Additionally, the leadership team is conducting classroom walkthroughs with a rubric on student talk and analyzing the data with ILT. The data shows that almost all teachers have a Content Language Objective. We also see from data collected in walk-throughs that grade level standards are being taught across the school.

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

Our upper grade teachers applied for a grant and received it to purchase EurekaMath curriculum from EngageNY. They implemented this curriculum. We need to align our Math instruction K-5 given that K-2 uses a different curriculum Math Expressions. Teachers new the school did not receive Math Talks professional development due to limited professional development time in distance learning. We also need to increase coaching and professional development for teachers to have highly effective Content Language Objectives and have the lessons align for students to attain the objective at the level the standards call for.

20-21 Language & Literacy Priority: **If we provide students with systematic foundational skills instruction and implement a standards aligned curriculum our students will improve in their literacy development**

Theory of Change: All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Related School Goal: continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Despite being in distance learning with limited instructional minutes, 100% of 3-5 classrooms participated in close/shared reading of grade level complex texts from Adelante/Advance curriculum with Content Language Objectives. However, due to being online, engagement and student talk participation in text-based academic discussions was a challenge. Additionally, due to limited instructional time in the schedule evidenced based writing in response to the text was limited. Additionally, we were able to focus this year on K-2 foundational reading skills due to dedicating professional development and Professional Learning Community time on this topic. We also had many of our teachers and our teacher leader participate in district offered professional development on foundational skills. In our Dual Language and K and 1st grade classrooms there was an increase in explicit and systematic teaching of foundational skills in English. Additionally, our After School Program staff and other additional support staff provided foundational skill academic intervention to approximately 250 students.

What evidence do you see that your practices are effective?

We see an increase in the Iready diagnostic reading data. Classroom observations, PD and PLC agendas also reflect the teaching of foundational skills in K-1 classrooms.

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

We need to have systematic and explicit English foundational skills taught in our 2nd grade bilingual classrooms. We also need to make agreements on implementing evidenced-based writing across all classrooms as well as collecting and looking at Writing samples to analyze data on Writing achievement.

20-21 Conditions for Adult Professional Learning Priority:	Focused high quality professional development, PLC's that are teacher leader led and strategic results oriented coaching
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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
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Related School Goal:	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

All teachers participated in weekly PD and PLC collaboration time focused on the CCSS. However, given the shorter than expected professional development time we did not focus during PD or during PLCs on NGSS or on conditions for learning. The focus of our PD was on student talk, designated ELD and K-2 foundational skills. Due to limited PD time we were not able to focus on Evidence-based writing or small group instruction. We did not focus on student conditions for learning explicitly on newcomers nor racially minority students. We did focus on PD cycle on Math and student talk in distance learning. However, due to the limited time we did not get to Science PD and PLC and language development and complex tasks in this content area. Given new assessments like IReady having its own portal we did not create a data analysis tracker although we did engage in data analysis after every round of assessments.

What evidence do you see that your practices are effective?
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We have feedback forms filled by teachers at every professional development that our coaches team and ILT reviews for implications. The feedback has been overwhelmingly positive. Our long term planning document for professional learning and our ILT agendas with notes on discussions are also evidence on our practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
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We will need be sure to keep a Climate and Culture PD cycle for the start of the year to ensure conditions for student learning. We will also need to add time on Evident-based writing in both PD and PLCs. Moreover, we need to have an explicit focus on newcomer programming. Finally, we will need to create a data tracker.

20-21 Conditions for English Language Learners Priority:	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%.
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Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.
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Related School Goal:	English Language Learners
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We did attempt to have 150 minutes a week of Designated ELD in every classroom schedule. However, with limited online instructional minutes it was challenging and there were days each week when Designated ELD was through asynchronous assignments. Differentiation per ELD levels was done in small groups during distance learning. The six high leverage GLAD strategies were implemented inconsistently as we did not have a lot of professional development time to train new staff on GLAD strategies and to do an in-depth review of these strategies. Additionally, many of these strategies needed protocols for student to student interaction which was a new skill for teachers to learn to implement in distance learning. More than 80% of teachers implemented language goals during their main content lessons. Besides reading assessments, we did not monitor ELD growth this year. Most of our newcomers 2nd -5th graders received reading intervention and survival English small group lessons regularly each week.

What evidence do you see that your practices are effective?

Our classroom walkthrough data showed that teachers and progressing in engaging ELLs students in talking and output during lessons. Additionally, ELL student reading data shows progress.

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

We will need to identify expectations, systems and structures to measure ELD progress. We will need to review and reteach the six GLAD high leverage strategies for student talk and student to student interactions.

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

We did not make any major changes except the following. We did not activate a contract with Playworks for yard games as there was no need for it in distance learning. Instead we spent the money on teacher extended contract for parent conferences, for teacher collaborative planning time. Our climate and culture teacher leader went from 100% to 80% due to personal circumstances in October. We used the money to pay classified staff for extended contract to work extra hours distributing materials like tech to families and for helping families fill out forms e.g. registration and enrollment via phone calls.

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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 ("Big Rock"):

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(s):

All teachers will score 3-4 on Essential Practice 4.1 Students across all language proficiency levels take risks and actively participate

All teachers will score 3-4 on Essential Practice 5.1: Welcoming environment reflects students' home languages and cultures.

Students to be served by these actions:

All Students

#	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	<p>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.</p>	<p>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.</p>	<p>An Equity team created checklist or rubric will be used to give teachers feedback and collect data on school-wide implementation of CSC2 for high quality SEL instruction through morning meetings.</p>	<p>Due to the pandemic and virtual school many students have been absent, disengaged and experiencing trauma due to stress of COVID related issues. Families have not received the health support like vision/hearing screenings, dental care and flu shots. It has been challenging supporting low income parents to navigate tech/ Google Classroom/financial assistance etc</p>	Tier 1
2-2	<p>100% of students referred to COST will participate in targeted interventions. Teachers and COST will implement practices like incentive systems and targeted SSTs and SARTs to reduce student chronic absence especially for target groups; TK/Kindergarten, Newcomer, primary SEL classrooms and African American students</p>	<p>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</p>	<p>COST will keep detailed notes and use the district's Salesforce record keeping tool to document all referrals and interventions</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills</p>	Tier 3

2-3	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.	Data will be collected through the Tiered Fidelity Inventory and analyzed in the Equity team		Tier 1
2-4	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 needs of ELL, African American, Newcomer, Arabic Speaking, APIA, and Students with IEPs.	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 with a rubric for good teaching practices will be used to give teachers feedback and collect data on implementation of culturally responsive strategies in classrooms	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	Tier 1

2-5	All staff will implement multi-tiered strategies for reducing chronic absenteeism	The Community School Program Manager will lead the Attendance team in creating a multi tiered system of support to improve student attendance	The Attendance team will keep notes and detailed records of intervention strategies for students with chronic absenteeism	Due to the pandemic and virtual school many families have not received the health support like vision/hearing screenings, dental care and flu shots. It has been challenging supporting low income parents to navigate tech/ Google Classroom/financial aid assistance etc	Tier 3
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	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 continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.				
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?

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 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.	Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	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 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 with feedback and collection of school-wide data using a checklist or ILT designed 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	Tier 2

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>TSAs 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>Professional Learning Community notes will show teachers engaging identification of priority standards, creation of common assessments and data analysis.</p>	<p>Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills</p>	Tier 1
2-4	<p>100% of teachers will implement a screener assessment 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>TSAs will facilitate regular Professional Learning Community (PLC) meetings with teachers by grade level to identify a beginning of the year Math screener assessment to measure students' Math foundational skills. 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 schedules,, PLC notes and classroom observations will show that teachers are implementing small group Math intervention for teaching Math foundational skills.</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</p>	Tier 2

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 with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
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*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

School Priority ("Big Rock"):	If we provide students with systematic foundational skills instruction and implement a standards aligned curriculum our students will improve in their literacy development
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 continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
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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3-1	100% of K-5 classrooms will provide systematic and consistent instruction in Foundational Skills (phonological awareness, 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 will be implemented in small differentiated groups at least three times a week.	TSAs 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 SIPP's training and materials. The principal will review teacher schedule to ensure that SIPP's small group intervention is included in each classroom schedule.	Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 2
3-2	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 targeted reading support.	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 facilitated by the TSAs and the principal after each major assessment administration.	All staff will have access to spreadsheets with students participating in reading intervention, the participants' attendance to their intervention and their pre and post assessment data. Teachers and intervention staff will also provide progress monitoring data for each students by implementing SIPP's mastery assessments or other relevant progress monitoring assessments.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 3

3-3	100% of 3-5 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 with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
3-4	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.	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 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.	Writing samples and student work will be brought to grade level PLC meetings and PLC notes will show evidence of implementation of Writing in Response to complex texts.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING	
School Priority ("Big Rock"):	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):		All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
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 and conditions for learning.	TSA's 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). TSA's will differentiate, when appropriate, to meet student need. TSA's will provide differentiated PD to new teachers to align with Bridges practices. In addition, TSA's will lead PD and meetings with Dual Language teachers for differentiated professional development needs.	PD scope and sequence, Powerpoint presentations and ILT as well as PLC agendas and notes. Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	As the curriculum is new, teachers of low income students and ELLs are struggling with pacing and engaging ELLs and newcomers with grade level complex text. Lessons take longer than they should and students disengage with texts having lexile levels, language and vocabulary that is at students frustration levels. Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOs (Content Language Objectives) at appropriated DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.	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.</p> <p>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</p>	<p>PD scope and sequence, Powerpoint presentations and ILT as well as PLC agendas and notes .Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.</p>	<p>As the curriculum is new, teachers of low income students and ELLs are struggling with pacing and engaging ELLs and newcomers with grade level complex text. Lessons take longer than they should and students disengage with texts having lexile levels, language and vocabulary that is at students frustration levels . Additionally, many teachers are unsure how to support newcomers. Designated ELD and Integrated ELD practices as well as implementation of CLOs (Content Language Objectives) at appropriated DOK (Depth of Knowledge) of the standards is not consistently implemented in all classrooms.</p>	Tier 1
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4-3	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.	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	PD scope and sequence, Powerpoint presentations and ILT as well as PLC agendas and notes. Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	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%.				
School Theory of Change:	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.				
Students to be served by these actions:	<i>English Learner 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?

5-1	100% of teachers will implement 150 minutes a week of Designated ELD, differentiating by level when possible	TSAs will provide access to student ELPAC scores to all teachers to differentiate instruction. TSAs 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 observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
5-2	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.	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.	Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1

5-3	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	TSAs and Community School Program Manager will provide communication to families about workshops for reclassification information	Fliers, agendas, sign in forms and Powerpoint presentations of workshop for parents	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
5-4	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 with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1

5-5	All teachers will monitor the progress of students in ELD through the specifically designed easy to administer common grade level assessments.	TSAs, the principal and ILT will identify assessments that can be administered to measure students' ELD besides the one time a year ELPAC. TSAs will also create a data system that monitors students' ELD and Reading development across all their years at Bridges so that students not making progress can be identified in a timely manner.	PLC agenda and notes	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
5-6	2-5th grade newcomer students will receive survival English classes. Specific newcomer students will receive SIPPS phonics based literacy intervention.	The newcomer TSA will administer assessment (ADEPT and SIPPS) and analyze the data to create a comprehensive support plan for newcomer students.	Data trackers for newcomers	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 3

5-7	All teachers will adhere to Bridges Clear Language Use and Translanguaging strategies for using home language as an asset and leveraging it for instruction while developing students in language of instruction	TSAs will ensure all teachers have access to Bridges Clear Language Use and Translanguaging strategies framework	Classroom observations with feedback and collection of school-wide data using a checklist or ILT designed rubric.	Most of our low income and ELL students, over 75%, are still underperforming on the district SRI ELA assessments and IReady Reading and Math assessments.. Over 50% of our First and second grade low income students have not mastered essential foundational literacy and numeracy skills	Tier 1
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PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Teacher	\$32,485	LCFF Supplemental	1105	Certificated Teachers' Salaries	0557	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	100% of 3-5 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.	178-8
TSA	\$94,804	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2031	10-Month Classroom TSA	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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.	178-9
TSA	\$122,997	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7598	TSA 10 Pay	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	TSAs, the principal and ILT will identify assessments that can be administered to measure students' ELD besides the one time a year ELPAC. TSAs will also create a data system that monitors students' ELD and Reading development across all their years at Bridges so that students not making progress can be identified in a timely manner.	178-10
Certificated Teachers' Stipends	\$6,092	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	2-5th grade newcomer students will receive survival English classes. Specific newcomer students will receive SIPPS phonics based literacy intervention.	178-11
To be allocated in Fall 2021.	\$0	LCFF Supplemental	1121	Certificated Teachers on Special Assignment Salaries: Stipends	n/a	n/a	n/a	tbd	tbd	178-12
Community School Manager	\$59,285	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	2166	Program Mgr Community School	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	The Community School Program Manager will lead the Attendance team in creating a multi tiered system of support to improve student attendance	178-13

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Playworks Contract	\$9,975	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers will support students with co-created PBIS matrices that include clear expectations with daily PBIS reference and integration into instruction.	178-23



Strategic Resource Planning (SRP)

BRIDGES ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	Margarita Ignacio
Vice Chairperson:	Maria Elena Garcia
Secretary:	Veronica Avalos

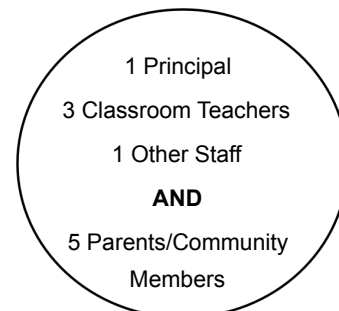
SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Margarita Ignacio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Elena Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Veronica Avalos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fathiya Saleh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leticia Perez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Martha Rosas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beatriz Tello Rico	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talia Myers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gilberto Parada	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Anita Iverson-Comelo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SSC Meeting Schedule: (Day/Month/Time)	Each third Friday of the month at 3 p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

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





**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 each month
- Parent-Student-Teacher conferences
- The content of SSC and SELL meetings
- Video tutorials for how to help children with distance learning

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 by grade level, for Mam speaking families and Special Education
- 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, August 28, 2020 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, August 28, 2020 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
- Videos on new I-Ready assessment posted on Facebook and on TalkingPoints text messaging system
- Monthly e-newsletters sent on email, posted on Facebook 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
- 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 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
- Conducting empathy interviews with families

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 August 28, 2020
- 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 online distance learning activities both live and independent activities.

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 18, 2020 and will be in effect for the period of August 10, 2020 through May 27, 2020.

The school will distribute this policy to all parents on or before September 30, 2020.

Name of Principal

Signature of Principal

Date

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School-Parent Compact



Bridges Academy At Melrose

2020-2021

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 2020-21 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)
- Parents may engage with live and independent distance learning activities

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

- There will be opportunities every month for parents to learn about how to support their child at home
- There will be opportunities at 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
- Staff will conduct empathy interviews with parents
- There will be video tutorials available to families for helping their child with distance learning activities
- Teachers will provide families with their virtual learning schedules

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 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 virtual learning and wears their school uniform including appropriate footwear daily for in person instruction

This Compact was adopted by the Bridges Academy at Melrose on August 28, 2020, and will be in effect for the period of August 10, 2020 to May 27, 2020.

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