

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

March 8, 2017

**To:** Board of Education

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

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bridges Academy.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

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

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Bridges Academy.



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

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Bridges Academy at Melrose  
**CDS Code:** 1612596002075  
**Principal:** Anita Iverson-Comelo  
**Date of this revision:** 5/18/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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  
anita.comelo@ousd.org

*The District Governing Board approved this revision of the SPSA on: 6/22/2016*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Antwan Wilson, Superintendent**  
**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Bridges Academy at Melrose

**Site Number:** 178

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** May 18, 2016

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

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices, Media Announcements, etc.) |
|--|---|--|

*Robo call (School Messenger)*

**Signatures:**

<u>ANITA IVERSON - COMELO</u>	<u><i>Ant 9 Cruz</i></u>	<u>5-18-16</u>
Print name of School Principal	Signature	Date
<u>Virginia Cruz</u>	<u><i>[Signature]</i></u>	<u>5-18-16</u>
Print name of SSC Chairperson	Signature	Date
<u>Sandra Aguilera</u>	<u><i>Sandra Aguilera</i></u>	<u>5-25-16</u>
Print name of Network Superintendent	Signature	Date
<u>Ruth Alahydoian</u>	<u><i>Ruth Alahydoian</i></u>	<u>5-26-16</u>
Ruth Alahydoian, Chief Financial Officer	Signature	Date

## SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

**School Site:** Bridges Academy at Melrose

**Site Number:** 178

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

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
1/20/2016	SSC	Began planning for next school year
2/17/2016	SSC	SPSA and budget planning
1/25/2016	ILT	Began planning for next school year
2/28/2016	ILT	Budget decision and prioritizing
3/16/2016	SSC	SPSA review and Title I funds approval
4/18/2016	ILT	SPSA review and discussion, implications
4/20/2016	SSC	SPSA review and discussion on details
5/18/2016	SSC	Final review and approval

## 2016-2017 Final Budget

### Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$75,153.55	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$259,495.76	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$49,575.34	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$96,879.17	TBD
<b>TOTAL:</b>	<b>\$481,103.82</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$91,803.06	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,017.93	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$93,820.99</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

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Bridges Academy at Melrose is a small school in East Oakland committed to exiting students that are prepared to face the formidable academic and social challenges which they will encounter as they enter and complete middle and high school. Our students learn to build bridges to their dreams. They become scholars, questioners, creators, and artists. We believe that families and teachers must work together. We offer the best of a standards-based, rich, and interesting school program in a caring atmosphere where children's best is celebrated!

### School Mission and Vision

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Our Vision:

Our students are scholars.

Our Students are resilient.

Our students are culturally competent.

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

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

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

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

## MAJOR IMPROVEMENT PRIORITIES

**Major Improvement Priority #1:** Standards aligned planning

**Major Improvement Priority #2:** English Language Development/Academic Language Development

**Major Improvement Priority #3:** Implement Practices to Build & Sustain a Positive School Culture

**MAJOR IMPROVEMENT PRIORITY #1:****Standards aligned planning****PERFORMANCE STRENGTHS & CHALLENGES for Priority #1**

Student Performance Strengths	Student Performance Challenges
10.80% growth in SRI scores Spring 2015	SBAC in Math (7.9%) 2015-16
5.80% growth in EL reclassification Spring 2015	SBAC ELA (8.9%) 2015-16
70% or above Proficient or Advanced Spring '16 F&P in Kindergarten and First grade	F&P Spring 2016 15% at or above, 72% multiple years below

**ROOT CAUSE ANALYSIS for Priority #1****What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Discussion notes from ILT and PLC meetings along with teacher surveys reveal that Balanced Literacy implementation has begun but is still lacking in the following areas: consistent and high quality implementation of Reader's and Writer's Workshop. Classroom observations and teachers' weekly schedules indicate that teachers are implementing Read Alouds and Shared Reading (after six week cycle of PD on Shared Reading). However, Guided Reading and Writer's Workshop is inconsistently implemented and in some classrooms non-existent. The Shared Reading six week PD cycle was facilitated by the TSA. The TSA conducted also a pre and post self-reported assessment to gauge teachers' confidence in implementing Shared Reading. All teachers also participated in peer observations around Shared Reading lessons. The peer observations were also coordinated by the TSA. Teachers reported having weekly scheduled peer observations helped keep them on track and accountable to implementing the units and lessons plans created during PLC release days. Professional Learning Community notes from two PLC release days this year reveal that teachers have begun choosing key Common Core grade level standards, creating or choosing a common assessment and backwards planning units of study. These grade level PLC release days have been facilitated by the TSA.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Here is a list of root causes for performance challenges: **NEW STAFFING:** The school leaders are all new to their positions: administrator, two TSAs and Community School Program Manager. There are a total of seven teachers new to the school. Three out of four upper grade teachers are new to the school and two of them are new to teaching. The SDC and three classroom teacher position, four in total, were filled about a month or more into the school year by non credentialed teachers who have CBEST waivers. (TSA) instructional leadership support hiring was finalized only in November. **UNANTICIPATED INCREASE IN ENROLLMENT:** Two new kindergarten classrooms were added to the school at the end of the summer (one of them a week before school started) creating last minute Spanish bilingual classroom vacancies and adding 55 unanticipated new students. The school size increased school size by 20% over enrollment projections. Additionally, there was a lack of staffing for new students (noon supervisor, office staff and prep. teacher) for most of the school year. **STUDENTS NEEDING EXTRA SUPPORT/SERVICES** The school also has about 50 students who are newcomers (less than three years in the country) who don't speak English. The school has a new SDC class for students with moderate to severe emotional disabilities. There are serious academic and behavior management problems that adversely effected the overall school climate. **STAFFING** Classroom size in the upper grades has increased from 24 students to 31 students due to loss of QEIA grant money. The students at the school have received hardly any SPED services in the last two years. There has been a backlog of students who needed to be tested for an IEP. There were/are eleven students who qualify for a more restrictive environment who, were until recently, or still are, in general ed classrooms. There is also very little in the way of mental health support for students who need it (only four students are receiving individual counseling) for most of the year. **LACK OF COHERENT INSTRUCTIONAL PROGRAM** There was no TSA or instructional leadership support for a years for instructional program cohesion resulting in programmatic inconsistencies where teachers work in isolation with only pockets of great instruction. There is a poor ELD program in place without any school-wide articulation of program expectations and agreements. There are no articulated expectations for English phonics, word work, vocabulary, oral language, reading or writing development in the lower grade Spanish bilingual program. **CLIMATE STRUCTURES** The school-wide behavior management system is approximately 25 years old and is inconsistently implemented without the original supports. The deteriorating and difficult school climate along with SPED problems, lack of adequate mental health services and SDC class difficulties take up a lot of teacher, staff and administrator time and energy pulling away from the job of high quality instruction.

### STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal ( <i>required</i> )	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Overall SRI scores will show 34% of students at or above grade level	SRI	All Students	18.80%	24%	34%	3: Students are reading at or above grade level.
Goal Area	Related Sub-Goals ( <i>optional</i> )	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Overall SRI scores will show 20% of second graders including those in Spanish bilingual classrooms reading at or above grade level	SRI	All Students	4.5%	12%	20%	3: Students are reading at or above grade level.
Academic	Overall SRI scores will show 20% of third graders including those in Spanish bilingual classrooms reading at or above grade level	SRI	All Students	9.2%	20%	25%	3: Students are reading at or above grade level.



## MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

**Major Improvement Strategy for this priority:** *Teachers use CC/NGSS standards to backwards plan instructional units, assessments and lesson plans in PLCs.*

## KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
K-5 teachers will continue implementing and refining all features of Readers' Workshop--teaching point/mini-lesson, independent practice, conferring with record keeping and notes	.The principal and the TSA will conduct walkthroughs to observe Readers' Workshop. A teacher/ILT created check list or rubric will be used to give feedback to teachers	The TSA 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.
K-5 teachers will strengthen implementation Shared Reading based on grade level Common Core Standards or identified student need. Teachers will provide frontloading and vocabulary development strategies within Shared Reading lesson	The principal and the TSA will conduct walkthroughs to observe Shared Reading. A teacher/ILT created check list or rubric will be used to give feedback to teachers	The TSA 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.
K-5 teachers will implement Guided Reading	The principal, TSA and retired teacher support will conduct classroom observations of Guided Reading. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The principal in collaboration with the ILT will develop a results-based PD calendar for the year.	TSA will coordinate peer observations to support implementation of Guided Reading . Retired teachers will support for new teachers to implement Guided Reading. TSA will implement a six week PD cycle on Guided Reading. A STIP sub will provide release for teachers to participate in peer observations of Guided Reading. ILT members will receive extended contract pay to guide PD of Guided Reading and facilitate grade level PLCs that focus on Guided Reading.
Low performing 2nd-5th graders including newcomers will participate in smaller class size pull out program	The principal will partner with TSA and intervention teacher to guide selection of curriculum materials and assessments, setting of goals and progress monitoring systems	Intervention teacher will provide the small class size program for low performing students and newcomers.The TSA will guide groupings for intervention and will partner with Intervention teacher to identify best practices. Curriculum and teaching materials to be purchased.
K-1 students not making adequate progress will participate in extended learning time before or after school.	The principal will communicate to staff opportunities for extended hours to tutor students	Extended Contract for teachers and classified staff to provide tutoring support for students

<p>All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED and conditions for learning</p>	<p>The principal, TSA and ILT will create and implement a PD schedule focused on Balanced Literacy, ELD/AED and conditions for learning</p>	<p>11 month TSA will lead PD and PLC learning for all teachers. STIP sub. will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.</p>
<p>All teachers will participate in PLC release days to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks</p>	<p>The principal, TSA and ILT will create a PLC release day schedule focused on Balanced Literacy, ELD/AED and conditions for learning</p>	<p>The ILT and TSA will plan and facilitate PLC release days. Substitutes will release teachers for PLC release time. ILT members and the TSA will document all plans in a google doc. Peer observations helped by STIP sub will be conducted that ensure implementation of plans. Teachers will bring agreed upon assessments and student work to following PLC time to analyze student learning progress and identify next steps.</p>
<p>All students will have opportunities to check out books from the school library. Books will reflect students diverse and rich cultures.</p>	<p>The principal and TSA will create a library prep schedule and order materials for the library</p>	<p>The library will be operated by the STIP sub. 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.</p>
<p>All teachers will implement writer's workshop at least three times a week</p>	<p>The principal, TSA and ILT will create and implement a PD/PLC schedule focused on Balanced Literacy, ELD/AED and conditions for learning. The principal and the TSA will conduct walkthroughs to observe Writer's Workshop. A teacher/ILT created check list or rubric will be used to give feedback to teachers</p>	<p>A STIP sub will provide release for teachers to participate in peer observations. STIP sub. will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.</p>
<p>All TK/K teachers will participate in weekly professional development and PLC release days to implement lessons, progress monitoring and pre and post assessments of foundational skills and Common Core State Standards. Teachers will communicate and align student learning from TK to K.</p>	<p>The principal, TSA and ILT will create and implement a PD/PLC schedule focused on TK/K literacy instruction, ELD/AED and conditions for learning. The principal and the TSA will conduct walkthroughs to observe TK/K instruction on foundational skills and Common Core State Standards. A teacher/ILT created check list or rubric will be used to give feedback to teachers. All teachers will participate in peer observations to give each other feedback and align instruction.</p>	<p>11 month TSA will lead PD and PLC learning for all teachers. A STIP sub will provide release for teachers to participate in peer observations. STIP sub. will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.</p>

Teachers will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template.	Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.
Create systems and structures including PLC and data conferences for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	The principal, TSA and ILT will create create PD days and time agendas devoted to data analysis. TSA will facilitate data analysis. Retired teacher to provide PD such as miscue analysis to create Reader's Workshop, Shared Reading and Guided Reading teaching points or mini-lessons. The principal and TSA will hold data conferences to set performance goals.	STIP sub will release teachers for assessments. 11 month TSA will lead data analysis for all teachers. ILT members will receive extended contract pay. Substitutes will provide release for teachers to engage in data conferences.
Annual family literacy night will provide workshops on how to work with children at home in teaching both lower grade and upper grade reading skills	A committee of staff and parents will coordinate Family Reading night.	Community School Program Manager will help coordinate committee
The After School Program as a resource will be aligned to literacy needs of lowest performing students	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.
Parents in TK/K classrooms will have opportunities to participate in Literacy Labs three times in the year	Teacher leader to coordinate Literacy Labs along with Community School Program Manager	School calendar will reflect priority on Literacy Labs. Teacher leader will get paid to be a liaison between Literacy Lab and TK/K classroom teachers.
Organize leveled libraries in every classroom and accountable systems (e.g., Accelerated Reader) for independent reading.	The TSA and teacher leaders will coordinate the reading campaign, reading awards based on data	Extended contract pay for teacher leaders

**MAJOR IMPROVEMENT PRIORITY #2: English Language Development/Academic Language Development**

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2	
Student Performance Strengths	Student Performance Challenges
5.80% growth in reclassification	14.20% overall reclassification rate
10.80% growth in SRI scores Spring 2015	SBAC in Math (7.9%) 2015-16

70% or above Proficient or Advanced Spring '16 F&P in Kindergarten and First grade	SBAC ELA (8.9%) 2015-16
	91% of fifth grade ELs and 96% of fourth grade ELs are multiple years behind grade level on the SBAC in ELA

**ROOT CAUSE ANALYSIS for Priority #2**

**What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?**

Classroom observations, classroom schedules, teacher reports and Instructional Leadership Team discussion shows that English Language Development (ELD) lessons are inconsistently implemented across classrooms. Classroom weekly schedules show that ELD structures are not consistently in place. There is no evidence in the current ELD program of any school wide articulation of program expectations and agreements. There are on articulated expectations for English phonics, word work, vocabulary, oral language, reading or writing development in the lower grade Spanish bilingual program.

**Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?**

Some of the reasons that ELD is not consistently implemented: there has not been professional development time spent on ELD. There are no agreed upon structures of time and groupings. There is no agreed upon curriculum to implement ELD. There are seven teachers new to the school this year and who have not had Systematic ELD curriculum training. Teachers report that Systematic ELD curriculum takes a lot of planning time and planning time has not been devoted to ELD planning. With the end of QEIA grant resulting in larger class sizes and three fourths of 4th and 5th grade classrooms being new to the school with 50% of them being new to teaching there is a decrease of mental bandwidth to adjust to newer conditions that has adversely effected the implementation of ELD instruction. The principal being new after a decade of consistent leadership has also effected what the school as a whole has been able to implement. There are approximately 50 newcomers in the school with less than three years of schooling in the US. There is some pull out intervention for these students that begun mid-year.

**STUDENT PERFORMANCE GOAL(S) for Priority #2**

Goal Area	Main Goal <i>(required)</i>	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Increase by 8 percentage points the percent of ELs meeting the CELDT and SRI requirements for reclassification.	EL Reclassification	English Learners	8.5%	3.5% Fall 14.3% in the Spring 24% EOY	22.3% in the Spring	4: English learners are reaching English fluency.
Goal Area	Related Sub-Goals <i>(optional)</i>	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Increase by 10 percentage points the percent of students scoring a 4 or 5 on the CELDT.	CELDT	English Learners	31%	14.5%	35%	4: English learners are reaching English fluency.

Academic	Increase by 10 percentage points the percent of students scoring at or above grade level on SRI	SRI	All Students	14.5% in Fall, 14.6% in Mid-Year; 18.80% EOY	16% in Fall, 15% in mid-year	34% in Spring	4: English learners are reaching English fluency.
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**MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2**

**Major Improvement Strategy for this priority:** *All teachers will implement designated and integrated ELD instruction*

**KEY PRACTICES FOR PRIORITY #2**

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
All teachers (TK-5th) will engage students in peer to peer daily purposeful academic discussions aligned to all content areas daily.	The principal will conduct walkthroughs and use an ILT created checklist or tool to provide feedback. PD sessions at start of the school year, during building community time, will focus on teaching students how to have academic discussions with non content driven discussions first.	The ILT will develop a Results-based PD Calendar to include time for integrating academic discussions. Core group of ILT will create Academic Discussion questions and sentence stems continuum TK-5. ILT members will receive extended contract pay for their time.
Create a scope and sequence of English literacy skills to be implemented in Spanish bilingual classrooms	Teacher leaders will work on creating a scope and sequence of English literacy skills in Spanish bilingual classrooms and identify assessment tools	ILT members and teachers leaders will receive extended contract pay for their time.
All teachers will provide explicit English Language Development at least four times a week for all proficiency levels with explicit language objectives based on CCSS for ELD.	The principal and the TSA will conduct walkthroughs to observe ELD. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The principal in collaboration with the ILT will develop a results-based PD calendar for the year. Teachers will use either Systematic ELD or Discussions for Learning as the curriculum.]	Selection and ordering of ELD curriculum. 11 month TSA to facilitate PD on ELD and coordinate peer observations. STIP sub. to release teachers for peer observations.
Low performing 2nd-5th graders including newcomers will participate in smaller class size pull out program	The principal with partner with TSA and intervention teacher to guide selection of curriculum materials and assessments, setting of goals and progress monitoring systems	Intervention teacher will provide the small class size program for low performing students and newcomers. The TSA will guide groupings for intervention and will partner with Intervention teacher to identify best practices. Curriculum and teaching materials to be purchased.

All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED and conditions for learning	The principal, TSA and ILT will create and implement a PD schedule focused on Balanced Literacy, ELD/AED and conditions for learning	11 month TSA will lead PD and PLC learning for all teachers. STIP sub. will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.
All teachers in Spanish bilingual classrooms will teach lessons for English listening, speaking, reading and writing skills that have been articulated in a scope and sequence	ILT members will create articulation of expectations (scope and sequence) of English Language skills speaking, listening, reading and writing in English for Spanish bilingual classrooms	11 month TSA and ILT will lead the work of scope and sequence of English acquisition in Bilingual classrooms. ILT members will receive extended contract pay. Purchase of needed curricular materials.
ELD scope and sequence for students in bilingual classrooms will be shared with parents at SSC meeting.	Teacher leaders will create articulation document of scope and sequence of ELD skills.	Extended contract for teacher leaders.
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
TK/K students will develop language skills through songs, game and foundational literacy activities such and phonological and phonemic awareness. TK/K teacher will meet weekly and during PLC release days every other month to align instruction	TSA and principal will conduct walk throughs utilizing ILT created rubrics to assess implementation of language skills' instruction	ILT members and teachers leaders will receive extended contract pay for their time for planning instruction collaboratively. TSA will provide PD and coaching for teachers.
Newcomer intervention will include authentic experiential learning with clear goals for language acquisition	Principal and teacher observations and feedback for teacher.	Full-time Intervention Teacher will create individual plans that will include specific goals based on individual ELD assessments.
The After School Program as a resource will be aligned to literacy 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.



Climate/ Culture Domain	90% of students report that they feel safe at school on CHKS survey	Culture/ Climate: Student	All Students	76.4% feel safe 9.1% (never) district avg. 5%	80%	90%	5: Students are engaged in school everyday.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Climate & Culture	Decrease in school suspensions by 50%	Suspensions	All Students	3	2	1	5: Students are engaged in school everyday.
Climate & Culture	Decrease in chronic absenteeism by 2%	Chronic Absence	All Students	11.90%	10%	8%	5: Students are engaged in school everyday.

### MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

**Major Improvement Strategy for this priority:** *School-wide PBIS procedures and routines are well articulated, taught and practiced by all students*

### KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices <i>People   Teams   Time   Resources</i>
Collaborative Visioning for the school	Create forums for family and teacher input on school's Vision and Mission. Ensure that all major decisions are made with considerations of school's vision and mission.	Fund Community School Program Manager, food for meetings, ILT and school climate team stipends
Create school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard	Create PBIS team that includes parents and classified staff members that meets at least twice 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.	11 month TSA funded. Fund Community School Program Manager/Climate/PBIS team stipends. Fund two .25 noon supervisors, Consultant contract for yard games



Create multi-tiered system of support for students o help address the needs of foster youth and students experiencing homelessness	Build effective COST Team that meets weekly: Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services, n the summer convene climate team meeting to articulate office managed versus classroom managed behaviors, systems for responding to student behaviors and needs.	11 month TSA funded. Fund Community School Program Manager. Fund .5 social worker.
Implement Practices to Reduce Student Chronic Absence	Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan.Attendance team gives a 10 minute report at each staff meeting and engages teachers on action steps that teachers can take to improve attendance.	Fund Community School Program Manager
Create and implement six week PD cycle on positive and inclusive school climate	Connect with district and community resources such as Welcoming Schools, No Nonsense Nurturing, Restorative Justice, behavioral health unit to build the capacity of teachers	11 month TSA funded. Fund Community School Program Manager. Fund .5 social worker.
Improve SST processes to engage families in support of students' academic and social emotional growth	Calendaring and communication systems in place.	11 month TSA funded. Fund Community School Program Manager. Fund .5 social worker.
Develop student leadership through Junior Coaches, Rainy Day monitors and Student Store	Climate team and TSA create structures for student leadership	11 month TSA funded. Fund Community School Program Manager. Fund .5 social worker,Playworks
Invite and train parent volunteers for yard supervision and involvement in the daily running of the school	Summer work by Community School Program Manager	11 month TSA funded. Fund Community School Program Manager. Fund,Playworks
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	11 month TSA funded. Fund Community School Program Manager. Fund,Playworks
Create systems and structures for students to be productively engaged at recesses	Creation of PBIS/Climate team that includes teachers, classified staff, TSA, ASP and SDC staff members.	Hire Playworks coach, TSA for culture and climate, Community School Program Manager, fund two .25 Noon supervisors provide high quality supervision. Fund extended contract for classified staff to attend PD and PBIS meetings
Teachers implement lesson on social emotional development	TSA and principal will conduct walk throughs to collect data and provide on-going feedback to teachers. Invite all staff members to get trained on social emotional development curriculum.	Fund purchase Toolbox social emotional curriculum and PD. Purchase of curriculum and training. TSA will facilitate PD for all staff. Extended contract to be paid for classified staff to attend PD.

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$96,879.17	After School Education & Safety (ASES)	For extending learning opportunities for students and providing intervention for students who are below benchmark	The After School Program as a resource will be aligned to literacy needs of lowest performing students	A1.6: After School Programs	5825	n/a	n/a	n/a	178-1	178
\$8,547.00	General Purpose Discretionary	Provide substitutes for teachers to meeting in Professional Learning Communities to backwards plan units from Common Core State Standards, create common formative and summative assessments to gauge learning outcomes and analyze student work	All teachers will participate in PLC release days to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	178-2	178
\$12,821.00	General Purpose Discretionary	Provide teacher stipends for teacher leaders to provide extra hours of instructional leadership in Instructional Leadership Team and to pay teachers to tutor students for extended learning before and after school	Create multi-tiered system of support for students	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	178-3	178
\$3,500.00	General Purpose Discretionary	As tool to provide instructional material for students in class and at home	K-5 teachers will continue implementing and refining all features of Readers' Workshop--teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A2.3: Standards-Aligned Learning Materials	5610	n/a	n/a	n/a	178-4	178
\$22,845.00	General Purpose Discretionary	To provide a safe and engaging activities on the yard at recesses and to develop student leadership through Playworks coach	Create systems and structures for students to be productively engaged at recesses	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	178-5	178
\$7,525.00	General Purpose Discretionary	Books other than textbooks for literacy development	Organize leveled libraries in every classroom and accountable systems (e.g., Accelerated Reader) for independent reading.	A3.2: Reading Intervention	4200	n/a	n/a	n/a	178-6	178
\$19,915.55	General Purpose Discretionary	Supplies for instructional materials, family communication and school climate work	Bulletin board will have reclassification data and criteria. Set dates on master calendar for reclassification parent meetings.	A4.1: English Learner Reclassification	4310	n/a	n/a	n/a	178-7	178
\$26,126.99	LCFF Concentration	to provide counseling and community resources for children and families	Create multi-tiered system of support for students	A5.2: Health and Wellness (Mental & Physical Health)	n/a	SOCIAL WORKER	SOCWKR9999	0.3	178-8	178
\$19,539.32	LCFF Concentration	to provide release time for teachers peer observations	The TSA 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.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.4	178-9	178
\$2,406.00	LCFF Concentration	extended contract for classified staff to support instructional program	Create PBIS team that includes parents and classified staff members that meets at least twice 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.	A5.2: Health and Wellness (Mental & Physical Health)	2422	n/a	n/a	n/a	178-10	178
\$1,503.03	LCFF Concentration	Community School Program Manager to connect school with community members and resources	Build effective COST Team that meets weekly. Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services, n the summer convene climate team meeting to articulate office managed versus classroom managed behaviors, systems for responding to student behaviors and needs.	A5.2: Health and Wellness (Mental & Physical Health)	4399	n/a	n/a	n/a	178-11	178
\$96,222.90	LCFF Supplemental	to provide leadership with positive school climate and culture	Create school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	1	178-12	178
\$14,433.44	LCFF Supplemental	to provide leadship for teacher development and support systems	The principal, TSA and ILT will create and implement a PD schedule focused on Balanced Literacy, ELD/AED and conditions for learning	A3.4: Teacher Professional Development focused on Literacy	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.15	178-13	178

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$8,709.00	LCFF Supplemental	Create social and emotional mental health supports for students	Build effective COST Team that meets weekly. Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services, in the summer convene climate team meeting to articulate office managed versus classroom managed behaviors, systems for responding to student behaviors and needs.	A5.2: Health and Wellness (Mental & Physical Health)	n/a	SOCIAL WORKER	SOCWKR9999	0.1	178-14	178
\$86,066.55	LCFF Supplemental	To provide extra academic support for students who are below benchmark and for newcomers	Low performing 2nd-5th graders including newcomers will participate in smaller class size pull out program	A4.3: Newcomer Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	1	178-15	178
\$29,308.98	LCFF Supplemental	To provide release time for teacher to attend: TGDS conferences with principal, IEP and SST meeting	Create systems and structures including PLC and data conferences for monitoring formative and summative data including data conferences, data walls, student goal setting protocols	A2.6: Teacher Evaluation	n/a	TEACHER STIP	TCSTIP9999	0.6	178-16	178
\$4,000.00	LCFF Supplemental	To provide stipend for teachers on climate team	Create PBIS team that includes parents and classified staff members that meets at least twice 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.	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	178-17	178
\$754.90	LCFF Supplemental	Supplies for supporting instructional program	K-5 teachers will implement Guided Reading	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	178-18	178
\$20,000.00	LCFF Supplemental	Community School Program Manager to connect school with community members and resources	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.	A5.4: Root Causes of Chronic Absence	4399	n/a	n/a	n/a	178-19	178
\$19,539.32	Measure G (School Libraries)	Support use of library by students	All students will have opportunities to check out books from the school library. Books will reflect students diverse and rich cultures.	A2.3: Standards-Aligned Learning Materials	n/a	TEACHER STIP	TCSTIP9999	0.4	178-20	178
\$1,460.68	Measure G (School Libraries)	Support use of library by students and teachers	K-5 teachers will continue implementing and refining all features of Readers' Workshop--teaching point/mini-lesson, independent practice, conferring with record keeping and notes	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	178-21	178
\$29,308.98	Measure G (TGDS)	STIP sub to release	The TSA 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.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	n/a	TEACHER STIP	TCSTIP9999	0.6	178-22	178
\$6.02	Measure G (TGDS)	STIP sub to release	11 month TSA will lead PD and PLC learning for all teachers. A STIP sub will provide release for teachers to participate in peer observations. STIP sub. will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)	4399	n/a	n/a	n/a	178-23	178
\$12,476.91	Program Investment	to provide supervision for a safe climate	Create systems and structures for students to be productively engaged at recesses	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.25	178-24	178
\$12,476.91	Program Investment	to provide supervision for a safe climate	Create systems and structures for students to be productively engaged at recesses	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	NOON SUPERVISOR	NOONSV9999	0.25	178-25	178
\$17,891.19	Program Investment	materials to support the instructional program	All teachers will implement writer's workshop at least three times a week	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	178-26	178
\$81,789.47	Title I Basic	to help build instructional coherence and for teacher development and support	The principal, TSA and ILT will create and implement a PD/PLC schedule focused on Balanced Literacy, ELD/AED and conditions for learning. The principal and the TSA will conduct walkthroughs to observe Writer's Workshop. A teacher/ILT created check list or rubric will be used to give feedback to teachers	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.85	178-27	178
\$8,709.00	Title I Basic	To provide social emotional support to students and families	Create multi-tiered system of support for students	A2.2: Social Emotional Learning	n/a	SOCIAL WORKER	SOCWKR9999	0.1	178-28	178

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$1,304.60	Title I Basic	For Community School Program Manager who attends SSC parent meetings and organizes parent volunteers	Invite and train parent volunteers for yard supervision and involvement in the daily running of the school	A6.4: Parent / Guardian Volunteer Support	4399	n/a	n/a	n/a	178-29	178
\$117.93	Title I Parent Participation	For Community School Program Manager who attends SSC parent meetings	Create forums for family and teacher input on school's Vision and Mission. Ensure that all major decisions are made with considerations of school's vision and mission.	A6.1: Parent / Guardian Leadership Development	4399	n/a	n/a	n/a	178-30	178
\$1,900.00	Title I Parent Participation	Extended contract for teachers to provide parent education workshops	Annual family literacy night will provide workshops on how to work with children at home in teaching both lower grade and upper grade reading skills	A6.5: Academic Parent-Teacher Communication & Workshops	1120	n/a	n/a	n/a	178-31	178

**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 2015-2016 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
  - Schedule events to share academic progress
  - 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 2<sup>nd</sup> trimester
  - Teachers will schedule other conferences as necessary
  - The SST process to address the academic and social needs of students
- 3) Provide parents with frequent reports on their children's progress.**
- Parents will receive progress reports after each trimester
  - The SST (Student Success Team) process will provide support to special needs students
- 4) Provide parents reasonable access to staff.**
- Teachers will send communication
  - Teachers will send their conferencing schedule at the beginning of the year.
  - The principal will schedule time weekly to conference with parents

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

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

**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 Learner Characteristics—**Respect, Responsibility, Persistence, Reflection, Cooperation, Organization**
- 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

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*Principal's Signature*

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*Parent Signature*

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*Student Signature*

# Title I School Parental Involvement Policy 2015- 2016

## **Bridges Academy at Melrose**

### **Involvement of Parents in the Title I Program**

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

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

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

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

- Offer a flexible number of meetings for parents.

*Monthly SSC Meetings are focused on reviewing assessment data and implementation of priorities Through the SST process parents participate in setting goals for their children Parent data shares at least three times a year, two at SSC meetings and once at back to school night.*

*Parent/Student Teacher Conferences two times a year*

*Ongoing meeting for student needing more support*

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

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

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

***SSC monthly meetings***

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

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

*Parent/Student/Teacher conferences two times a year*

*Parent Workshops offered by the teachers and family literacy night in the Spring*

*SST process for students with academic or social challenges*

*TK/K literacy labs*

*RAZ kids software presentation at SSC meeting.*

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

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

### **School-Parent Compact**

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

### **Building Parent Capacity for Involvement**

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

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

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

Parent/Student/Teacher conferences two times a year

Family literacy night in the Spring

TK/K literacy labs

*RAZ kids software presentation at SSC meeting.*

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

*The teachers share instructional materials as well as strategies at all conferences as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well. TK/K literacy labs and Spring family reading night will provide parents with instructional materials and training. RAZ kids software presentation at SSC meeting. Parents will get an explanation of what different Fountas and Pinnel levels mean.*

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

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



- 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 during and after the Reading Campaign and family literacy night once a year.  
Science Fair workshop for parents and their children once a year  
Awards assemblies every month.  
Use RAZ kids software used in class also at home with children.
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Announcements of events with school messenger calls. Monthly calendar are sent home. Information is also shared at the SSC monthly meetings as well as through the SST process. Fliers sent home for special events.
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *(Briefly describe or bullet how this happens at your school.)*  
All meetings are conducted in two languages—English and Spanish-- and notices and other documents are in both languages as well. All school activities are conducted in two languages, including SSTs.

#### **Accessibility**

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

#### **Adoption**

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

A meeting was held October 21, 2015

This policy was adopted by the Bridges Academy at Melrose School Site Council on -Wed. Oct.21, 2015 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on Oct.21. It will be made available to the local community on or before Oct.21. 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: \_\_\_\_\_ Anita Iverson-Comelo \_\_\_\_\_  
Principal Signature

Date: 12-15-15



## School Site Council Membership Roster – Elementary

School Name: Bridges at Melrose

School Year: 2015-2016

<b>Chairperson :</b> Vicki Cruz	<b>Vice Chairperson:</b> Laura Romo
<b>Secretary:</b> Laura Echevarria	<b>*LCAP Parent Advisory Nominee:</b> Vicki Cruz
<b>*LCAP EL Parent Advisory Nominee:</b> Alejandra Jaime	<b>*LCAP Student Nominee:</b>

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Vicki Cruz				X
Laura Romo				X
Laura Echevarria				X
Lucia Cruz Bautista				X
Doria Arias				X
Anita Iverson-Comelo	X			
Kevin Jesus Arrizon		X		
Jose Arredondo		X		
Max Velez		X		
Rosanna Covarrubias			X	

Meeting Schedule (day/month/time)	Every third Wednesday at 5:30 p.m.
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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

\*Please submit nominees' contact information to [raquel.jimenez@ousd.org](mailto:raquel.jimenez@ousd.org) for participation in district elections.

Revised 9/2/15

**Bridges Academy at Melrose**  
**School Site Council Bylaws**  
**2015-2016**

**1) Number of council members:** 10

**2) Quorum:** 6

**3) Term of office:** Members: 1 year Officers: 1 year

**4) Resignation:** Any member may resign by filing a written letter of resignation with the council chairperson

**5) Vacancies shall be filled by:**

- a) an elected alternate member of respective parity group and/or
- b) election of replacement member by peer group to complete the current term.

**6) Regular Meeting Information:**

3<sup>rd</sup> Wednesday of the month at 5:30 in the cafeteria of the school

**7) Special meetings:**

May be called by the chairperson or principal

**8) All meetings must adhere to the Green Act:**

- a) all meetings must be open to the public
- b) there must be a public posting of meetings and agenda at least 72 hours in advance

of meeting.

The School Site Council (SSC) has approved these bylaws.