

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Bridges Academy

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Bridges Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Bridges Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Bridges Academy

6002075

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

Table of Contents

Superintendent's Letter

OUSD & School Context & Vision

Accountable for Quality: Ensuring Thriving Students & Healthy Communities

School Quality Indicator 1: Quality Learning Experiences for All Students

- A: Balanced Literacy & Literacy Across the Curriculum
- B: Science, Technology, Engineering, Mathematics (STEM)
- C: Transitions & Pathways PreK-12
- D: College, Career & Workforce
- E: Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)
- F: Extending Learning Time

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

- A: School Culture (including Meaningful Student Engagement)
- B: Health & Wellness
- C: Interrupting Chronic Absence (Attendance)

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

- A: Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

- A: Family & Community Engagement

School Quality Indicator 5: Effective School Leadership & Resource Management

- A: Strategic Operational Practices

CSSSP Assurances

Appendices

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

Bridges Academy at Melrose (BAM) is located in East Oakland. Our goal is to serve the families in the Bridges attendance area as well as other families who embrace the vision of the school. BAM offers a safe and calm learning environment for our 398 K-5 students. Our student population is comprised of 93% Latino, 3% African American, 4% other. 88% are English language learners. Two thirds of our classrooms are designated Spanish bilingual and one third is Structured English Immersion. The K-1 students in bilingual program receive language arts and mathematics instruction in Spanish and targeted ELD as well as scaffolded hands on science instruction. Third graders make the transition into instruction in English the second semester of 3rd grade. To this end, our goal is to prepare our English learners beginning in kindergarten with strong academic Spanish and the English skills necessary to make a successful transition, and to monitor their achievement across the grades, with the goal of reclassifying all our 5th graders before they are promoted to 6th grade. All our students, both those acquiring English and those who speak English as their primary language need support for learning academic language. The community based programs within walking distance including preschool programs are limited. However, two years ago a state preschool was opened on the Bridges campus. Bridges Preschool morning and afternoon programs serves 40 students of which about half enroll in kindergarten at Bridges. The preschool has made a significant difference in our students readiness for kindergarten. We have seen steady academic progress in the last 6 years which has made it possible to exit Program Improvement status through the Safe Harbor option. BAM hopes to continue focusing on continuous improvement for all our children.

VISION

BAM is in its 6th year as a restructured school committed to exiting students who are prepared to face the formidable academic and social challenges which they will encounter as they enter and complete middle school and high school. BAM students view themselves as college bound. Our students are active learners, motivated, self-directed learners curious about the world and capable of independent inquiry. Our students are

high performing with solid academic English and math skills. Our students are scholars. Our students know that they are valued and unique as they are supported not only by a community of committed educators but also by parents that are knowledgeable about how to support their success. Students know that the adults in their lives have high expectations of them and that they obtain help to achieve those expectations. Our students are resilient. BAM students are aware and respectful of the many diverse cultures which surround them. They have solid cultural knowledge, strong interpersonal and social skills which enable them to see through societal stereotypes and prejudices in order to recognize commonalities and build friendships across differences. Our students are culturally competent. We recognize that we are setting high standards not only for our students but also for ourselves, and our families. Bridges Academy will achieve its vision of high academic achievement through five core components: effort-based learning, explicit skills instruction embedded within rich content knowledge and inquiry, parents as equal partners scrutinizing the academic progress of their children, integration of linguistic and cultural heritage, and powerful professional development informed by serious examination of student work.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

-All parents will be invited to Data Share Events 3 times a year to discuss academic progress in the areas of reading, math and ELD. -At the beginning of the school year, the staff will analyze CST results to set academic goals for the school year. The CST data will also be reviewed by the SSC in the fall. -Benchmark Results and ADEPT data will be analyzed by the SSC during monthly meetings. Attendance data will also be reviewed. -The staff will engage in data analysis and reflection after each benchmark at which time an Action Plan will be developed. The principal will schedule academic conferences with teachers to discuss data and Action Plan and use regular walkthroughs to monitor implementation. -Workshop will be included in the daily schedule to differentiate instruction based on formative as well as benchmark assessments. Regular Walkthroughs will be conducted to observe management of students and instructional time. -The Leadership Team will plan and monitor professional development. - Parent/Student/Teacher conference will be scheduled in the fall, during minimum days the first week of school, in the Winter and again in the Spring.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

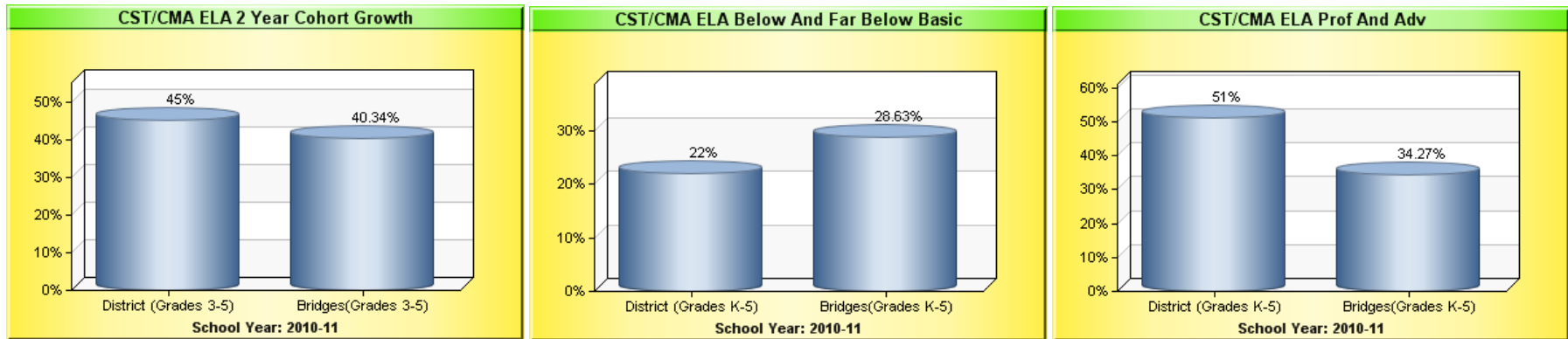
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- In the Fall most of the kindergarten students scored a 1 on the ADEPT which is the beginning level of oral English level proficiency.
- The Winter ADEPT data shows that most of our students are still a 3, basic oral language proficiency

Data Analysis

- 2 -Year Cohort data shows that 40 % of 3rd -5th grade students experienced growth or stayed in Adv ;38% stayed flat; 22% FBB for 2 years or slid back one or more bands.
- Fourth grade had the greatest gains. 79% of 4th graders experienced growth or stayed in Adv for 2 years .
- Overall 34% P/Adv; 37% Basic; 29% FBB/BB

Theory Action

- Standards-based instruction carefully scaffolding language and content utilizing GLAD strategies to make content accessible to all students and to develop academic language.
- Explicit skills instruction embedded within rich domain knowledge acquisition and inquiry to develop strong academic English critical thinking skills.
- Data -data driven instruction to individualize support to all learners in reduced class size settings.
- Release time for teachers to administer the ADEPT to all ELs, the BPST, kinder checklist , Dibels to all 1st graders below benchmark, or DRA to monitor progress and to differentiate instruction during workshop.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teacher to reduce class size in 5th grade as an intervention and acceleration for all students including GATE students.	Benchmark assessments, CST, SRI	All Students	Year long	Principal and Teacher	5/17/2012	178SQ11A1728	Class Size Reduction	3010-Title I		TCSHLT0272	1	\$74,925.08
Class size reduction for 4th grade as an intervention and acceleration for all students including GATE students.	Benchmark Assessments, CST, SRI	All Students	Year long	Principal and Teacher	5/17/2012	178SQ11A1729	Class Size Reduction	7400-QEIA		TCHBIL0023	1	\$81,933.20

Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Benchmark Assessments, CST, SRI	All Students	Year long	Principal and Teacher	5/17/2012	178SQ11A1730	Class Size Reduction	7400-QEIA		TCSHLT0224	1	\$72,251.56
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Benchmark Assessments	All Students	Year long	Principal and Teacher	5/17/2012	178SQ11A1731	Class Size Reduction	7400-QEIA		TCSHLT0359	1	\$62,679.96
Teacher to reduce class size as an intervention strategy and to support all learners including enhancing learning for GATE students.	Benchmark Assessments, CST, SRI	All Students	Year long	Principal and Teacher	5/17/2012	178SQ11A1732	Class Size Reduction	7400-QEIA		TCHBIL0081	0.24	\$17,978.56
Release time for teachers to administer supplemental English proficiency and reading individualized assessments to EL students.	ADEPT, Benchmark Assessments, SRI	English Learners	Year long	Principal and teachers	5/17/2012	178SQ11A2425	Individualized English language proficiency assessment to target instruction and support EL students	7091-EIA - LEP	1154-TEACHERS SUBS FOR RELEASETIME		0	\$6,754.65
Instructional materials and supplies to supplement and enhance the core program.	Benchmark Assessment	FBB, BB	Year long	Principal	5/17/2012	178SQ11A2421	Supplemental Materials	7090-EIA - SCE	4310-SUPPLIES		0	\$14,032.39
Instructional materials and supplies to supplement and enhance the core program.	Benchmark Assessment	FBB, BB	Year long	Principal	5/17/2012	178SQ11A4580	Supplemental Materials	7400-QEIA	4310-SUPPLIES		0	\$1,189.72
Language Arts block designed to include daily Workshop for differentiation and targeted instruction based on students' needs as measured by formative and summative assessments.	BPST, Dibels, DRA, Fluency	All Students	Year long	Principal and Teachers	5/17/2012	178SQ11A2438	Explicit instruction to provide a solid basic reading skills	N/A			0	\$0.00
Learning objectives will be displayed and reviewed for both active participation in learning and accountability.	SRI, Reading Fluency, Benchmark	All Students	Year long	Principal and Teachers	5/17/2012	178SQ11A2439	Student Engagement	N/A			0	\$0.00
Reading instruction will include experiences reading grade level text as well students' independent reading level. The school library will provide opportunities to explore other reading material.	SRI, Benchmark	All Students	Year long	Principal, Teacher	5/17/2012	178SQ11A2440	Promote reading	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

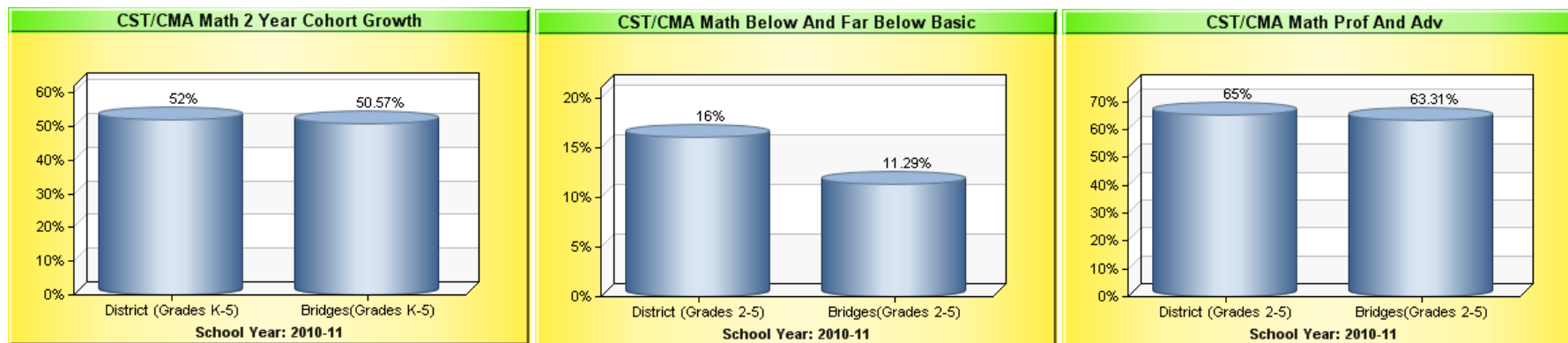
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

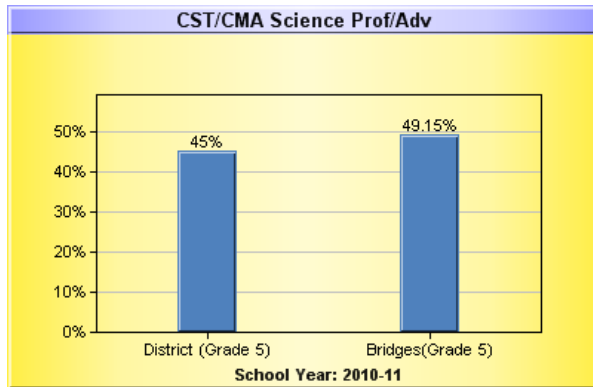
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





Data Analysis

- Two-year cohort data show that 51% (176sts.) of 3rd thru 5th graders improved one or more levels or stayed at Adv. Only 1% lower than the district. 27% stayed flat , and 22% slid back one or more levels
- 54% of 4th graders experienced growth or stayed at Adv. for two years compared to 58% of the district's 4th graders.
- CST data show that 63% of all 2nd -5th graders are Pro or Adv. Only 2% lower than the district. 11% scored FBB/BB, 5% fewer than the district.
- Overall our students are scoring better in math than in Language Arts.
- In science, 49% of 5th graders scored at Pro/Adv compared to 45% of the district's 5th graders.

Theory Action

- Mathematics instruction is standards based and should include skills instruction, conceptual understanding, problems solving and communication skills.
- Students need multiple opportunities to explore and discuss mathematical concepts in meaningful ways.
- Participation in math cohort to strengthen practice and accelerate student learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Math instruction at Bridges includes time for preview/review, lesson of the day and small group support. In K-2 Every days Counts (daily calendar) facilitates daily practice of key number sense concepts. In 3rd - 5th mental math activities or Board Math for preview/review. Closure of lesson to check for understanding, engage students in written and oral reflection and to highlight problem solving.	Benchmark assessments, formative assessments	All Students	Year long	Principal and teachers	5/6/2012	178SQ1B2464	Systematic approach to teaching and learning mathematics	N/A			0	\$0.00
Envision curriculum is supplemented with hands-on projects to deepen conceptual understanding and to	Formative, Benchmark assessments	All Students	Year long	Principal and teacher	5/6/2012	178SQ1B2465	Problem solving and communication skills development.	N/A			0	\$0.00

develop math language.													
Learning objective clearly stated to promote active participation and for accountability.	Benchmark and formative assessment	All Students	Year long	Principal and Teachers	5/6/2012	178SQ1B2466	Student Engagement	N/A				0	\$0.00
Adjust weekly schedule to include time for science instruction using FOSS program as well as GLAD thematic units.	CST science, participation in Science Fair	All Students	Year long	Principal and Teachers	5/6/2012	178SQ1B2468	Science Instruction using FOSS	N/A				0	\$0.00
Participate in the math cohort to strengthen our practice and to accelerate learning for all students.	performance based assessments	All Students	Year long	Principal, Classroom Teachers	5/6/2012	178SQ1B4242	Math inquiry	N/A				0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.

School Data

- In the last two years since opening Bridges Pre- K program, we have seen a tremendous difference in children's readiness for the academic and social demands of kindergarten.
- Many Kindergarteners without pre school experience require the supplemental services of the Intervention Specialist to meet the minimum academic requirements by the end of kindergarten.

Theory Action

- Pre-school attendance hugely impacts the academic success of entering kindergarteners.
- Prepare 5th graders for middle school transition

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Coordinate visits between the pre-school and kindergarten to support a smooth transition for all students.	Kindergarten Checklist, Pre-K assessments	Pre-Kindergarten	May and June	Principals and teachers	5/6/2012	178SQ11C1762	Pre-K transition	N/A			0	\$0.00
Adjust the instructional schedule of the pre-school with the elementary to facilitate collaboration.	Pre-K assessments and Kindercheck list	Pre-Kindergarten	Year long	Principal and ECD administrator	5/6/2012	178SQ11C2476	Collaboration and PD	N/A			0	\$0.00
Schedule visits with neighborhood middle school during the options window to	Higher percent of students attend OUSD	All Students	December	Principal and 5th grade	5/6/2012	178SQ11C4233	Prepare 5th graders for middle school	N/A			0	\$0.00

present their programs to parents and students.	middle schools			teachers								
In the spring the psychologist will arrange visits to the middle schools. Also, she will lead discussion about middle school with students with social-emotional needs.	Higher percentage of students attend OUSD middle schools	All Students	Spring	Principal and psychologist	5/6/2012	178SQ11C4234	Prepare students for middle school transition	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

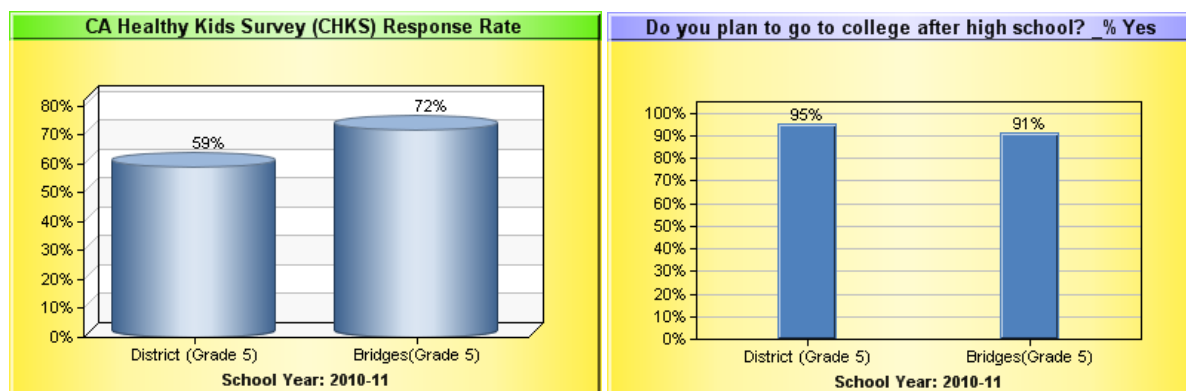
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Data Analysis

- Most of the 5th graders who responded to the CHKS have plans to go to college.

Theory Action

- BAM believes in informing families about college, career and the workforce beginning in kindergarten.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Back to school night presentation on college, Career and Workforce where parents receive information future potential opportunities and earnings.	CHKS		Sept. 2012	Clara Tarango	3/31/2012	178SQ1D2363	Presentation	N/A			0	\$0.00
5th grade field trip to UC Berkeley campus.	CHKS		In the Spring	Principal and 5th grade teachers	3/31/2012	178SQ1D2479	College and Career Awareness	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Data Analysis

- Overall most of our students, 39%, are at basic as measured by the CST and benchmark assessments.
- ELs are acquiring basic English, but few are developing academic language necessary to perform at higher levels to be reclassified.

Theory Action

- The instructional needs of our student population are best met in small learning environments where differentiation and personalization of instruction happens daily.
- Focus on individual academic improvement through targeted goals and frequent assessments to ensure the success of every student.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Class size reduction facilitates targeted instructional support to all learners--ELs, AA and Southeast Asian students as well as GATE. PLEASE SEE BALANCED LITERACY SECTION.	CST, Benchmark Assessments, SRI, ADEPT	All Students	Year long	Principal and Teachers	5/17/2012	178SQI1E2364	Class size reduction	N/A			0	\$0.00
Intervention Specialists support all EL Kindergarten students below grade level during the day, and to provide extended learning opportunities before and after school.	Dibels, Kindergarten Checklist	English Learners	Year long	Principal, Teachers	5/17/2012	178SQI1E2420	Targeted Intervention	7091-EIA - LEP		INTSPC0035	1	\$45,608.04
Intervention Specialist to support 1st graders												

below grade level in reading and math during the day as well as provide extended learning opportunities before and after school.	Dibels	English Learners	Year long	Principal, Teacher	5/17/2012	178SQ11E2426	Trageted Intervention students below grade level	7090-EIA - SCE		INTSPC0148	0.25	\$11,074.74
Intervention Specialist to support 1st graders below grade level in reading and math during the day as well as provide extended learning opportunities before and after school.	Dibels	English Learners	Year long	Principal, Teacher	5/17/2012	178SQ11E2427	Targeted Intervention for ELs	7091-EIA - LEP		INTSPC0148	0.75	\$33,224.22
Overtime for Intervention Specialist to provide extended learning before and after school.	Dibels	FBB, BB and BAS	Year long	Principal, Teacher	5/17/2012	178SQ11E2428	Extended learning opportunity	3010-Title I	2122-INSTRAIDES SALARIES EXTRA COMP		0	\$2,000.00
Field trips to extend classroom learning and to provide enrichment.	Benchmark Assessments	All Students	Year long	Principal and Teachers	5/17/2012	178SQ11E3493	Enrichment	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Bridges Academy

Principal: CLARA TARANGO

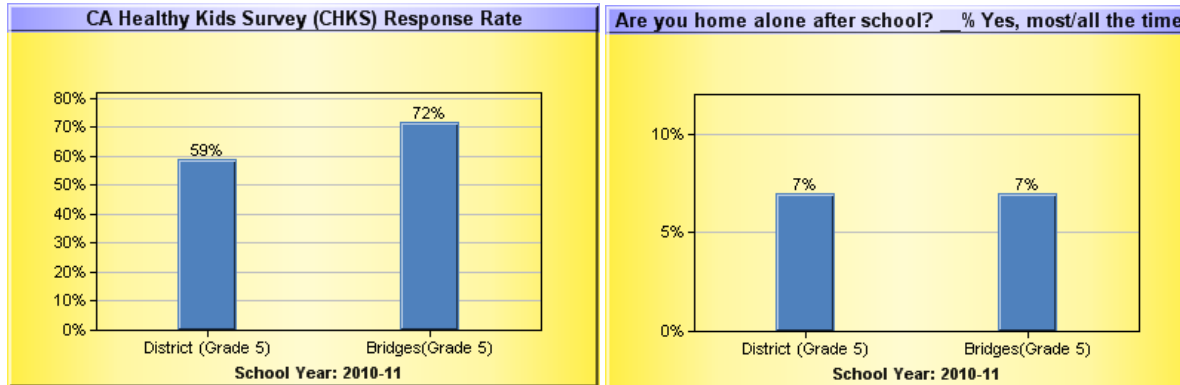
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



Theory Action

- Extended learning opportunities will be offered to support the instructional goals of the day program and to enrich learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
A comprehensive after school program aligned to the day program managed by BACR funded by Prop 49 and OFCY funds. The program serves 1st thru 5th grade students and provides enrichment, academic games focused on problem solving strategies and homework assistance.	Results of After School Survey	Far Below Basic	Year long	After School Coordinator and Principal	3/21/2012	178SQ11F1737	Extended Day Learning	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

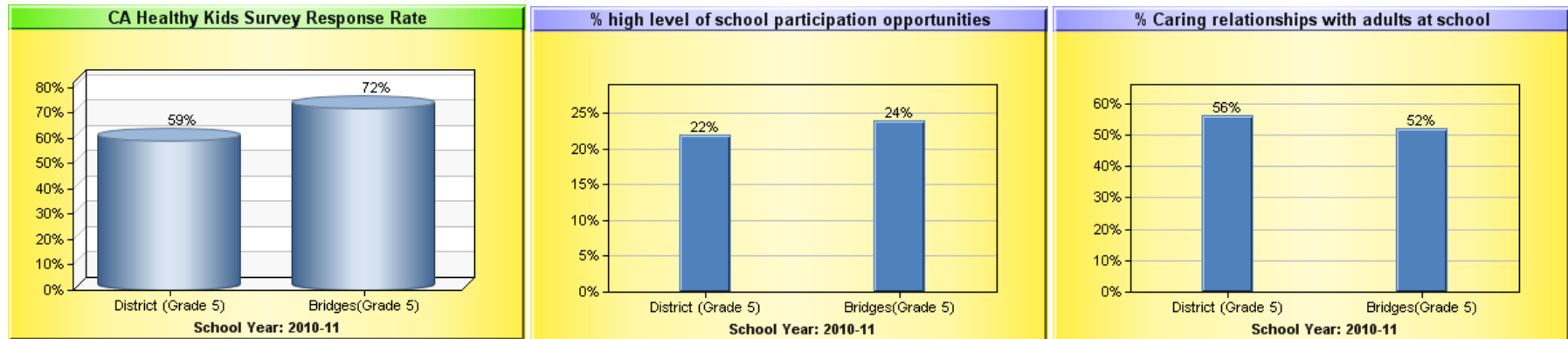
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

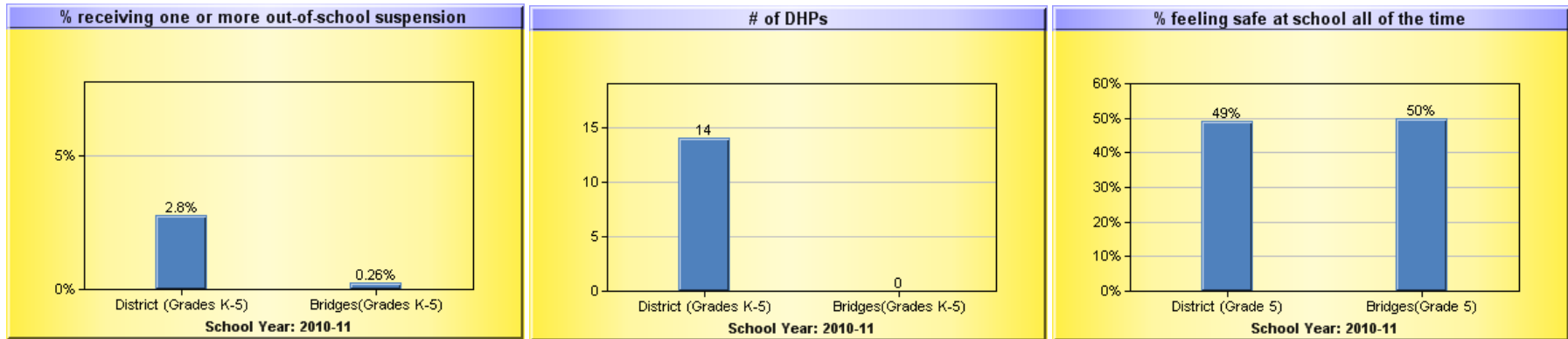
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- Only 50% of 5th graders feel safe at school .

Theory Action

- All stakeholders take responsibility to maintain a safe and calm learning environment.
- Clear articulation and implementation of school rules and consequences and recognition of scholarly behavior we call Learner Characteristics, learning behaviors all students should learn and practice.
- Coordinate school resources to support students at risk and seek out community resources for families and students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
For prevention and social/academic support, the Outreach Consultant sets goals with students and checks with them throughout the day. Maintains ongoing communication with parents thru the SST process.	Percentage of Positive Reports, CHKS	All Students	Year long	Principal	4/1/2012	178SQI2A1761	Academic/Social Support	3010-Title I		ORCNST0010	0.3	\$16,515.09
The psychologist provides social/emotional support to struggling students not making adequate academic progress. She also provides individual counseling and leads friendship groups to teach social skills. FBB, BB Year long Principal and psychologist	CHKS, Behavior Screening, Percentage of Positive Daily Reports	FBB, BB	Year long	Principal and Psychologist	4/1/2012	178SQI2A1764	Social/Emotional Support	7090-EIA - SCE		PSYCHL0056	0.3	\$27,408.68
COST meetings once a week to discuss ongoing services for students, to schedule SSTs and to review student data.	Reading Fluency	All Students	Year long	Principal, Psychologist, Outreach Consultant	4/1/2012	178SQI2A1873	Monitor Services for Students	N/A			0	\$0.00
Publically celebrate students' academic and social accomplishments each												

trimester by honoring students who have exhibited one or all of the Learner Characteristics of Respect, Responsibility, Reflection, Cooperation, Persistence and Organization/Planning.	Benchmark and teacher observation	All Students	3 times a year	Principal and Teachers	4/1/2012	178SQI2A2962	Student Awards	N/A			0	\$0.00
---	-----------------------------------	--------------	----------------	------------------------	----------	--------------	----------------	-----	--	--	---	--------

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Bridges Academy

Principal: CLARA TARANGO

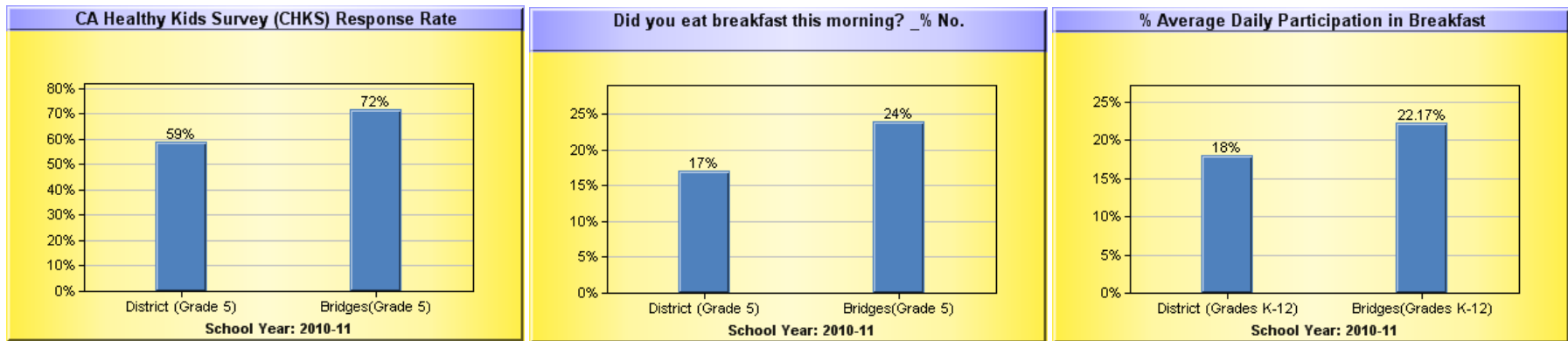
School Quality Standards relevant to this Strategic Priority

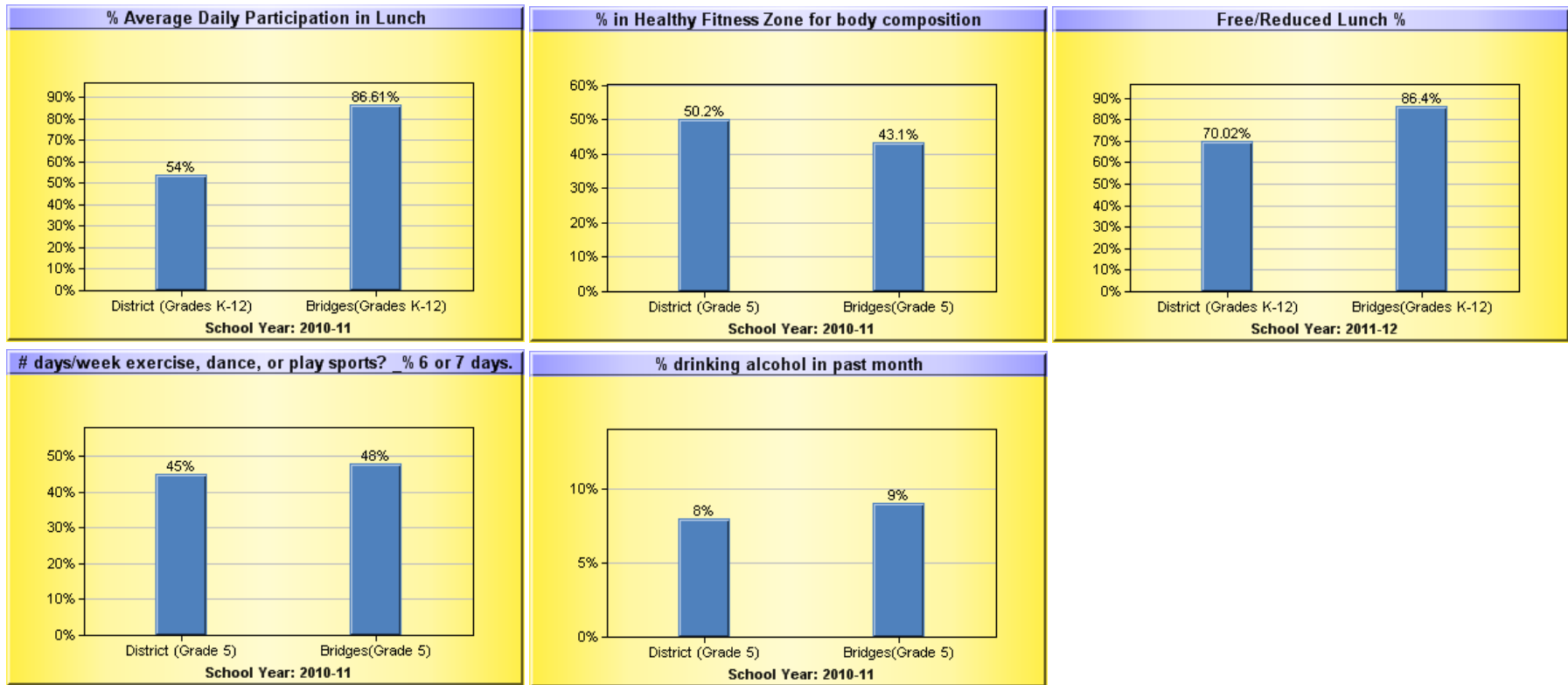
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





School Data

- Office referrals, behavior screening and CHKS.

Data Analysis

- Office referrals for aggressive or violent behavior are minimal. Most office referrals are for defiance or disruptive behavior during class.
- At least 85% of students are actively engaged in organized games during recess as well as during class game time.
- About 90% of students enjoy eating fruits and vegetables from the Salad Bar, healthy snack 3 times a week and harvest of the month.
- Bullying incidents are reported to teachers during classroom meetings, to Outreach Consultant and to the principal.

Theory Action

- Maintain a calm and safe learning environment by articulating and enforcing the behavior expectations schoolwide
- Promote scholarly behaviors by recognizing students who exhibit the Learner Characteristics of respect, responsibility, reflection, cooperation, persistence.
- Identify students who need social- emotional support with the behavior screening instrument twice a year and monitor intervention.
- Coordinate services and support of the psychologist and Outreach consultant and seek out other community resources.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Review Bridges Discipline Policy and consequences at the beginning of the year, at SSC meetings, and as needed.	Percent of student who receive more than 3 yellow citations every trimester.	All Students	Year long	Principal, Outreach Consultant	5/6/2012	178SQI2B4235	Clear articulation and implementation of Discipline Policy	N/A			0	\$0.00
Use the daily report system to provide support to students with academic as well as social-emotional challenges by checking in with the Outreach Consultant at each instructional break.	Percentage of students with positive reports		Year long	Outreach Consultant , classroom teacher and principal	5/6/2012	178SQI2B4236	Provide support to at risk students.	N/A			0	\$0.00
The COST team will meet weekly to monitor the effectiveness of the behavior interventions, to review and analyze academic and behavior data, and to discuss schoolwide behavior or academic concerns.	Percent of students with positive daily reports	All Students	Year long	Principal, psychologist, Outreach Consultant	5/6/2012	178SQI2B4237	Provide student support	N/A			0	\$0.00
Use the SST structure to review students' daily goals, to monitor progress. and/or to identify other supports.	Percent of students with positive reports		Year long	Outreach Consultant, Principal, Classroom Teacher, Parent Student	5/6/2012	178SQI2B4238	Provide student support	N/A			0	\$0.00
The Outreach consultant will conduct focus groups meetings to problem solve issues of bullying. The teachers will continue holding classroom meetings to help surface concerns. A team of teachers, after school coordinator and psychologist will attend a workshop to learn how to address bullying.	Reduce percent of incidents of bullying		Year long	Principal, Outreach Consultant, Classroom Teachers, Psychologist	5/6/2012	178SQI2B4239	Reduce bullying behaviors	N/A			0	\$0.00
Seek donations and do fundraisers to secure Playworks to help maintain a healthy, safe, and organized physical activity throughout the day including before and after school.	Percentage of students involved in organized physical activity during recess	All Students	Year long	Playworks Coach, principal, Classroom Teachers, Outreach Consultant	5/6/2012	178SQI2B4240	Maintain a safe, calm playground	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

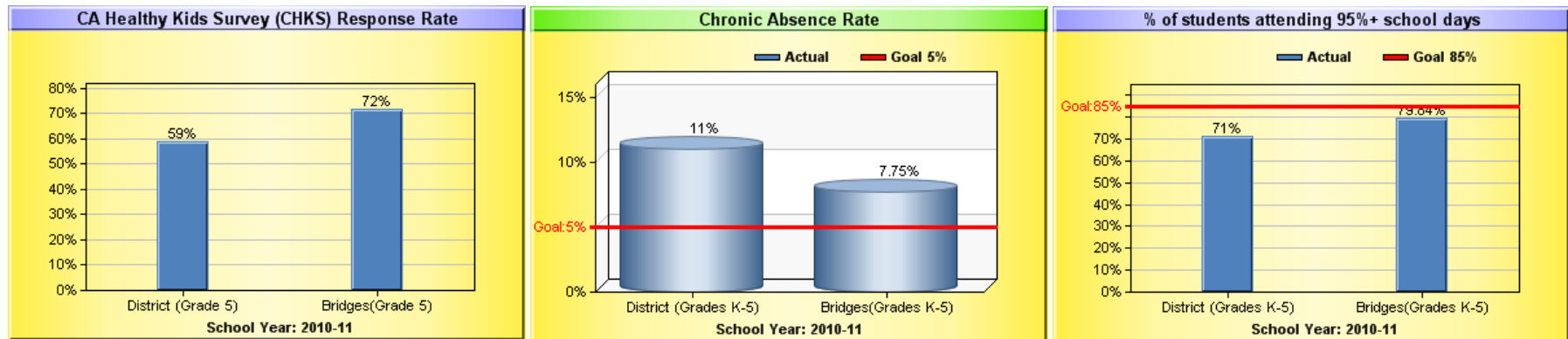
A quality school...

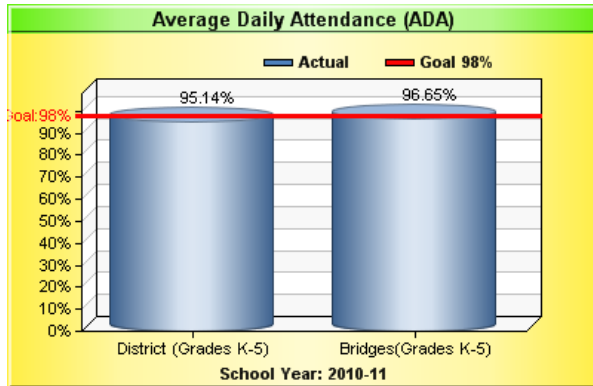
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Data Analysis

- 79% of students are attending 95% of the time, need to be increased by 6%
- Chronic absent rate is 7.75%, 2.75% over the required 5%.
- Daily average attendance is 96.65% , need to increase by 1.35% to reach 98%
- 29 students are in the Chronic Absence List. 2 students show Sever Chronic Absence.

Theory Action

- Maintain a safe and engaging learning environment to promote daily attendance.
- Engage the parents of the kindergarteners in conversations about building

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reward classroom with the best attendance weekly.	ADA	All Students	Year long	Principal and Attendance Clerk	4/2/2012	178SQI2C1798	Improve ADA	3010-Title I	4310-SUPPLIES		0	\$1,758.39
Hold SARTs with parents and students to discuss problem and brainstorm solutions.	ADA	All Students	Year long	Principal, Outreach Consultant, Attendance Clerk	4/2/2012	178SQI2C3477	Improve attendance	N/A			0	\$0.00
Ongoing SSTs to monitor attendance and to review SART plan.	ADA	All Students	Year long	Principal, Outreach Consultant, Attendance Clerk	4/2/2012	178SQI2C3492	Improve attendance	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

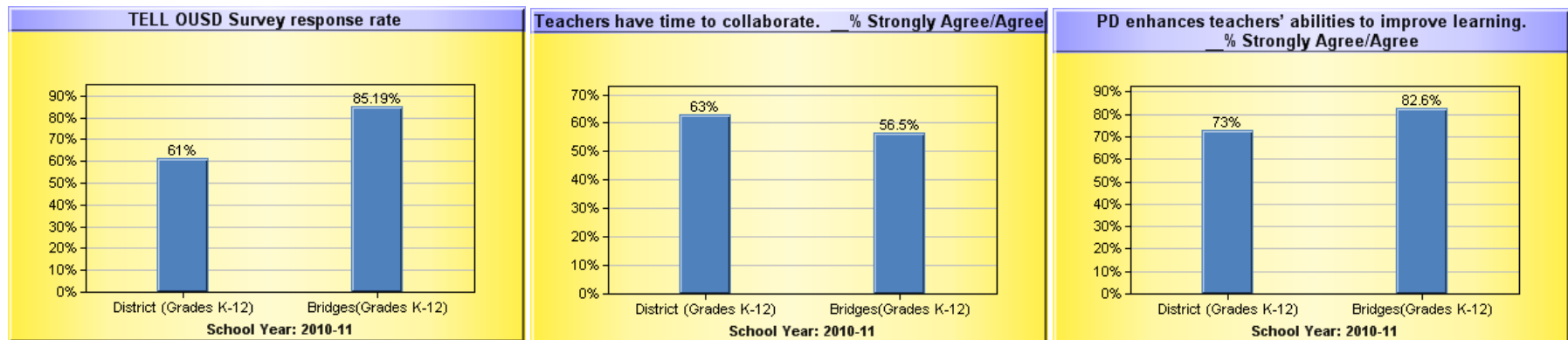
A quality school...

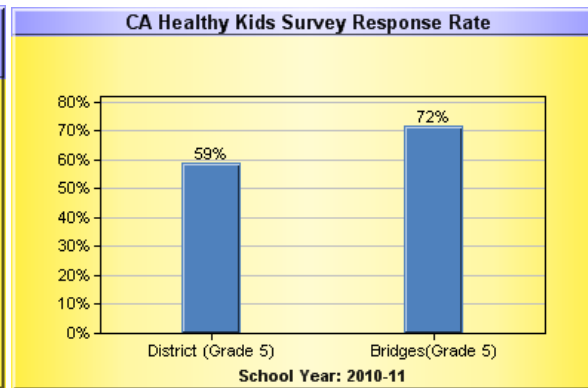
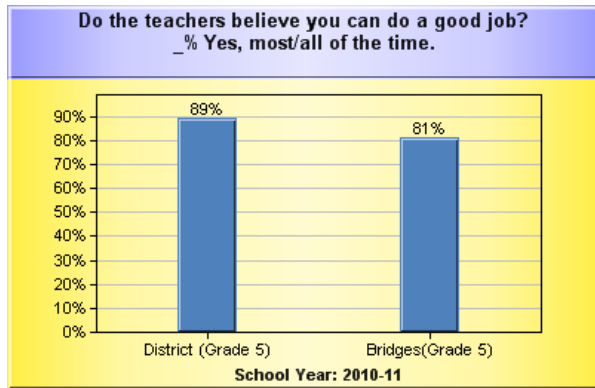
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- 56.5% of teachers strongly believe they have time to collaborate
- Over 80% of teachers strongly believe PD opportunities enhance their teaching practice.

Theory Action

- Time for teacher collaboration, reflection and professional development is essential to strengthen teacher knowledge of content standards
- Time to examine student work and analyze benchmark data in grade level and across grades to make sure all students are making progress towards grade level standards.
- The Leadership team plans and facilitates weekly PD and data analysis.
- Participation in math cohort will promote teacher leadership and strengthen instructional practice.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Members of the Leadership Team meet regularly to plan Professional Development and facilitate dialogue about teaching and learning within their grade level team.	Benchmark Assessments and SRI	All Students	Once or twice a month	Principal and Leadership Team	5/6/2012	178SQI3A1733	Teacher Leadership and Collaboration	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$5,000.00
Substitute Teachers release classroom teachers for collaborative planning based on the results of Benchmark assessments.	Benchmark Assessments	All Students	After 1st and 2nd Benchmark Data	Principal and Teachers	5/6/2012	178SQI3A1734	Collaborative Planning	3010-Title I	1150-TEACHERS SUBSTITUTES		0	\$5,500.00
Substitute to release grade level teachers to refine and develop GLAD units with the purpose of integrating the content areas and reading and writing instruction.	Benchmark Assessments	FBB, BB and BAS	Fall and Winter	Principal and Teachers	5/6/2012	178SQI3A1735	Collaborative Planning time	7090-EIA - SCE	1154-TEACHERS SUBS FOR RELEASETIME		0	\$7,200.00

Extended contract for collaborative planning math instruction based on the Common Core Math Standards.	Benchmark Assessments	Far Below Basic	As needed by grade levels	Principals and teachers	5/6/2012	178SQI3A1736	Collaborative Planning	7090-EIA - SCE	1120-TEACHERS SALARIES STIPENDS		0	\$5,000.00
Develop/refine GLAD units to align OCR themes with the content standards as well as developing targeted language acquisition lessons.	Benchmark Assessment, ADEPT	All Students	Year long	Principal Teachers	5/6/2012	178SQI3A1794	Integrated content and language skills	3010-Title I	4300-MATERIALS & SUPPLIES		0	\$500.00
Buy Back days will be used for school-wide scoring of students' writing using the 6+1 traits and for furthering our understanding of the Common Core Standards in Writing.	benchmark assessments	All Students	Buy Back days in Oct. and Jan.	Principal, classroom teachers	5/6/2012	178SQI3A4241	Create awareness of students' writing performance across the grades	N/A			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Bridges Academy

Principal: CLARA TARANGO

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- When parents and educators are partners the outcome for children improves. A solid connection between the home and the school is an important aspect of developing resiliency.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Parent Workshops in math Language arts and technology led by teachers to show parents how to support their children at home.	Benchmark Assessments	All Students	Year long	Principal and Teachers	5/17/2012	178SQI4A1796	Parent Workshops	9901-Title I - Parent Participation	1120-TEACHERS SALARIES STIPENDS		0	\$1,509.62
Parent Involvement activities such as SSC and parent Workshop to support students at home.	CHKS, Benchmark Assessments	All Students	Year long	Principal	5/17/2012	178SQI4A1797	Parent Involvement	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$800.00
Data Share Events with parents three times a year to clarify grade level standards and to discuss academic progress in the areas of Reading/Language Arts, math, and ELD, as well as to discuss ways parents help their child at home.	Benchmark, Dibels, reading fluency	All Students	3 times a year	Principal and Teachers	5/17/2012	178SQI4A2854	Parent Involvement	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Bridges Academy

Principal: CLARA TARANGO

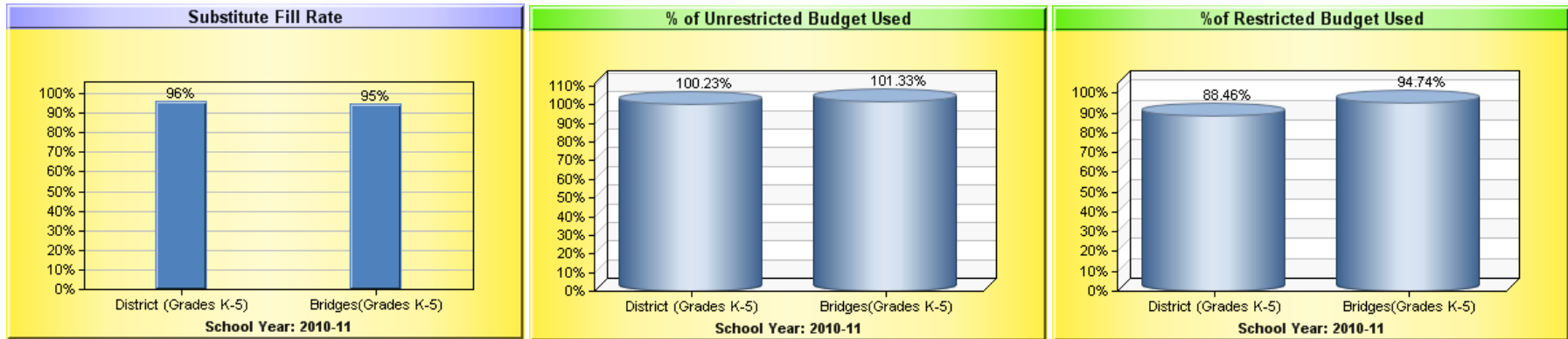
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Theory Action

- All stakeholders must be active members of the school governance to ensure the school's vision and program is leading to steady schoolwide improvement.
- Leadership structures will enable us to hold each other accountable to our vision and to systematically engage in meaningful discussions.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Manage weekly schedule to include time for daily walkthroughs to monitor implementation of agreed upon instructional strategies, and to carry out other organizational		All Students	Year long	Principal	4/2/2012	178SQI5A2486	Instructional Leadership Practice	N/A			0	\$0.00

responsibilities.												
Promote teacher leadership by identifying potential teacher leaders and inviting them to form part of the Leadership Team.		All Students	monthly or as needed	Principal	4/2/2012	178SQI5A2920		N/A			0	\$0.00
Schedule weekly COST meetings to coordinate social emotional services, to analyze benchmark data to monitor students' academic progress.	Benchmark data, behavior screening	All Students	Year long	Principal	4/2/2012	178SQI5A2941	Coordination of services	N/A			0	\$0.00
Budgetary decision based on academic and social-emotional data.	Benchmark data, behavior screening, percent of positive daily reports	Advanced	Year long	Principal	4/2/2012	178SQI5A3494	Budgetary decisions	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: Bridges Academy at Melrose
Site Number: 178**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on February 16th, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Paula Nava

SSC Chairperson's Signature

Paula Nava

SSC Chairperson's Name (printed)

2/17/12

Date

Combined SSC / ELAC

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

Clara Tarango

Principal Signature

Clara Tarango

Principal's Name (printed)

2/17/12

Date

Janette Hernandez

Executive Officer's Signature

Janette Hernandez
Executive Officer's Name (printed)

05/15/2015

Date

Susana Ramirez

Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/8/12

Date

DATE: 07/02/2011 00:02.48

*** ViewDirect INDEX ***

RECIPIENT: USABUYRJW PACKET NAME: DIS4 XEROX MAINFRAME LASER - FORM=DISP CLASS=L

REPORT ID	REPORT NAME	START	END
WMD094A	PENDING COST CHANGES BY BUYER	1	15
WMD595A	RECEIVING EXCEPTIONS	16	17

School Site Council Membership Roster – Elementary School

School Name: Bridges Academy at Melrose

School Year 2011-2012

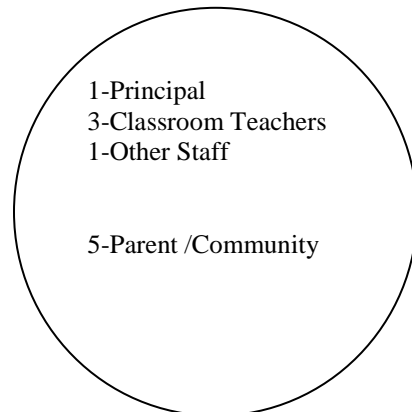
Chairperson: Paula Nava	Vice Chairperson: Ana Aguilera
Secretary: Juan Vaca, Virginia Cruz	<u>DAC Representative:</u>

Check Appropriate
Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Paula Nava					X
Ana Aguilera					X
Olga Ochoa					X
Virginia Cruz					X
Maria Perez					X
Juan Vaca				X	
Maximino Velez			X		
Jose Arredondo			X		
Kevin Arrizon			X		
Clara Tarango		X			

SSC Legal Requirements:

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be employees at the site.



Title I School Parental Involvement Policy 2011 - 2012

Involvement of Parents in the Title I Program

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

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
- [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 Data Share Events three times a year to review student progress](#)
 - [Parent/Student Teacher Conferences two times a year](#)
 - [Ongoing for student needing more support](#)
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
- [During Back to School Night grade level standards and instructional program are presented to parents.](#)
 - [During Data Share Events student progress is shared as well as how to support their children at home](#)
 - [Parent/Student/Teacher conferences two times a year](#)
 - [Parent Workshop offered by the student services](#)
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

- The teacher shares instructional material as well as strategies at all the Data Share Events as well as regularly through the daily homework packets
 - 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
- The Data Share Events are the forums we use to exchange information about our children
 - Weekly or Bimonthly communication sent by the classroom teacher
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
 - The parents are invited to read with the children at Read-a- thon once a year
 - 1st grade parents are encouraged to stay to read with their child every morning.
 - Parents are invited to play math games during the 100th Day of school event
 - The 5th grade teachers have an authors' reception once a year
 - School-wide authors' reception at least once a year once a year
 - Science Fair workshop for parents and their children once a year
 - Awards assemblies every trimester
- 6) 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.
 - Monthly or Bimonthly school Newsletter
 - SSC meeting
 - SSTs
- 7) Provides support, during regularly meetings, for parental activities requested by Title I Program parents.
- All documents are translated into Spanish and meetings are conducted in two languages
 - All activities are conducted in two languages
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
 - The SST process provides opportunities to actively participate in their child's education
 - Monthly meetings with teacher whenever necessary

Annual Title I Meeting

- 1) *Bridges Academy at Melrose* will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program

- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

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.

Attach a copy of the School-Parent Compact to this policy.

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

(November 17th 2011)

This policy was adopted by the Bridges Academy at Melrose School Site Council on (11/17/11) and will be in effect for the period of 2011-2012 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before the beginning of the school year. It will be made available to the local community on or before August, 2012. The Bridges Academy at Melrose 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.

(Principal's signature)

(date)

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

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

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

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

This School-Parent Compact is in effect during the 2011-2012 school year.

1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enable the participating students to meet the State of California's student academic achievement standards as follows:

Bridges Academy will:

- Set high academic and social expectations for all and utilize 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
 - Schedule 3 events to share academic progress
 - Use grade level content standards to provide meaningful learning experiences and to build background knowledge
 - 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
 - Home visits to establish a closer connection with families and students
 - 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
 - SST process the academic and social needs of students
- 3) Provide parents with frequent reports on their children's progress.**
- 4) Provide parents reasonable access to staff.**
- Teachers will develop a schedule to include time to meet with parents once a month.
 - Teachers will send their conference schedule at the beginning of the year.
 - The principal will schedule time to meet with parents and will send the schedule to parents

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

- Parents can participate and observe in their child’s classroom by contacting their child’s teacher in advance.
- Parents are encouraged to participate in school events such as Family Math night, Math-a-thon, Read-a-thon, etc.

Parent Responsibilities –

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

- Insuring my child attends school every day and on time
- Monitoring my child’s homework daily
- Insuring my child’s gets adequate sleep and has a healthy diet
- Providing a quiet place and time for my child to do homework
- Reviewing and sign homework and ensure it is returned to school
- Insuring 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 three data share events to review reading, math and academic English development
- Participating in home visit
- Insuring my child wears the school uniform including appropriate foot wear every day

Student Responsibilities –

I, as student, will share the responsibility to improve my academic achievement and achieve the State of California’s academic standards by:

- Attending school every day and on time
- Wearing my uniform and appropriate foot wear every 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 take responsibility for my actions
- Practicing the Learner Characteristics—**Respect, Responsibility, Persistence, Reflection, Cooperation, Organized/Planner**
- Completing and returning my homework on time
- Reading at least 30 minutes daily including weekends
- Carrying information between school and home

Principal’s Signature

Parent Signature

Student Signature