

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

June 27, 2018

Legislative File ID No: 18-1263  
Introduction Date: 6/27/18  
Enactment No.: 18-1080  
Enactment Date: 6/27/18 er

**To:** Board of Education

**From:** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement  
Marcus Battle, Chief Business Officer  
Marla Williams, Officer, State & Federal Compliance

**Re:** 2018 – 2019 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Bridges Academy.



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

## 2018-2019 Single Plan for Student Achievement (SPSA)

**School:** Bridges Academy at Melrose  
**CDS Code:** 1612596002075  
**Principal:** Anita Iverson-Comelo  
**Date of this revision:** 5/10/2018

**Legislative File ID No:** 18-1263  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

**Position:** Principal  
**Telephone:** 510-535-3876  
**Email:** [anita.comelo@ousd.org](mailto:anita.comelo@ousd.org)

*The District Governing Board approved this revision of the SPSA on: 6/27/2018*

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

**2018-2019 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Bridges Academy at Melrose

**Site Number:** 178

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 16, 2018

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

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

**Signatures:**

<u>Anita Iverson-Comelo</u> Anita Iverson-Comelo, School Principal	<u>[Signature]</u> Signature	<u>5/16/18</u> Date
<u>[Signature]</u> Print name of SSC Chairperson	<u>[Signature]</u> Signature	<u>5/16/18</u> Date
<u>Sara Stone</u> Sara Stone, Network Superintendent	<u>[Signature]</u> Signature	<u>5/17/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5-31-18</u> Date

**2018-19 SPSA ENGAGEMENT TIMELINE****School Site:** Bridges Academy at Melrose**Site Number:** 178

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/8/2018	SELL	Shared ELL data and reclassification information and PD plan
1/26/2018	Teachers	Shared rationale and overview of site plan. Brainstormed targets, indicators and key strategies
1/29/2018	ILT	Refined site plan
2/12/2018	SELL	Shared and refined plan for ELLs
2/12/2018	ILT	Refined site plan
2/13/2018	Staff meeting	Shared draft budget proposal
2/16/2018	Faculty Council	Shared draft budget proposal version 2 for feedback
2/21/2018	SSC	Feedback on notes from teacher meeting and ILT on site plan and priorities; voted on Title 1 funds
2/26/2018	ILT	Refined site plan
3/5 & 3/12/2018	All staff	Budget lock in information shared with all staff via weekly bulletin link
3/10/2018	SELL	Share and refined plan for ELLs

## 2018-2019 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>	\$77,875.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$325,425.95	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$25,000.00	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$105,518.69	TBD
<b>TOTAL:</b>	<b>\$533,819.64</b>	<b>\$0.00</b>

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$88,289.34	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$2,491.00	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$90,780.34</b>	<b>\$0.00</b>

## 2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Bridges Academy at Melrose

**School ID:** 178

#### School Description

At Bridges Academy, we value our partnerships with parents and boast a terrific teaching staff that is committed to student well being and growth. In addition to an engaging and differentiated academic instructional program, we strive to educate the whole child through enrichment opportunities, a no cost afterschool program, a well stocked library and physical education including a wide variety of structured games on the yard. We understand that the social emotional development of our students is critical for their future and we explicitly teach them skills that help them to be mature members of our community. We also value diversity and help our students foster tolerance. Lastly, we have intervention programs that gives a boost to our struggling students and newcomers who have recently arrived in the country. Join us at Bridges.

#### School Mission and Vision

##### VISION

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

##### MISSION

Provide an intellectually stimulating, culturally prosperous, and socio-emotionally supportive environment for every child through collaboration between the school, parents, and community.

##### VALUES

Responsibility: We accept the challenge and break barriers.

Empathy: We understand and respect the feelings and perspectives of others.

Collaboration: We work as a team to achieve our goals.

Growth Mindset: We know that with dedication and hard work, we can realize great accomplishments.

Love & Joy: We cultivate a loving and joyful environment to motivate learning.

Culturally Responsive: We learn from and relate respectfully to our own culture and those of others.

#### Family & Student Engagement

There is time put aside for parent- teacher-student conferences: two weeks of minimum days. At least 80% of families meet with their child's teachers. We find resources for translation and communication with families that don't speak English and where teachers that don't speak the parents' language. Teachers share the ELL Snapshots with families and construct language and literacy goals together. We are in the process of standardizing the parent teacher student conferences. We also have regular forums for parent engagement: monthly workshops called Parents Raising the Bar, SSC, SELL, Parent Action Team, Parent leaders team, ESL classes for parents and Family Science and Family Literacy nights.

**1B: 18-19 NEEDS ASSESSMENT**

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p><b>LANGUAGE &amp; LITERACY</b></p>	<p>There has been some professional development around Common Core Standards before school started in August and Guided Reading during the year. At least 50% of teachers are attempting to implement guided reading. Most teachers have turned in schedules that include shared and guided reading. Teachers have gotten some classroom observation and feedback. Some teachers have done peer observations specifically on guided and shared reading. There has been some alignment of "double dose" intervention for lowest students in First grade classrooms during guided reading/literacy centers with push in support of intervention from retired teachers and Super Star Literacy. There has been literacy support by Reading Partners for about 45 students as well as an after school program for K-2 grades by Super Star Literacy. 100 students are supported with homework help by BACR. Data conferences and data analysis have been done in grade level PLCs after each reading assessment period. New teachers in the BTSA induction program receive focused support, coaching, and feedback on literacy instruction within the balanced literacy model. Several teachers have many years of experience, and bring much expertise to the table. Mid-year SRI scores show an overall 3% increase in students at proficiency compared to 2016-18.</p>	<p>The quality of shared reading and guided reading is undetermined and varies. Some teachers are not knowledgeable of common core standards and shared reading lesson objectives are not clearly based on common core standards. Teachers are not writing content-language objectives. There isn't a scope and sequence and alignment across classrooms and grade levels on implementation of common core standards. Some, but not all teachers, lesson plan guided reading and shared reading lesson considering the language demands of the lesson and students' language development needs. The level of intellectual rigor of academic tasks continue to vary across grade levels. During shared reading, teachers are not using complex and compelling text, which is a natural fit the balanced literacy framework. This means that students do not have access to complex language structures in which it figures. We have not looked closely at intervention data to determine the effectiveness of Reading Partners, Super Star Literacy and retired teachers intervention. ELL students are still overly represented in SRI reading measures in the multiple years below grade level category.</p>	<p>This is the second year we have had a TSA/instructional coach in many years. The TSA has been instrumental in providing instructional leadership and coaching through high quality PD and coaching. Given that at least 12 out of 18 teachers are either new to teaching or new Bridges, aligning instruction and providing coaching support to teachers is a challenge and one instructional coach is not enough. Grade level PLC time is not enough for planning and preparing instruction. High class sizes and newcomers coming in all through the year specially after the Winter break adds an additional challenge. Teachers do not know why using complex text is essential for English learners, how to identify a complex and compelling text, or how to use it effectively. We have not developed a shared understanding of what good teaching is nor have we callibrated on good teaching as a staff. Our school has been greatly impacted negatively by an absent teacher, coaches and principal attention has been diverted to mitigate this crisis as students were in crisis due to many rotating substitutes. This negatively impacted classroom observations and feedback for the rest of the school site. School administrator had eleven teachers on evaluation caseload. All teachers being evaluated got observation and feedback cycles. All teachers, teacher leaders and administrator implemented data conferences with grade level PLC teams setting individual student acceleration goals, classroom goals and making a plan for student intervention.</p>

<p style="text-align: center;"><b>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE &amp; LITERACY)</b></p>	<p>We had some PD for teachers in August before school started. The focus on the PD was on the shifts to CCSS. There has been an expectation of teachers to have daily lesson objectives posted aligned to CCSS. Teachers use curriculum that is CCSS aligned: Lucy Calkins and Math Expressions. We have a few teachers who are skilled at rigorously engaging students with concepts and applications, and whose practice can be leveraged with some planning and organization. We have two science teacher leaders who have been through several years of high-quality professional development around NGSS.</p>	<p>Some not all teachers are knowledgeable about common core standards. Even though students may have Math and Science skills they often don't have the language skills to understand problems that they need to solve. Some teachers are more comfortable teaching algorithms and procedures using Math Expressions as the base going through workbook pages. Teachers need support, coaching, and time to develop their practice in engaging students in complex tasks and critical thinking.</p>	<p>There is only one instructional coach/TSA for all subject areas and for supporting new and veteran teachers. The one person was pulled to support a classroom that had a teacher out on extended medical leave. Not all teachers see the value of posting daily objectives. As a school, we don't have a clear framework on how to address gaps of students multiple years below grade level and students who have foundational skills' gaps while giving them access to grade level academic work of the standards. Additionally, it is difficult to meet the needs of newcomers who don't speak any English and have significant learning gaps and also give them access to grade level standards.</p>
<p style="text-align: center;"><b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE &amp; CLIMATE)</b></p>	<p>Expectations for all common areas have been posted. There have been structures to teach and reteach expectations as well as to reinforce the expectations. There is dedicated leadership by TSA for implementation of PBIS. There is a student store run by parent volunteers to reinforce positive behavior. Bulldog Bashes are held that motivate students to complete their consequences in a timely manner. Restorative Justice circles are held to intervene for interpersonal conflict. A mental health therapist, provides counseling for students experiencing trauma and she also sits on the COS team. Toolbox curriculum is available for social emotional learning. A PD cycle that included deescalation, trauma informed practices and trauma and the brain was implemented. SST's are held for students with academic, attendance and behavior difficulties. The COS team meets weekly to discuss referrals and to take action. Our professional development is well organized for adult learning with agendas, power points and clear goals and objectives.</p>	<p>Yard spaces and play areas need to be better organized. There are some altercations at lunch recesses. Most but not all teachers and staff and consistently reinforcing expectations yet. We have not given enough time to teachers to unpack Toolbox SEL curriculum in order to consistently implement it in classrooms. Our classified staff have not been well trained in PBIS, Toolbox and trauma informed practices that result in inconsistent implementation and interpersonal difficulties. Our therapist can only take a caseload of eleven students and we have a lot more students who are facing serious difficulties from being suicidal, family members being deported to domestic violence in homes. There has not been enough time for grade level professional communities to backwards plan from standards together and bring in student work aligned to CCSS.</p>	<p>Since there has been huge turnover with 12/18 teachers new to the site in the last three years and since there has not been a TSA since approximately 2010-2016, there is a lot of work and catching up that needs to be done to have consistently high quality instruction in each classroom across the school. Teachers do not know why using complex text is essential for English learners, how to identify a complex and compelling text, or how to use it effectively. We have not developed a shared understanding of what good teaching is nor have we calibrated on good teaching as a staff. Our school has been greatly impacted negatively by an absent teacher, coaches and principal attention has been diverted to mitigate this crisis as students were in crisis due to many rotating substitutes. This negatively impacted classroom observations and feedback for the rest of the school site. School administrator had eleven teachers on evaluation caseload. All teachers being evaluated got observation and feedback cycles. All teachers, teacher leaders and administrator implemented data conferences with grade level PLC teams setting individual student acceleration goals, classroom goals and making a plan for student intervention.</p>



<p><b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</b></p>	<p>We had two 5-week PD cycles this year for ELD led by our ELD Teacher Leader and our ELLMA Specialist. Cycle 2 was Designated ELD and the PD focus was on the requirements and expectations of designated ELD. Teachers were given district-recommended curriculum to use for designated ELD. Expectations were set for teachers to provide 150 minutes of designated ELD per week. PLC time was used to support teachers, either in figuring out how to use the curriculum or expanding to the ELD framework practices for designated ELD. We also shared the ELL Snapshots with the teachers, modeled how to use it during a parent/teacher/student conference, and scheduled teachers to be observed during the conferences in December and March so we can calibrate as a staff on the information being shared with families with ELs. One grade-level team assessed all of their students and are providing designated ELD by students' levels by switching students for 150 minutes a week. The ELD TL is monitoring classrooms with announced and unannounced visits during teachers' stated ELD times to collect data per ILT recommendation. Cycle 4 was Integrated ELD and PD focus was on using GLAD strategies, complex texts, and content-language objectives to streamline the delivery of integrated ELD in our classrooms. Teachers spent time reading the CA ELA/ELD Framework vignettes to better understand the connection between designated and integrated ELD per the new state standards. PLC time was used to support teachers in preparing their strategies for the classroom. Our ELD TL is a district GLAD Trainer and almost all of our classroom teachers have been trained in the GLAD teaching model.</p>	<p>Teachers/classrooms are inconsistently delivering the state required 150 minutes of designated ELD each week per walkthrough data. While the ELD program expectations have been made clear, teachers need more support in implementing the curriculum lessons more consistently and effectively. The goal is to move away from the box curriculum to implementing leveled designated ELD using the framework practices from the CA ELA/ELD Framework so the designated ELD lessons are nested in content. One big challenge is that designated ELD needs to be delivered by students' levels, but we have not created a school-wide system/plan to level students. Additionally, teachers, especially those in the lower grade Spanish bilingual program are confusing designated ELD for English phonics and grammar. There needs to be articulated expectations for English phonics, word work, vocabulary, oral language, reading or writing development in the lower grade Spanish bilingual program. Also, teachers need more time to understand and practice implementing framework practices.</p>	<p>Lack of ELD curriculum and instructional leadership support and accountability has led to very little attending in this area over the last six-eight years. Teachers do not know why using complex text is essential for English learners, how to identify a complex and compelling text, or how to use it effectively. We have not developed a shared understanding of what good teaching is nor have we calibrated on good teaching as a staff. Our school has been greatly impacted negatively by an absent teacher, coaches and principal attention has been diverted to mitigate this crisis as students were in crisis due to many rotating substitutes. This negatively impacted classroom observations and feedback for the rest of the school site. School administrator had eleven teachers on evaluation caseload. All teachers being evaluated got observation and feedback cycles. All teachers, teacher leaders and administrator implemented data conferences with grade level PLC teams setting individual student acceleration goals, classroom goals and making a plan for student intervention.</p>
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**2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)**

**School:** Bridges Academy at Melrose

**School ID:** 178

**2: SCHOOL PRIORITIES, GOALS & PRACTICES**

<b>LANGUAGE &amp; LITERACY</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Literacy	By June 2019, at least 25% of of students in each grade level will be proficient readers as measured by SRI in 3rd-5th grades and F&P in K-2nd.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SRI	Low-Income Students	15%	21%	26%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Fountas and Pinnell assessments				
<b>Theory of Action for Language &amp; Literacy Priority:</b>	If we align lesson objectives and lessons planned in grade level professional learning communities to Common Core State Standards our students will be engaged at higher levels of critical thinking and achieve a higher levels of reading and writing proficiencies.				
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>		<b>EVIDENCE OF IMPLEMENTATION</b>	
1-1	100% of K-5 teachers will implement all components of Balanced Literacy while ensuring that each component has clear objectives (including content and language) that are Common Core State Standards aligned (OETF 3A.1).	The principal, ITL, and ILT members will conduct walkthroughs to observe CCSS aligned components of Balanced Literacy. A teacher/ILT created check list or rubric will be used to give feedback to teachers. The ITL will coordinate peer observations with STIP sub support .A STIP sub will provide release for teachers to participate in peer observations. ILT members will recieve extended contract pay. Teachers will have extended contract hours, Wednesday PD time facilitated by ITL and/or substitute release time to collaborate with other teachers to design CCSS aligned lesson objectives, scaffolding in lessons and common assessments. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.		Walkthrough and classroom observation notes and rubric. At least 75% of classrooms have objectives that are common core standards aligned with explicit content and language objectives.	

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

1-6	Teachers will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template. Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.	Parent conference sign in forms indicate that at least 75% of parents have been engaged
1-7	Create systems and structures including PLC and data conferences for monitoring formative and summative data including data conferences, data trackers, student goal setting protocols	The principal, ITL, intervention teacher and ILT will create PD/PLC days and time agendas devoted to data analysis. The principal, ITL and ILT will facilitate data analysis. The principal and TSA will hold data conferences to set performance goals. STIP sub will release teachers for assessments. 11 month TSA will lead data analysis for all teachers. ILT members will receive extended contract pay. Substitutes will provide release for teachers to engage in data conferences.	Data analysis templates will indicate that 100% of teachers have set goals and analyzed their data three times a year
1-8	The After School Program, Super Star Literacy and Reading Partners as a resource will be aligned to literacy needs of lowest performing students in order to accelerate Low-Performing Students academic performance.	The principal, ITL, intervention teacher and ILT and teachers will work closely with ASP, Super Star Literacy and Reading Partners' liaison and coordinator to facilitate teacher and ASP alignment and communication. ILT will get extended contract pay to guide collaboration.	Enrollment in each program and impact progress reports

<b>STANDARDS-BASED INSTRUCTION</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	STEM/STEAM	By June 2019 at least 15% students will be proficient in Math as measured by SBAC.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	SBAC Math	Low-Income Students	8.4%	13.5%	18.5%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Math CEOU's, SIRA				

<b>Theory of Action for Standards-Based Instruction Priority:</b>		If teachers engage students in complex texts, tasks with academic discussions and language scaffolds based on CCSS and NGSS we will see an increase in the percentage of our students reaching grade level proficiencies.	
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
	Teachers design and implement complex tasks using language scaffolds and goals (CLO's) to cultivate critical thinking aligned to CCSS and NGSS standards to reason, provide evidence, and extend thinking. Teachers monitor student learning especially for GATE students through multiple forms of authentic assessment to determine mastery.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Authentic assessment analysis evidenced in grade level PLC notes
	100% of students will participate in academic discussions in CCSS aligned Math and Science tasks designed for all students including students with disabilities that emphasize conceptual understanding and application at least three times a week.	Principal, ITL and ILT plan and implement professional development for teachers, extended contract and sub time may be used to create time and space for teachers to do grade level planning. STIP sub can provide coverage for peer observations. Library teacher will provide second prep to increase PD time on Wednesdays for teachers.	Academic discussion rubrics show evidence from classroom walk through and observations
2-1	All teachers (TK-5th) will engage students in Number Talks aligned to grade level common core standards at least three times a week	The principal and ITL will conduct walkthroughs and classroom observations and use an ILT created checklist or tool to provide feedback. PD sessions for Math for new teachers will focus on implementation of Number Talks STIP sub will release teachers for peer observations. ILT member will get extended contract pay.	Classroom observations and schedules

2-3	The After School Program as a resource will be aligned to Math learning needs of lowest performing students	The ILT and teachers will work closely with ASP liaison and coordinator to facilitate teacher and ASP alignment and communication. The school calendar will include collaboration times and days for ASP and instructional faculty to communicate. ILT will get extended contract pay to guide collaboration. ASP and classroom teachers will also use google docs to communicate around student targeted specific learning goals. Teachers will get extended contract pay for extra hours spent in collaboration. ST Math will be purchased for day and after school program use to build Math conceptual understanding.	Math CEOUs
2-4	Pre-school teacher/ team will meet with TK/K teachers along with PreK coach to plan for supporting the preschoolers (and their families) transition to K/TK. Classification/transition online form will be filled by PreK teacher to communicate student details. In the form will be included information to communicate social emotional needs, if students have an IEP and if student has poor attendance on order to make class lists, put in supports and make recommendations for classrooms for the following year. PreK teacher will also do at least one observation of K teachers.	Creation of classification online form by teacher leader. Paid teacher time for filling out classification online forms. Paid extended contract time for meeting. Sub to release teacher for observations.	<i>Meeting notes and classification/recommendation forms and placement class lists. Peer observation schedule.</i>

<b>CONDITIONS FOR STUDENT &amp; ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	Culture & Climate	By June 2019, 90% of fifth grade students report that they feel safe at school on CHKS survey and maintenance of chronic absenteeism rate of less than 10%			
	<b>Performance Indicator:</b>	<b>Student Group (if relevant):</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>
	Chronic Absence	All Students	11.3%	9%	7%

<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>	Suspension rates , URF rates		
<b>Theory of Action for Conditions for Student &amp; Adult Learning Priority:</b>	If we implement PBIS and Toolbox strategies of clear expectations and reinforcement including reteaching and looking at data continuously, our common areas and classrooms will be more orderly, students will feel safe and our students will attend school more regularly.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
3-1	Collaborative Visioning for the school	Create forums for family and teacher input on school's Vision, Mission, Core Values and Graduate Profile. Ensure that all major decisions are made with considerations of school's vision and mission. Fund Community School Program Manager, food for meetings, ILT and school PBIS team stipends	<i>Clearly articulated vision, mission, core values and student graduate profile</i>
3-2	Create and update school-wide PBIS procedures and routines matrix for all areas of school e.g. hallways, cafeteria and yard as well as classroom procedures and routines	Create PBIS team that includes parents and classified staff members that meets at least once a month. Communicate behavior systems with all stakeholders including families and all classified staff. Organize parent volunteers to implement PBIS systems with ample time for student to learn the systems and expectations. 10 month student advisor TSA funded. Fund classified staff, PBIS team stipends. Fund one .25 noon supervisors, Consultant /Playworks contract for yard games	<i>Decrease of 10% in the number of URFs</i>



3-3	Create multi-tiered system of support for students to help address the needs of foster youth and students experiencing homelessness	Build effective COST Team that meets weekly: Ensure that staffing includes essential members to review caseloads, progress monitor, review attendance of students outside the sphere of success. COS aligns & coordinates Social-Emotional and Health Support Services, in the summer convene climate team meeting to articulate office managed versus classroom managed behaviors, systems for responding to student behaviors and needs. 10 month student advisor TSA funded. Fund Community School Program Manager.	<i>Decrease of 10% in the number of URFs</i>
3-4	Implement Practices to Reduce Student Chronic Absence especially for African American students	Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan. Attendance team gives a 10 minute report at each staff meeting and engages teachers on action steps that teachers can take to improve attendance. Fund Community School Program Manager and .5 attendance specialist position	<i>Chronic attendance rate below 10%</i>
3-5	<i>Create and implement PD cycle on positive and inclusive school climate</i>	<i>Connect with district and community resources such as Restorative Justice, behavioral health unit to build the capacity of teachers 10 month student advisor TSA funded. Fund Community School Program Manager.</i>	<i>Decrease of 10% in the number of URFs</i>
3-6	Improve SST processes to engage families in support of students' attendance, academic and social emotional growth	Calendar and communication systems in place. 10 month student advisor TSA funded. Fund Community School Program Manager. .	<i>Increase in students academic results per SRI and F&amp;P</i>
3-7	Develop student leadership through Junior Coaches, Rainy Day monitors and Student Store	PBIS team, Community School Program Manager and student advisor TSA create structures for student leadership 10 month student advisor TSA funded. Fund Community School Program Manager. Fund . Playworks	<i>Decrease of 10% in the number of URFs</i>

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

3-13	Parents will join walkthroughs in classrooms at least three times during the year	Principal and Community School Program Manager will engage Family Engagement department to build parent's capacity to observe in classrooms The principal and CSPM will use current parent structures such as SSC, SELL, Parent Action Team and School Redesign team to build parent capacity for classroom observations	<i>Increase in students academic results per SRI and F&amp;P</i>
3-15	We will have one Family Science night and one Family Reading night	Teacher leaders will coordinate Family Science night Teacher leaders will be paid extended contract to coordinate Family Science night.	<i>Parent sign in form</i>
3-16	Invite and train parent volunteers for the cafeteria, yard supervision and involvement in the daily running of the school	The Community School Program Manager, student advisor TSA and Playworks coach will train parents at the beginning of the year and during the year to volunteer in the cafeteria and the yard. 10 month student advisor TSA funded. Fund Community School Program Manager. Fund,Playworks	<i>Parent volunteer sign in</i>
3-16	Teachers will engage families especially for students with disabilities 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.	<i>Parent conference form sign in</i>
3-19	All teachers will participate in weekly PD and PLC collaboration time focused on Balanced Literacy, ELD/AED, Academic discussion based on CCSS and NGSS and conditions for learning	The principal, ITL, Student Advisor TSA and Intervention teacher along will ILT will create and implement a PD schedule focused on Math, Balanced Literacy, ELD/AED and conditions for learning 11 month ITL and Student advisor TSA will lead PD and PLC learning for all teachers. Library teacher will provide an additonall 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 recieve extended contract pay.	<i>PD agendas and power points</i>

3-20	All teachers will participate in PLC release days and/or weekly PLCs to participate in backwards planning of units along with assessments and lesson planning every six to eight weeks	The principal, ITL and ILT will create a PLC release day schedule focused on Math, Balanced Literacy, ELD/AED and conditions for learning. The ILT and LTL will plan and facilitate PLC release days. Substitutes will release teachers for PLC release time. ILT members and the ITL will document all plans in a google doc. Peer observations helped by STIP sub will be conducted that ensure implementation of plans. Teachers will bring agreed upon assessments and student work to following PLC time to analyze student learning progress and identify next steps.	<i>PLC agendas and notes</i>
3-21	All TK/K teachers will participate in weekly professional development and PLC release days to implement lessons, progress monitoring and pre and post assessments of foundational skills and Common Core State Standards. Teachers will communicate and align student learning from TK to K.	The principal, TSA and ITL will create and implement a PD/PLC schedule focused on TK/K literacy instruction, ELD/AED and conditions for learning. The principal and the ITK will conduct walkthroughs to observe TK/K instruction on foundational skills and Common Core State Standards. A teacher/ILT created check list or rubric will be used to give feedback to teachers. All teachers will participate in peer observations to give each other feedback and align instruction. 11 month ITL will lead PD and PLC learning for all teachers. A STIP sub will provide release for teachers to participate in peer observations. Library teacher will provide contractual prep time during class time in the library so that PD time can be extended on Wednesday to include PLC time for lesson planning. ILT members will receive extended contract pay.	<i>TK/K teacher PLC meeting agenda and notes</i>

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>	<b>Priority ("Big Rock"):</b>	<b>JUNE 2021 GOAL</b>			
	EL Reclassification	Increase by 5 percentage points the percent of ELs who qualify for reclassification.			
	<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>16-17 Baseline:</b>	<b>17-18 Target:</b>	<b>18-19 Target:</b>

LEARNERS		English Learner Reclassification	All Students	7.10%	12.00%	17.00%
<b>What other leading indicators can you watch over the course of the year to monitor progress towards this goal?</b>		SRI, F&P				
<b>Theory of Action for English Language Learners Priority:</b>		If students received high quality designated and integrated ELD the percentage of students who reclassify will increase by at least 5%.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION			
4-1	All teachers will implement leveled designated ELD for a total of at least 150 minutes a week	Teachers will continue to use Systematic ELD or Discussions for Learning while integrating 2-3 framework practices specified in the CA ELA/ELD Framework. The ELD Intervention Teacher and ITL will communicate to teachers district trainings and resources for implementation of ELD curriculum and support teachers in learning about and implementing 2-3 framework practices so the designated ELD is nested in content. Supports include PDs, PLCs, and coaching in the classrooms. Extended contract pay and sub release days for teacher training. Budget for ELD Intervention Teacher.	Classroom observations and feedback notes			
4-2	All teachers will implement integrated ELD using 6 high-leverage GLAD strategies as outlined in the 3 Year Plan for Integrated ELD and determined by ILT and the ELD Intervention Teacher.	The ELD Intervention Teacher, who is a GLAD trainer, will train teachers on GLAD strategies and work with teachers to create lessons or units based on grade-level content. Extended contract pay and sub release days for teacher training. Budget for ELD Intervention Teacher	<i>Classroom observations and feedback notes</i>			
4-3	Parent workshops will be held to educate them on English Language Learners and the reclassification criteria at least three times each year and data presented at the workshops	The principal and ELD intervention teacher will lead and coordinate reclassification workshops for parents. ELD intervention teacher position will be prioritized	<i>Parent sign in form and power point</i>			

4-4	Newcomers will receive Tier 3 intervention for basic English skills, either as push-in or pull-out, depending on the needs of the students. Newcomer students will also have access to Imagine Learning, a computer program designed to support English development for newcomers. The ELD Intervention Teacher will monitor student progress on Imagine Learning and use the data to support student progress either in the classrooms or for intervention. Students will receive intake progress monitoring assessments.	ELD intervention teacher will implement newcomer curriculum using GLAD strategies and implement assessments. ELD intervention teacher position and licenses for Imagine Learning program will be funded.	<i>Class schedule and student English development data</i>
4-5	Teachers will engage families at least twice a year in academic goals setting via parent conferences, focusing on EL students. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families. Teachers will use ILT created goal setting templates for consistency in goal setting throughout the school.	The principal will create minimum day schedules. ILT creates goal setting template. ELD intervention teacher will provide all teachers with copies of individual students' ELL Snapshots to share with families. Two week long minimum days in the schedule for teachers to have parent conferences. ILT will have extended contract pay to work on a goal setting template and to lead their grade level PLCs in goal setting consistent practices.	<i>Parent sign in forms</i>
4-6	Teachers will write content language objectives for 2-3 subjects a day so English learners have language targets for different parts of the day.	Training on the development of content language objectives will be nested in content PDs. ELD Intervention Teacher and ITL will support teachers in creating daily CLOs. ELD Intervention Teacher and ITL positions will be funded.	<i>Classroom walkthroughs and observation notes</i>
4-7	Teachers will analyze ELPAC test items and results and incorporate strategies to support during instructional day through designated and integrated ELD.	ELD Intervention Teacher will plan out PD to do ELPAC test results and item analysis and support teachers in integrating strategies for English learners throughout the day. ELD Intervention Teacher position will be funded.	<i>PD agenda, PD power point and PLC grade level notes</i>
4-8	Reclassification criteria and data will be shared with parents. Intervention teacher will manage data for all ELLs (newcomers and other ELs) and share data with teachers and families. Intervention teacher will hold parent meetings and plan ELD PDs for staff.	Bulletin board will have reclassification data and criteria. Set dates on master calendar for reclassification parent meetings. Full-time Intervention Teacher	<i>Bulletin board, parent meeting power point and agendas</i>

**PROPOSED 2018-19 SCHOOL SITE BUDGET**

**Site Number:** 178

**School:** Bridges Academy at Melrose

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Contract with afterschool provider	Culture & Climate	A1.6 After School Programs	5825				178-1
\$21,857.23	General Purpose Discretionary	Subs	Literacy	A2.1 Implementation of the CCSS & NGSS	1150				178-2
\$25,108.12	General Purpose Discretionary	Supplies: to provide supplies for student learning	Literacy	A2.3 Standards-Aligned Learning Materials	4310				178-3
\$4,000.00	General Purpose Discretionary	Copier maintenance agreement	Culture & Climate	A2.9 Targeted School Improvement Support	5610				178-4
\$13,448.34	General Purpose Discretionary	Noon Supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV0177	0.25	178-5
\$13,461.31	General Purpose Discretionary	Noon Supervisor	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV9999	0.25	178-6
\$2,993.14	LCFF Concentration	Extended Contract: for teacher professional development and leadership activities that improve quality of the instructional program and school climate	Culture & Climate	A2.10 Extended Time for Teachers	1122				178-7
\$6.86	LCFF Concentration	Supplies: to provide supplies for student learning	STEM/STEAM	A2.3 Standards-Aligned Learning Materials	4310				178-8
\$22,000.00	LCFF Concentration	Surplus (Library clerk): to provide books for students as well as provide team for teacher prep so that teachers have the extra time for teacher professional development	Literacy	A4.4 Teacher Professional Development focused on English Learners	4399				178-9

\$24,643.56	LCFF Supplemental	Extended Contracts: for teacher professional development and leadership activities that improve quality of the instructional program and school climate	Literacy	A2.10 Extended Time for Teachers	1122				178-10
\$58.23	LCFF Supplemental	Supplies: to provide supplies for student learning	STEM/STEAM	A2.3 Standards-Aligned Learning Materials	4310				178-11
\$75,000.00	LCFF Supplemental	ITL: to provide professional development of teachers to implement CCSS and NGSS standards	Literacy	A3.4 Teacher Professional Development focused on Literacy	4399				178-12
\$16,667.00	LCFF Supplemental	Reading Partners contract to provide reading intervention for up to 60 students	Literacy	A3.2 Reading Intervention	5825				178-13
\$16,667.00	LCFF Supplemental	Super Star Literacy contract to provide SEL and literacy instructions for up to 48 students	Literacy	A1.6 After School Programs	5825				178-14
\$36,000.00	LCFF Supplemental	Playworks contract: to provide physical health activities on the playground	Culture & Climate	A5.2 Health and Wellness (Mental & Physical Health)	5825				178-15
\$5,000.00	LCFF Supplemental	Licensing (ST Math contracts) for Math enhancement	STEM/STEAM	A2.3 Standards-Aligned Learning Materials	5846				178-16
\$25,305.10	LCFF Supplemental	Bilingual Clerk: to foster parent engagement and inform them of resources for physical and mental health	EL Reclassification	A5.2 Health and Wellness (Mental & Physical Health)	2405	CLERK BILINGUAL	CLKBIL0004	0.50	178-17
\$45,333.80	LCFF Supplemental	STIP: to release teachers for peer observations, IEP and SST meetings, for teacher evaluation observation cycles in order to support teacher professional learning and students academic growth and family engagement	Literacy	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0689	1.00	178-18
\$80,751.26	LCFF Supplemental	<b>Climate and Culture Teacher:</b> to implement Restorative Justice practices, PBIS strategies and SEL learning for students in order to promote mental and physical health and safety	Culture & Climate	A5.1 School Culture & Climate (Safe & Supportive Schools)	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT0583	0.80	178-19



\$9,447.52	Title I: Basic	Extra Time	EL Reclassification	A2.10 Extended Time for Teachers	1122				178-20
\$7.00	Title I: Basic	Surplus	n/a	n/a	n/a				178-21
\$90,669.01	Title I: Basic	ELD Teacher	EL Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STRUCTURED ENG IMMERSN	TCSHLT9999	1.00	178-22
\$999.36	Title I: Parent Participation	Extra Time Classified	Culture & Climate	A3.3 Family Engagement focused on Literacy Development	2922				178-23
\$1,000.00	Title I: Parent Participation	Refreshments	Culture & Climate	A6.3 Professional Learning for School Site Councils	4311				178-24
\$569.42	Title I: Parent Participation	Surplus	Culture & Climate	A6.1 Parent/Guardian Leadership Development	4399				178-25

# Title I School Parental Involvement Policy 2017-2018

## **Bridges Academy at Melrose**

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

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

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

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

*Bridges holds a meeting at the beginning of the year to inform parents about the Title 1 Program. This year it is on October 18, 2017 at 4:45 p.m.*

- Offer a flexible number of meetings for parents.

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

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

*Parent/Student Teacher Conferences two times a year*

*Attendance meetings all through the 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 family engagement office and family engineering and literacy nights*

*SST process for students with academic, attendance or social challenges*

*TK/K literacy labs and Kindergarten family welcome,*

- 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 proficiency standards are presented to parents.

Parents also have access to monthly workshops focused on academic standards.

Parent/Student/Teacher conferences two times a year

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

TK/K literacy labs

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

*The teachers share instructional materials as well as strategies at all conferences as well as regularly through homework packets. Kindergarten teachers post the homework and samples of student work as well. TK/K literacy labs and family nights will provide parents with instructional materials and training. Parent workshops through Parents Raising the Bar and Kindergarten Welcome! including Raising a Reader will teach parents how to help their children have academic success.*

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

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

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

Other parent involvement activities include: monthly parent leadership meetings and parent volunteer program. Literacy and engineering nights integrate ways parents can help their children.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. Announcements of events with school messenger calls and TalkingPoints texts. 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. There is a bulletin board with parent engagement activities listed and with calendar of dates and events.

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

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

#### **Accessibility**

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

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

#### **Adoption**

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

A meeting was held October 18, 2017

This policy was adopted by the Bridges Academy at Melrose School Site Council on -Wed. Oct.18, 2017\_\_\_\_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.18\_\_ It will be made available to the local community on or before \_Oct.18\_ The *Bridges Academy* 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.\_\_\_\_Anita Iverson-Comelo \_\_\_\_\_10-18-17

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

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- Provides support, during regularly meetings, for parental activities requested by Title I 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.

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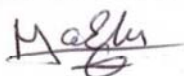
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#### Adoption

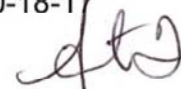
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10-20-17



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

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

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

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

*This School-Parent Compact is in effect during the 2017-18 school year.*

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

**Bridges Academy will:**

- Set high academic and social expectations for all and utilize the California Common Core State Standards based curriculum and specific strategies to help all students meet or exceed grade level standards
  - Partner with the home to ensure academic and social success for all
  - Provide meaningful and engaging learning experiences
  - Utilize the home language and culture to facilitate access to grade level standards and to develop academic language
  - Assign meaningful homework every day
  - Secure and maintain a safe and positive learning environment
  - Communicate with parents regularly
  - Provide support in seeking the information necessary to address the academic, social and emotional needs of students
- 2) Hold parent-teacher conferences to discuss each child's individual achievement.**
- Parent-Student-Teacher conferences will be held at the end of the first trimester and in the spring at the end of the 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 at school events

**Parent Responsibilities –**

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

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

**Student Responsibilities –**

**I will take responsibility for my learning by:**

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

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*Principal’s Signature*

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*Parent Signature*

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*Student Signature*



**2017-2018**  
**School Site Council Membership Roster – Elementary**

School Name: \_\_\_\_\_

<b>Chairperson :</b>
<b>Vice Chairperson:</b>
<b>Secretary:</b>

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member

Meeting Schedule (day/month/time)	
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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