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Enactment Date	6/26/19 er



Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Bridges Academy at Melrose



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

Legislative File Id. No. 19-1325
Introduction Date: 6/26/19
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2019-2020 School Plan for Student Achievement (SPSA)

School: Bridges Academy at Melrose
CDS Code: 1612596002075
Principal: Anita Iverson-Comelo
Date of this revision: 4/17/2019

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/17/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Bridges Academy at Melrose

Site Number: 178

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input 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"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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 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: 4/17/19

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

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

Signatures:

ANITA IVERSON-COMELO		5-9-19
Principal	Signature	Date
Mayra Godino		5-9-19
SSC Chairperson	Signature	Date
Sara Stone		5-13-19
Network Superintendent	Signature	Date
Mildred Otis		5/21/19
Officer, State and Federal Programs	Signature	Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/11/2019	SSC & Faculty Council	Reviewed SPSA priorities and gave feedback on next year's budget priorities proposal
1/14/2019	Instructional Leadership Team	Reviewed SPSA priorities and gave feedback on next year's budget priorities proposal
1/15/2019	PBIS climate team	Reviewed SPSA priorities and identified budget priorities for the following year
1/16/2019	SSC	Reviewed data and conducted work session on SPSA priorities for ELA
1/17/2019	All staff	Conducted feedback session on current strategies and activities for 2018-19 and changes for 2019-20
1/22/2019	Faculty Council	Reviewed all feedback from staff to create draft budget for 2019-20
1/25/2019	Faculty on Staff Dev. Day	Reflected and indentified priorities for next year's SPSA
1/26/2019	Climate & Instructional Leadership at Off Site retreat	Reviewed data, reviewed faculty reflection and priorities notes, constructed SPSA focus for 2019-20
1/28/2019	Instructional Leadership Team	Identified leadership practices for draft SPSA priorities for 2019-20
2/11/2019	Instructional Leadership Team	Reviewed and refined SPSA priorities and leadership practices
2/13/2019	SSC	Reviewed data and conducted work session on SPSA priorities for Math/ELD. Approve Title 1 expenditures for 2019-20

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$126,545.66
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	\$650,102.95

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)	\$124,159.58	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$51,831.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$2,386.08	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$350,137.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	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:	\$126,545.66	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$562,889.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$689,434.66
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths

Root Causes of Strengths

<p>Connectedness: Bi-monthly assemblies with the Bridges chant and student band helps build school pride for all students particularly African American students. Classrooms for all students including students with disabilities start the day with morning meetings two to three times a week. Special events such as the Autumn festival, December multicultural fiesta celebration and Share the Love events help build and sense of belonging for all students and in particular African American students. New teachers of all low income students get coaching to help create safe spaces for learning. With Super Star Literacy, Reading Partners, three retired teachers regularly on campus as well as mental health counselors all ELL students have more mentors. Classroom practices have increased structures for ELL student to student talk and collaboration. We created a Student Council for the first time. The student leaders give us input into our school discipline system and share student perspective on the school climate. We have begun having more regular Restorative Justice circles with teachers to build capacity of teachers to hold RJ circles in the classroom for all low income students including foster youth. RJ circles are held with students including students with disabilities as well as mediation when students need support with conflict.</p>	<p>Regular assemblies have been scheduled. Teachers schedule morning meetings. Special events planned by Community School Program Manager. Teachers look for grants for fieldtrips. Teacher leader has had training on RJ.</p>
<p>Suspension and Chronic Absence: No suspensions yet. Lots of tier 1 systems/activities in place for chronic absence.</p>	<p>Tier 1 PBIS systems throughout the school. Trauma informed practices. Attendance team meets regular to implement tier 1 systems. Lack of effective tier 3 attendance strategies. SDC ICE classroom teacher is skilled with managing students with high levels of trauma and integrating them in school positively.</p>
<p>Literacy/Reading: Teachers have been assessing students and communicating benchmarks and results to parents. Close to 50% of teachers are consistently posting CLOs (Content Language Objectives). PLCs have been focused on data analysis and standards aligned instruction. Our SDC teacher has been able to attend 4th grade level PLC collaboration meetings. Teachers have standards maps to follow for the year. About 50% of teachers are consistently posting CLOs. Approximately 50% of teachers are providing small group differentiated instruction through guided reading strategies. Intervention systems include: Reading Partners, Super Star Literacy, a retired teacher, ITL, three teachers on extended contract and academic mentors in Kindergarten. PLCs time focused on Writing. Data conferences were held at the end of each trimester. Teachers shared reading assessment results with parents.</p>	<p>High quality PD. Classroom observations and feedback. Structured time for PLCs. Good tier 1 system in our SDC classroom. Environment for learning. Four students mainstreaming in gen ed.</p>

<p>Math: Two new teachers are receiving half day release time to plan with a coach with Math collaborative grant, standards aligned lessons. We have a Bridges standards map teacher. Almost 50% of teachers post a Content Language Objective that is standards aligned. There is some Math intervention by our ITL in the upper grades. Teachers implement Math Expressions curriculum and some supplement with EngageNY materials. We are working on increased student talk. Math IAB data analysis led us to reviewing claims and where students are not doing well.</p>	<p>ITL is very knowledgeable in Math. There are PD and PLC structures to support Math learning. We are working on providing language goals and supports for students to access content and explain thinking.</p>
<p>EL Reclassification: Designated ELD has been happening in all classrooms. ELD PD cycle has been taken place with a focus on three framework practices. Classroom observations and feedback have been happening for Designated ELD. Newcomers are receiving pull out survival English intervention.</p>	<p>Focus on standards aligned instruction and CLOs. Knowledgeable ITL. Data analysis of SBAC and IAB data.</p>
<p style="text-align: center;">Priority Challenges</p>	<p style="text-align: center;">Root Causes of Challenges</p>
<p>Connectedness: We have physical altercations, the more severe ones being with our SDC ICE classroom that all students witness that results in vicarious trauma and students feeling scared. Some classrooms are not yet safe spaces for students to take academic risks. Some students especially with tier 2 and 3 needs don't feel a sense of belonging as they are removed from classrooms on a regular basis.</p>	<p>Unpredictability of student enrollment and mid-year transitions for SDC ICE class students. We need more time for coaching of teachers and differentiated PD time for teachers struggling with students with tier 2 and 3 needs.</p>
<p>Suspension and Chronic Absence: All potential suspensions have been of our SDC ICE students. There is a much higher rate of chronic absenteeism for AA students.</p>	<p>High levels of student trauma in our SDC ICE classroom. Lack of differentiated support for AA students.</p>
<p>Literacy/Reading: A majority of our students are performing multiple years below standard in Math or ELA. Just 10-15% of students are performing at standard levels per SBAC on Math and ELA.</p>	<p>Lack of a consistent standards aligned curriculum. The curriculum is piecemeal. Lack of adequate planning and PD time. Coaches are often pulled to fill in for absent staff and other projects like enrollment events etc.</p> <p>We have not had a RSP teacher this year so far. There is lack of understanding of grade level standards and the depth of knowledge of standards. There is a lack of consistent standards aligned instruction. Lack of standards aligned curriculum. Lack of RSP teacher. Severe chronically absent students in our SDC classroom.</p>
<p>Math: A majority of our students are performing multiple years below standard in Math or ELA. Just 10-15% of students are performing at standard levels per SBAC on Math and ELA.</p>	<p>Many teachers don't understand the grade level standards or the depth of knowledge required by the standards. Lack of planning and PD time. Coaches are often pulled to fill in for absent staff and other projects like enrollment events etc.</p>

EL Reclassification: Although we have doubled the percentage of students who have reclassified, only have 15% of students who reclassified.

We lack a quality ELD curriculum and time for planning and prep. There is no progress monitoring tool used for ELD.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal: By June 2020, 80% of fifth grade students report that they can graduate from college and 90% feel safe at school on CHKS survey while overall we maintain a chronic absenteeism rate of less than 10%

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	78.37%	79.60%	84.60%
Suspensions	African-American Students	-2pp	10.71%	8.70%	6.70%
Suspensions	Students with Disabilities	-2pp	2.17%	0.17%	0.00%
Chronic Absence	African-American Students	-2pp	28.00%	26.00%	24.00%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal: By June 2020, at least 20% of of students 3rd-5th will meeting standards per the SBAC

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-102.2	-87.2	-72
ELA SBAC	Students with Disabilities	+20 points DF3	-156	-136	-116
ELA SBAC	English Learners	+20 points DF3	-119.6	-99.6	-79.6

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: By June 2020 at least 20% students will be proficient in Math as measured by SBAC.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-86.7	-71.7	-56.7
Math SBAC	Students with Disabilities	+20 points DF3	-156.5	-136.5	-121.5
Math SBAC	English Learners	+20 points DF3	-97	-77	-57

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal:	Increase by 5 percentage points the percent of ELs who qualify for reclassification.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	14.98%	20.00%	25.00%
LTEL Reclassification	Long-Term English Learners	25%	28.57%	33.57%	38.57%

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal:	50% of K-2nd students will be reading at grade level in the language of instruction per F&P				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	47.37%	52.40%	57.40%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	60.53%	55.50%	50.50%
K at or above Benchmark	All Kindergarten Students	+5pp	67.65%	72.65%	77.65%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	52.24%	57.24%	62.24%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

School: Bridges Academy at Melrose		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		By June 2019, at least 25% of of students in each grade level will be proficient readers as measured by SRI in 3rd-5th grades and F&P in K-2nd.			
Theory of Action for Language & Literacy:		If we align lesson objectives and lessons planned in grade level professional learning communities to Common Core State Standards our students will be engaged at higher levels of critical thinking and achieve a higher levels of reading and writing proficiencies.			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		Low-Income Students		21.0%	18.90%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
We worked on aligning lesson objectives and lessons planned in grade level professional learning communities to Common Core State Standards. We did this through CLOs (Content Language Objectives) posted in classrooms. Teachers have had Professional Learning on minimum day Wednesdays as well as on other PD days like in August before the school year began and on staff development days. Our second library prep staffed by a library teachers has helped us to have more PD time on Wednesdays with teachers. We have also released teachers once a week, on Tuesdays, with the help of a sub and our STIP sub for teacher to meet as a PLC (Professional Learnign Community) and collaborate on grade level CCSS. The grade level PLCs and Wednesday PD sessions have been facilitated by our ITL (Instructional Teacher Leader) and ELD teacher leader. Additionally, students have received academic intervention through our After School Program, Super Star Literacy, Reading Partners and extended tutoring time by some a retired teacher. Our new teachers have received BTSa coaching by our ITL. Teachers held parent conferences to communicate reading levels and goals with parents.					
What evidence do you see that your practices are effective?					
About 50% of teachers now are consistently posting CLOs. Feedback from teachers at PDs and PLCs show that teachers find them helpful in planning for teaching grade level standards. The ELL review and ILT walkthrough data show that we are improving in seeing evidence of grade level standards being taught in classrooms.					
What are some possible implications for your 2019-20 SPSA?					
We will need to continue supporting teacher learning and collaboration on grade level standards. We need to continue focusing on teachers crafting robust CLOs and implementing lessons that have the appropriate Depth of Knowledge called for in grade level standards.					
18-19 Standards-Based Instruction Priority:		STEM/STEAM			
June 2021 Standards-Based Instruction Goal:		By June 2019 at least 15% students will be proficient in Math as measured by SBAC.			

Theory of Action for Standards-Based Instruction:	If teachers engage students in complex texts, 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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	Low-Income Students	13.5%	13.20%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
<p>We worked on engaging students with complex texts, tasks with academic discussions and language scaffolds based on CCSS and NGSS. Lessons were planned in grade level professional learning communities to Common Core State Standards and NGSS standards. We did this through CLOs (Content Language Objectives) posted in classrooms and Science notebooking. Teachers have had Professional Learning on minimum day Wednesdays as well as on other PD days like in August before the school year began and on staff development days. Our second library prep staffed by a library teachers has helped us to have more PD time on Wednesdays with teachers. We have also released teachers once a week, on Tuesdays, with the help of a sub and our STIP sub for teacher to meet as a PLC (Professional Learning Community) and collaborate on grade level CCSS and NGSS. The grade level PLCs and Wednesday PD sessions have been facilitated by our ITL (Instructional Teacher Leader) and ELD teacher leader. Additionally, students have received academic intervention through our After School Program. Our new teachers have received BTSA coaching by our ITL. Additionally, our fourth grade new teachers got release time for Math standards planning that was facilitated by our ITL.</p>			
What evidence do you see that your practices are effective?			
<p>About 50% of teachers now are consistently posting CLOs. Feedback from teachers at PDs and PLCs show that teachers find them helpful in planning for teaching grade level standards. The ELL review and ILT walkthrough data show that we are improving in seeing evidence of grade level standards being taught in classrooms.</p>			
What are some possible implications for your 2019-20 SPSA?			
<p>We will need to continue supporting teacher learning and collaboration on grade level standards. We need to continue focusing on teachers crafting robust CLOs and implementing lessons that have the appropriate Depth of Knowledge called for in grade level standards.</p>			
18-19 Conditions for Student & Adult Learning Priority:	Culture & Climate		
June 2021 Conditions for Student & Adult Learning Goal:	By June 2019, 90% of fifth grade students report that they feel safe at school on CHKS survey and maintenance of chronic absenteeism rate of less than 10%		
Theory of Action for Conditions for Student & Adult Learning:	If we implement PBIS and Toolbox strategies of clear expectations and reinforcement including reteaching and looking at data continuously, our common areas and classrooms will be more orderly, students will feel safe and our students will attend school more regularly.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	9.0%	14.20%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			

We implemented PBIS strategies of clear expectations and reinforcement including reteaching and looking at data continuously, in our common areas and classrooms. We also offered professional learning on trauma informed practices. We implemented positive reinforcements of Bulldog bashes and Bulldog paws redeemed at the student store as prizes. For attendance we had an attendance team that spear headed various tier 1 strategies such as the Bulldog paws attendance tracker, the attendance carnival and certificates for improved attendance. Our Community School Program Manager headed our attendance team and our Climate and Culture teacher led professional development and PBIS systems and structures work.

What evidence do you see that your practices are effective?

Our suspensions and number of URFs have decreased. There has been a decrease in physical altercations.

What are some possible implications for your 2019-20 SPSA?

Strengthen PBIS systems in new teachers', struggling teachers and prep teacher classrooms. Improve Physical Education instruction to teach students good sportsmanship and how to play games cooperatively.

18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	Increase by 5 percentage points the percent of ELs who qualify for reclassification.		
Theory of Action for Conditions for English Language Learners:	If students received high quality designated and integrated ELD the percentage of students who reclassify will increase by at least 5%.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	12.0%	14.30%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We worked on students receiving high quality designated and integrated ELD. We did this through PD and PLC time for teachers on designated and integrated ELD strategies. For designated ELD teachers learned text reconstruction, stonger clearer and story telling strategies. For integrated ELD we focused on CLOs. Our ELD teacher leader provided coaching, PD and intervention for LTELs and newcomers. She also coordinated the ELPAC. We also worked on SLPs to increase student talk.

What evidence do you see that your practices are effective?

About 50% of teachers now are consistently posting CLOs. Feedback from teachers at PDs and PLCs show that teachers find them helpful in planning for teaching grade level standards. The ELL review and ILT walkthrough data show that we are improving in seeing evidence of grade level standards being taught in classrooms. We also saw improvement in percentage of time students were talking and producing the English language.

What are some possible implications for your 2019-20 SPSA?

Continue to provide high quality PD and PLCs facilitated by teacher leaders. Continue to follow our three year plans for designated and integrated ELD. Continue supporting our newcomer and LTELs with intervention. Continue to implement ELL reviews and ILT walkthroughs to monitor implementation of academic and instructional practices' implementation.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

There were no significant differences in the proposed and the actual budget. We got additional Title 1 money and we used it to buy chromebook carts for students. We also bought a copy machine that we needed with our GP funds.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Bridges Academy at Melrose

School ID: 178

3: SCHOOL STRATEGIES & PRACTICES

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

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

School Priority ("Big Rock"):	Culture & Climate: All students especially students who are low income and experience trauma need predictable structures to feel safe, have positive connections to each other and to adults. To this end, through PBIS we will implement Routines and Procedures that create a predictable and safe environment by having clear expectations and reinforcing the expectations positively and having logical consequences and reteaching for mis-behavior. As students feel safe and more connected to school they are more likely to attend school consistently.
School Theory of Action:	If we implement PBIS strategies of clear expectations and reinforcement including reteaching and looking at data continuously, our common areas and classrooms will be more orderly, students will feel safe and our students will attend school more regularly.
Related School Goal(s):	By June 2020, 80% of fifth grade students report that they can graduate from college and 90% feel safe at school on CHKS survey while overall we maintain a chronic absenteeism rate of less than 10%
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers, classified staff and families will engage in Collaborative Visioning for the school in order to create a transformative educational system that improves the educational experience of all students especially low income students and students with disabilities.	Create forums for family and teacher input on school's Vision, Mission, Core Values and Graduate Profile. Ensure that all major decisions are made with considerations of school's vision and mission. Fund Community School Program Manager, food for meetings, ILT and school PBIS team stipends	Clearly articulated vision, mission, core values and student graduate profile

1-2	All teachers will create and update school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard as well as classroom procedures and routines in order to create a safe educational climate where all students especially English Language Learners and Newcomers can take risks.	Refine the work of the PBIS team that includes parents and classified staff members that meets at least once a month. Communicate behavior systems with all stakeholders including families and all classified staff. Organize parent volunteers to implement PBIS systems with ample time for student to learn the systems and expectations. PD cycle includes clarification on clear expectations and consequence systems. 10 month student advisor TSA funded. Fund classified staff, PBIS team stipends. Fund one .25 noon supervisors, Consultant /Playworks contract for yard games	Decrease of 10% in the number of URFs
1-3	Teachers will refer low income students who are chronically absent, have academic or social emotional needs to the COST team. Teacher leaders, along with therapist and Community School Program Manager along with teachers will create multi-tiered system of support for students to help address the needs of all referred students especially foster youth and students experiencing homelessness	Implement an effective COST and Attendance Teams that meet weekly: Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services. The climate team helps build consistency around office managed versus classroom managed behaviors, systems for responding to student behaviors and needs. 10 month student advisor TSA funded. Fund Community School Program Manager.	Decrease of 10% in the number of URFs

1-4	Teachers and COST will implement Practices like incentive systems and targeted SSTs to Reduce Student Chronic Absence especially for African American students	Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan.Attendance team gives a 10 minute report at each staff meeting and engages teachers on action steps that teachers can take to improve attendance. Fund Community School Program Manager. Continue collaborating with Oakland Natives Give Back.Tier 1 attendance incentive systems are consistently implemented. SST's,SART and SARB are held regularly and in a timely manner.	Chronic attendance rate below 10%
1-5	Teachers and teachers leaders will invite and train parents of low income students to volunteer for the cafeteria, yard supervision, student store and involvement in the daily running of the school	Summer work by Community School Program Manager 10 month student advisor TSA funded. Fund Community School Program Manager. Fund,Playworks	Decrease of 10% in the number of URFs
1-6	After school program and regular school align their responses to student discipline systems	A member for after school program team sits on climate/PBIS team 10 month student advisor TSA funded. Fund Community School Program Manager. Fund,Playworks	Decrease of 10% in the number of URFs
1-7	Teachers and teacher leaders will create systems and structures for all students especially TK and Kindergarten students starting school for the first time to be productively engaged at recesses	The PBIS/Climate team includes teachers, classified staff, TSA, ASP and SDC staff members. Hire Playworks coach, student advisor TSA for culture and climate, Community School Program Manager, fund one .25 Noon supervisors provide high quality supervision. Fund extended contract for classified staff to attend PD and PBIS meetings	Decrease of 10% in the number of URFs

1-8	All teachers of low income students and teachers of foster and homeless youth will implement SEL lessons on social emotional development during Physical Education and Reading and Writing lessons.	Student advisor TSA and principal will conduct walk throughs to collect data and provide on-going feedback to teachers. Invite all staff members to get trained on social emotional development curriculum. Procure and inventory social emotional curriculum and PD. Purchase of curriculum . Student advisor TSA will facilitate PD for all staff. Extended contract to be paid for classified staff to attend PD.	Decrease of 10% in the number of URFs
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	STEM/STEAM
School Theory of Action:	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(s):	By June 2020 at least 20% students will be proficient in Math as measured by SBAC.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	Teachers design and implement complex tasks using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking. Teachers monitor student learning especially for GATE students through multiple forms of authentic assessment to determine mastery.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Authentic assessment analysis evidenced in grade level PLC notes

2-2	100% of students will participate in academic discussions in CCSS aligned Math and Science tasks designed for all students including students with disabilities and targeted English Language Learner students that emphasize conceptual understanding and application at least three times a week.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Academic discussion rubrics show evidence from classroom walk through and observations
2-3	All teachers (TK-5th) will engage all students especially targeted newcomer students in Number Talks aligned to grade level common core standards at least three times a week	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math for new teachers will focus on implementation of Number Talks STIP sub will release teachers for peer observations. ILT member will get extended contract pay.	Classroom observations and schedules
2-4	The After School Program as a resource will be aligned to Math learning needs of lowest performing students	The ILT and teachers will work closely with ASP liaison and coordinator to facilitate teacher and ASP alignment and communication. The school calendar will include collaboration times and days for ASP and instructional faculty to communicate. ILT will get extended contract pay to guide collaboration. ASP and classroom teachers will also use google docs to communicate around student targeted specific learning goals. Teachers will get extended contract pay for extra hours spent in collaboration. ST Math will be purchased for day and after school program use to build Math conceptual understanding.	Math CEOUs

2-5	<p>Pre-school teacher/ team will meet with TK/K teachers along with PreK coach to plan for supporting the preschoolers (and their families) transition to K/TK. Classification/transition online form will be filled by PreK teacher to communicate student details. In the form will be included information to communicate social emotional needs, if students have an IEP and if student has poor attendance on order to make class lists, put in supports and make recommendations for classrooms for the following year. PreK teacher will also do at least one observation of K teachers.</p>	<p>Creation of classification online form by teacher leader. Paid teacher time for filling out classification online forms. Paid extended contract time for meeting. Sub to release teacher for observations.</p>	<p>Meeting notes and classification/recommendation forms and placement class lists. Peer observation schedule.</p>
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy		
School Theory of Action:	If we align lesson objectives and lessons planned in grade level professional learning communities to Common Core State Standards our students will be engaged at higher levels of critical thinking and achieve a higher levels of reading and writing proficiencies.		
Related School Goal(s):	By June 2020, at least 20% of of students 3rd-5th will meeting standards per the SBAC 50% of K-2nd students will be reading at grade level in the language of instruction per F&P		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

3-1	<p>100% of K-5 teachers in bilingual and SEI classrooms will implement all components of Balanced Literacy while ensuring that each component has clear objectives (including content and language) that are Common Core State Standards aligned (OETF 3A.1) for all low income students' especially English Language Learners and Latino and African American Academic Language Learners to attain mastery grade level ELA standards.</p>	<p>The principal, ITL, and ILT members will conduct walkthroughs to observe CCSS aligned components of Balanced Literacy. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will receive extended contract pay. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives, scaffolding in lessons and common assessments. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.</p>	<p>Walkthrough and classroom observation notes and rubric. At least 75% of classrooms have objectives that are common core standards aligned with explicit content and language objectives.</p>
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3-2	<p>100% of teachers will implement close/shared reading of grade level complex texts and 100% of English Language Learners and Latino and African American Academic Language Learners will participate in text-based academic discussions.</p>	<p>During professional development, grade level PLC facilitated by coach/ITL and during individual coaching sessions teachers will get professional learning sessions on the criteria for grade level complex texts. Additionally, each grade level will be asked to submit the list of core grade level complex text used for shared reading and a timeframe for each book. Additionally, the principal, ITL, and ILT members will conduct walkthroughs to observe close/shared reading of complex texts and academic discussion. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will recieve extended contract pay. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives for close/shared reading of complex texts. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.</p>	<p>Walkthrough and classroom observation notes and rubric. At least 75% of classrooms observed are using complex texts with text based academic discussions.</p>
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3-3	K-2 teachers will implement foundational phonics instruction using SIPPS and OCR decodeables and Guided Reading (sets from GR library) in order to differentiate instruction so all students' especially African American students meet their personal aimline goals of making a year or a year and half growth in reading.	The principal, ITL, Reading Partners and retired teacher will support will the implementation of small group or individual instruction. The principal and ITL will conduct classroom observations of Guided Reading and Phonics instruction. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL, in collaboration with the ILT, will develop a results-based PD calendar for the year. The ITL will coordinate peer observations to support implementation of Guided Reading and Phonics (using SIPPS) . The ITL will implement professional learning on Guided Reading. A STIP sub will provide release for teachers to participate in peer observations of Guided Reading. ILT members will recieve extended contract pay to guide PL of Guided Reading and facilitate grade level PLCs that focus on Guided Reading.	Classroom schedules, walkthroughs and observation notes with rubric indicate at that at least 75% of classrooms are implementing grade level foundational phonics skills and Guided Reading for differentiation. Foundational phonics skills progress will be monitored through Basic Phonics Skills Test (BPST) or SIPPS phonics inventory. Phonics skills development will be included in grade level data analysis with coach/ITL and administrator at least three times a year.
3-4	K-5 English Language Learners and Academic Language Learners students not making adequate progress will participate in tutoring and/or extended learning time before or after school.	The principal, ITL, ILT and ELD teacher leader will liase with Reading Partners, BACR and retired teachers providing tutoring in order to coordinate services and ensure progress monitoring and reporting. Some classroom teachers will also provide tutoring before or after school.	Progress monitoring data reviewed regularly
3-5	All students especially newcomers, English Language Learners and Academic Language Learners will have opportunities to check out books from the school library. Books will reflect students diverse and rich cultures. Students will use their new Oakland Promise library card.	The principal, library teacher and ITL will create a library prep schedule and order materials for the library The library will be operated by the library teacher.. Students will be able to check out books once a week and parents will be invited to check out books to take home to read with their children.	Library check out cards and computer software

3-6	Teachers will engage families of English Language Learners and Academic Language Learners at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template. Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.	Parent conference sign in forms indicate that at least 75% of parents have been engaged
3-7	Teachers and teacher leaders will create systems and structures including PLC and data conferences for monitoring formative and summative data of all especially English Language Learners and Latino and African American Academic Language Learner students including data conferences, data trackers, student goal setting protocols	The principal, ITL, intervention teacher and ILT will create PD/PLC days and time agendas devoted to data analysis. The principal, ITL and ILT will facilitate data analysis. The principal and TSA will hold data conferences to set performance goals. STIP sub will release teachers for assessments. 11 month TSA will lead data analysis for all teachers. ILT members will receive extended contract pay. Substitutes will provide release for teachers to engage in data conferences.	Data analysis templates will indicate that 100% of teachers have set goals and analyzed their data three times a year
3-8	The After School Program and Reading Partners as a resource will be aligned to literacy needs of lowest performing students in order to accelerate Low-Performing English Language Learners and Academic Language Learners students' academic performance.	The principal, ITL, intervention teacher and ILT and teachers will work closely with ASP, Super Star Literacy and Reading Partners' liaison and coordinator to facilitate teacher and ASP alignment and communication. ILT will get extended contract pay to guide collaboration.	Enrollment in each program and impact progress reports

3-9	All students especially English Language Learners and Latino and African American Academic Language Learners will participate in evidence-based writing that focus on mastering grade level standards	During professional development, grade level PLC facilitated by coach/ITL and during individual coaching sessions teachers will get professional learning sessions on the evidence-based writing in response to complex texts read. In grade level PLC, teachers will agree on rubrics to assess writing and analyze student writing for teaching points. Additionally, the principal, ITL, and ILT members will conduct walkthroughs to observe Writer's Workshop. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL will coordinate peer observations with STIP sub support. A STIP sub will provide release for teachers to participate in peer observations. ILT members will receive extended contract pay. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives for evidence-based writing. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Increase by 5% of students performance at standard on SBAC ELA
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification
School Theory of Action:	If students received high quality designated and integrated ELD the percentage of students who reclassify will increase by at least 5%.
Related School Goal(s):	Increase by 5 percentage points the percent of ELs who qualify for reclassification.
Students to be Served by these Practices	English Language Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
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4-1	All teachers will implement designated ELD for a total of at least 150 minutes a week	Teachers will continue to use Systematic ELD or Discussions for Learning while integrating 2-3 framework practices specified in the CA ELA/ELD Framework. The ELD Intervention Teacher and ITL will communicate to teachers district trainings and resources for implementation of ELD curriculum and support teachers in learning about and implementing 2-3 framework practices so the designated ELD is nested in content. Supports include PDs, PLCs, and coaching in the classrooms. Extended contract pay and sub release days for teacher training. Budget for ELD Intervention Teacher.	Classroom observations and feedback notes
4-2	All teachers will implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the 3 Year Plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	The ELD Intervention Teacher, who is a GLAD trainer, will train teachers on GLAD strategies and work with teachers to create lessons or units based on grade-level content. Extended contract pay and sub release days for teacher training. Budget for ELD Intervention Teacher	Classroom observations and feedback notes
4-3	Parent workshops will be held to educate them on English Language Learners and the reclassification criteria at least three times each year and data presented at the workshops	The principal and ELD intervention teacher will lead and coordinate reclassification workshops for parents. ELD intervention teacher position will be prioritized	Parent sign in form and power point

4-4	Newcomers will receive Tier 3 intervention for basic English skills, either as push-in or pull-out, depending on the needs of the students. Newcomer students will also have access to Imagine Learning, a computer program designed to support English development for newcomers. The ELD Intervention Teacher will monitor student progress on Imagine Learning and use the data to support student progress either in the classrooms or for intervention. Students will receive intake progress monitoring assessments.	ELD intervention teacher will implement newcomer curriculum using GLAD strategies and implement assessments. ELD intervention teacher position and licenses for Imagine Learning program will be funded.	Class schedule and student English development data
4-5	Teachers will engage families at least twice a year in academic goals setting via parent conferences, focusing on EL students. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template. ELD intervention teacher will provide all teachers with copies of individual students' ELL Snapshots to share with families. Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.	Parent sign in forms
4-6	Teachers will write content language objectives for 2-3 subjects a day so English learners have language targets for different parts of the day.	Training on the development of content language objectives will be nested in content PDs. ELD Intervention Teacher and ITL will support teachers in creating daily CLOs. ELD Intervention Teacher and ITL positions will be funded.	Classroom walkthroughs and observation notes
4-7	Teachers will analyze ELPAC test items and results and incorporate strategies to support during instructional day through designated and integrated ELD.	ELD Intervention Teacher will plan out PD to do ELPAC test results and item analysis and support teachers in integrating strategies for English learners throughout the day. ELD Intervention Teacher position will be funded.	PD agenda, PD power point and PLC grade level notes

4-8	Reclassification criteria and data will be shared with parents. Intervention teacher will manage data for all ELLs (newcomers and other ELs) and share data with teachers and families. Intervention teacher will hold parent meetings and plan ELD PDs for staff.	Bulletin board will have reclassification data and criteria. Set dates on master calendar for reclassification parent meetings. Full-time Intervention Teacher	Bulletin board, parent meeting power point and agendas
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 178

School: Bridges Academy at Melrose

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	ASES	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		After school program and regular school align their responses to student discipline systems	178-1
\$7,327.00	General Purpose Discretionary	Noon supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	5133	Noon Supervisor	0.25	The PBIS/Climate team includes teachers, classified staff, TSA, ASP and SDC staff members. Hire Playworks coach, student advisor TSA for culture and climate, Community School Program Manager, fund one .25 Noon supervisors provide high quality supervision. Fund extended contract for classified staff to attend PD and PBIS meetings	178-2
\$16,447.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	178-3
\$3,000.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	178-4
\$19,185.90	LCFF Concentration	Extended Contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	178-5
\$5,814.00	LCFF Concentration	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		ELD intervention teacher will implement newcomer curriculum using GLAD strategies and implement assessments. ELD intervention teacher position and licenses for Imagine Learning program will be funded.	178-6

	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2087	STIP Teacher		STIP sub will release teachers for peer observations. ILT member will get extended contract pay.	178-7
\$110,000.00	LCFF Supplemental	Library Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	The principal, library teacher and ITL will create a library prep schedule and order materials for the library. The library will be operated by the library teacher.. Students will be able to check out books once a week and parents will be invited to check out books to take home to read with their children.	178-8
\$49,500.00	LCFF Supplemental	Climate and Culture Teacher	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries		n/a	0.45	The PBIS/Climate team includes teachers, classified staff, TSA, ASP and SDC staff members. Hire Playworks coach, student advisor TSA for culture and climate, Community School Program Manager, fund one .25 Noon supervisors provide high quality supervision. Fund extended contract for classified staff to attend PD and PBIS meetings	178-9
\$71,573.00	LCFF Supplemental	ELD/Newcomer teacher	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	2031	Teacher, Structured English Immersion	0.80	The ELD Intervention Teacher, who is a GLAD trainer, will train teachers on GLAD strategies and work with teachers to create lessons or units based on grade-level content. Extended contract pay and sub release days for teacher training. Budget for ELD Intervention Teacher	178-10
\$24,632.22	LCFF Supplemental	Extended contract	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a	1.00	The principal will create minimum day schedules. ILT creates goal setting template. Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.	178-11

\$12,378.00	LCFF Supplemental	Subs	Goal 2: Students are proficient in state academic standards.	1150	Certificated Teachers: Substitutes		n/a		During professional development, grade level PLC facilitated by coach/ITL and during individual coaching sessions teachers will get professional learning sessions on the criteria for grade level complex texts. Additionally, each grade level will be asked to submit the list of core grade level complex text used for shared reading and a timeframe for each book. Additionally, the principal, ITL, and ILT members will conduct walkthroughs to observe close/shared reading of complex texts and academic discussion. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will receive extended contract pay. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives for close/shared reading of complex texts. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	178-12
\$40,869.00	LCFF Supplemental	Admin Assistant	Goal 2: Students are proficient in state academic standards.	2405	Clerical Salaries		n/a		Teachers, classified staff and families will engage in Collaborative Visioning for the school in order to create a transformative educational system that improves the educational experience of all students especially low income students and students with disabilities.	178-13

\$37,000.00	LCFF Supplemental	Contracts- playworks	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a	0.50	Fund one .25 noon supervisors, Consultant /Playworks contract for yard games	178-14
\$13,560.97	Measure G	Library Teacher	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a		The principal, library teacher and ITL will create a library prep schedule and order materials for the library The library will be operated by the library teacher.. Students will be able to check out books once a week and parents will be invited to check out books to take home to read with their children.	178-15
\$6,721.00	Measure G	Books	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		The principal, library teacher and ITL will create a library prep schedule and order materials for the library The library will be operated by the library teacher.. Students will be able to check out books once a week and parents will be invited to check out books to take home to read with their children.	178-16
\$96,924.77	Title I: Basic	TSA	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	Student advisor TSA and principal will conduct walk throughs to collect data and provide on-going feedback to teachers. Invite all staff members to get trained on social emotional development curriculum. Procure and inventory social emotional curriculum and PD. Purchase of curriculum . Student advisor TSA will facilitate PD for all staff. Extended contract to be paid for classified staff to attend PD.	178-17
\$25,000.00	Title I: Basic	Reading Partners	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		The After School Program and Reading Partners as a resource will be aligned to literacy needs of lowest performing students in order to accelerate Low-Performing English Language Learners and Academic Language Learners students' academic performance.	178-18

\$2,235.00	Title I: Basic	Licenses- Imagine Learning	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a	1.00	ELD intervention teacher will implement newcomer curriculum using GLAD strategies and implement assessments. ELD intervention teacher position and licenses for Imagine Learning program will be funded.	178-19
\$854.09	Title I: Parent Participation	Extended contract	Goal 6: Parents and families are engaged in school activities.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Parent workshops will be held to educate them on English Language Learners and the reclassification criteria at least three times each year and data presented at the workshops	178-20
\$33.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a		Parent workshops will be held to educate them on English Language Learners and the reclassification criteria at least three times each year and data presented at the workshops	178-21
\$1,500.00	Title I: Parent Participation	Chromebooks	Goal 6: Parents and families are engaged in school activities.	4420	Computer < \$5,000		n/a		Parent workshops will be held to educate them on English Language Learners and the reclassification criteria at least three times each year and data presented at the workshops	178-22

Title I School Parental Involvement Policy 2018-19

Bridges Academy at Melrose

Involvement of Parents in the Title I Program

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

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

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

Bridges holds a meeting at the beginning of the year to inform parents about the Title 1 Program. This year it is on October 26, 2018 at 9:30 a.m.

- Offer a flexible number of meetings for parents.

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

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

Parent/Student Teacher Conferences two-three times a year

Attendance meetings all through the year.

Ongoing meetings for student needing more support

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

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

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

SSC monthly meetings

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

During Back to School Night grade level benchmarks and assessment data

Parent/Student/Teacher conferences two times a year

Parents Raising the Bar monthly Workshops offered by the family engagement office

Family engineering and literacy nights

SST process for students with academic, attendance or social challenges

Kindergarten family welcome

Family Literacy classes provided four times a week

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

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

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

During Back to School Night grade level proficiency standards are presented to parents. Parents also have access to monthly Parents Raising the Bar workshops focused on academic standards.

Parent/Student/Teacher conferences two times a year

Family literacy night in the Spring, Family engineering night in the Fall.

Kindergarten Family Welcome

Family Literacy classes provided four times a week on how to work with your child's school

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

The teachers share instructional materials as well as strategies at all conferences as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well. Kindergarten parent literacy workshops and family nights will provide parents with instructional materials and training. Parent workshops through Parents Raising the Bar and Kindergarten Welcome including Raising a Reader will teach parents how to help their children have academic success. Family Literacy classes provided four times a week on how to work with your child's school

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

Monthly SSC meetings are another venue where parents and teachers partner up to make decision about academic and social needs of all children. Family Literacy and Science nights.

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

Other parent involvement activities include: monthly parent leadership meetings and parent volunteer program. Literacy and engineering nights integrate ways parents can help their children. Family Literacy classes provided four times a week on how to work with your child's school

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

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(Briefly describe or bullet how this happens at your school.)*

All meetings are conducted in two languages—English and Spanish-- and notices and other documents are in both languages as well. All school activities are conducted in two languages, including SSTs.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

All information is sent home in English and Spanish and all activities and meetings are conducted in Spanish and English. Plus the location of all meeting is accessible to all.

Adoption

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

A meeting was held October 26, 2018

This policy was adopted by the Bridges Academy at Melrose School Site Council on -Wed. Nov, 2018___ and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on ____ It will be made available to the local community on or before ____ The Bridges Academy 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand. ___ Anita Iverson-Comelo

Ant Glab

11/28/18

Mayra Gudino

11/28/18

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

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

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

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

This School-Parent Compact is in effect during the 2018-19 school year.

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

Bridges Academy will:

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

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

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

Parent Responsibilities –

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

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

Student Responsibilities –

I will take responsibility for my learning by:

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

Principal's Signature

Parent Signature

Student Signature



2018-2019

School Site Council Membership Roster – Elementary

School Name: Bridges

Chairperson : Mayra Gudino Guerrero
Vice Chairperson: Myeisha Branche
Secretary: Victoria Perez Pablo

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Maria Elena Garcia				X
Virginia Gruz				X
Victoria Perez Pablo				X
Mayra Gudino Guerrero				X
Myeisha Branche				X
Anita Iverson-Comelo	X			
Giovanni Escobar Chavez		X		
Gloria Garcia		X		
Kevin Jesus Arrizon		X		
Rosana Covarrubias			X	

Meeting Schedule (day/month/time)	3rd Wednesday of each month at 4 p.m.
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SSC Legal Requirements: (Ed. Code 52852)

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

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